

**TEACHING WRITING SKILL THROUGH PROMPT VISUAL TECHNIQUE
AT THE EIGHTH GRADE OF MTS AL-ISHLAH
JENGGAWAH JEMBER**

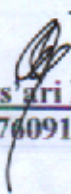
THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements
For Bachelor Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

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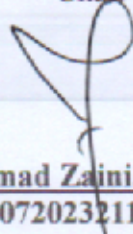
THESIS

It has been examined and approved by the board of examiners
in a partial fulfillment of the requirements
for bachelor degree of education (S.Pd)
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English Education Program

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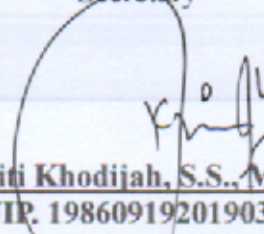
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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ ۝

“4. He Who taught (the use of) the pen, 5. taught man that which he knew not.”

*(QS AL ALAQ 4-5)**

*



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*Islamic finder Qs. Al-Alaq 4-5, <https://www.islamicfinder.org/quran/surah-al-alaq/11/?translation=english-mohammed-marmaduke-william-pickthall&language=id> .

DEDICATION

Appreciatively, I dedicate this thesis to:

1. Allah SWT, the lord of the world, because of him i could passed many tasks when doing this thesis
2. My beloved parents, my mother Pareenah baheh and my father Usman deesa-eh who always love me, pray for me and support me. You are my inspiration to do the best in my life, you difficulties and your tears are motivation to do my best.
3. My beloved big family has always support me.
4. My friends that from Thailand and stay at jember who always support me to finish my Thesis.
5. My classmate from English Department espessially TBI 4.
6. My all Lecturers of UIN KH Achmad Siddiq Jember.

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ACKNOWLEDGMENT

□

In The Name of Allah the most gracious the most merciful, the Almighty One God. Whose mercies and blessings have been extended to and felt by every single human in the universe.

The prayers and greetings may always be extended to the greatest Prophet Muhammad SAW. His existence has the power to transform the word of darkness to the lightness.

All praises be to Allah SWT. for all his miracles and guidances which enabled the author to finish this thesis entitled “ Analysis of Curriculum 2013 Implementation in teaching English at SMK Madinatul Ulum Jember” to achieve an undergraduate degree from the faculty of education and teacher training at UIN KHAS Jember.

The author is aware that completing this thesis would not have been possible without any helps and supports from others. Therefore, in this occasion, the author would like to express his gratitude to:

1. Prof. Dr. H. Hepni Zain, S.Ag., MM., CPME as the rector of Kiai Haji Achmad Siddiq State Islamic University who has supported me in this undergraduate program.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si as the Dean of Tarbiyah and Teacher Training Faculty who has given me permission to conduct this rsearch.
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5. As'ari, M.Pd.I as my advisor of this thesis who has given me a lot of motivations and suggestions in conducting this research.
6. And All people who have participated during the proses.

However, the author understands that this research is not complete or far from perfect. Hopefully, it will be useful not only for rhe english teachers but also for th readers and the next researchers.

Jember, May 24st, 2024

Author

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ABSTRACT

Faisol Deesa-eh, 2024: "Teaching Writing Skill Through Prompt Visual Technique At The 8th Grade of Mts Al-Ishlah Jenggawah Jember"

Keywords: Teaching Writing Skills, Prompt Visual Technique.

Today, English is the most important language to learn, especially for students. As a language, writing represents the most important skill to prove because it is complicated to learn and teach. Some students believed that learning English is a challenging task for them. As a result, it is necessary to devise an effective technique for teaching English-writing skills. Mts Al-Ishlah Jenggawah Jember, particularly the eighth grade, had implemented Prompt Visual Technique and discovered that it assisted the teacher in teaching writing skills for such a grade.

The focuses of this research are as follows: 1. What are the steps for teaching writing skills through Prompt Visual at the eighth grade of Mts Al-Ishlah Jenggawah Jember? 2. How is the evaluation of teaching writing skills through Prompt Visual in the eighth grade of Mts Al-Ishlah Jenggawah Jember?

The qualitative research method was used in this study, and the descriptive study was used as the research design. The subjects of this study were students and an English teacher, who were identified and recruited using purposive sampling. This study's data collection methods included observation, interview, and document review. After that, the researcher analyzed it using the Miles, Huberman, and Saldaña model, which included data condensation, data display, and drawing and verifying conclusions. This study's data validity relied on a triangulation source and technique.

The findings of this research were: 1) The steps of teaching writing skills through prompt visual were: a.) The teacher engaged students to identify the pictures. b.) The teacher chose 3 best pictures. c.) The teacher asked students to look at the pictures. d.) The teacher gave limited time for students to write what they think and imagine of the pictures. 2) The evaluation of teaching writing skills through Prompt Visual was using multiple choice. In Attitude Assessment, the teacher evaluated students' attitudes and behaviors in the classroom. By systematically collecting responses on various aspects of student attitudes, teachers can gain insight into the social and emotional dynamics in the classroom, thereby fostering a supportive and positive learning environment.

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CHAPTER I

INTRODUCTION

A. Background of Research

Language is important tool to communicate. To communicate of means to understand, to express many ideas, and also to develop culture between speakers and listeners or writers and readers.² Language is more than just communication tool; it is the primary method by which we do things together by share meaning of common ground. People need to communicate in doing daily activities and making an interaction to other people in their life. One of the popular languages used is English.

English is an international language that is used to communicate among people all over the world. English is so widely spoken; it has often referred to as a world language, the lingua franca modern era, and while is not an official language in most countries, it is currently the language most often taught as a foreign language.

Studying English as a foreign language is gradually getting more important. In Indonesia government, English is considered as a first foreign language and compulsory subject to be taught in secondary schools. Based on the decision above, it considers as optional subject or local content materials to be taught in elementary schools and as a requirement subject to pass National Examination.

English is one of a compulsory subject in Indonesia. One of the aims

² Sitti Rabiah, *Language as a Tool for Communication and Cultural Reality Discloser*, Faculty of Letter, (Makassar: Universitas Muslim Indonesia), 2012.

of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition.

Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes.

Writing in English is a complicated skill. Even, some of the native speakers do not have the ability in writing. Teacher should be creative to improve students' ability in writing. Based on Surah Al Qalam verse 1:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The meaning "*Nun. By the pen and that which they write (1)*"³

By seeing the context of surah above, Allah SWT used the words pen and write. It means, writing is an important thing. Based on Competency Standard- *Standar Kompetensi (SK)* and Basic Competency- *Kompetensi Dasar (KD)*, the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment.⁴ The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type.

³ The Noble Qur'an Encyclopedia, *Al qur'an Translation*, (Al-Kalam:1).
https://quranenc.com/en/browse/english_saheeh/2#31

There must be a convergence between English teaching and learning. Therefore, efforts to develop students writing skills in English, is not only one of the important objectives of English teaching, but also to adapt to the needs of examination.

Based on the writer's experience, the most difficult skill to be learned is writing. The writer had observed during Praktik Profesi Keguruan Terpadu (PPKT) activity at Mts AL-ISLAH Jenggawah, there are some difficulties faced by students of eighth grade in writing class, there are: first is they do not have idea to write. Second, they still confused in organizing the writing. Third, they often do some mistakes with the lack of knowledge in vocabularies.⁴

These problems can be influenced by some factors. The writer assumed based on the writer's experience during during Integrated teacher practice (ITP) activity, these problems appear caused by method or technique in teaching writing, because some teachers taught writing just gave explanation and exercises. It made students less comprehended, less interest in writing, and made students bored. These problems are important to be solved, therefore students get more comprehension in material of writing. students think that writing is an interesting skill, and can continue English material in the next semester.

To help students' solved these problems, it needed another technique more interesting in teaching writing. There are a lot of techniques in teaching writing. The writer would like to propose a technique which is "Prompt Visual

⁴ Researcher observed 24th January 2024.

Technique".

Prompt visual is a cooperative learning approach that encourages students to work collaboratively and generate and answer their own questions about a topic of study. This method is designed to foster curiosity, collaboration, and critical thinking skills among students.⁵The Group Investigation technique can be applied to various subjects and grade levels. The main stages of the Group Investigation method include: Provoke Curiosity: This stage involved sparking students' interest in the topic by presenting a question, issue, or problem that they will investigate. Pre-Plan Some Questions: Students brainstorm and generate questions related to the topic. Show Images and Gathering Questions: Teachers may present images or other visual aids to spark further curiosity and question generation. Capture Their Questions: Students wrote down their questions for further investigation. Get In Groups, Give Resources: Students are divided into groups and provided with resources, such as books, articles, or access to experts, to help them answer their questions. Students Answered Their Own Questions: Groups work together to research and answered their questions using critical thinking and problem-solving skills. Whole Group Share Out: Once everyone's answers are complete, groups share their findings with the rest of the class. Closing: The class discusses the findings and reflects on the learning experience

Benefits of the prompt visual technique include improved academic achievement, increased student engagement, and enhanced critical thinking

⁵ Rina Mayasari, *The Use of Group Investigation to Improve Students' Ability in Writing Skill in Analytical Exposition Text*, (Encounter: Volume 3, No.2, 2012).

and collaboration skills To facilitate communication, collaboration, and documentation within and between groups, teachers can utilize various tools and techniques, such as charts, checklists, rubrics, journals, portfolios, and forms of assessment and feedback.

Regarding the background above, the researcher tried to offer the Prompt Visual as a technique for teaching Writing skills in the classroom, especially to the eighth grade of Mts AL-ISLAH Jenggawah Jember. This technique is expected that it can help the students develop their writing skills. Based on the above explanation, the researcher attempted to conduct the research entitled: **“Teaching Writing Skills through Prompt Visual Technique in the Eighth Grade of MTs AL-ISLAH Jenggawah Jember”** to know how the Prompt Visual implements in teaching Writing skills in the eighth grade of MTs AL-ISLAH Jenggawah Jember.

B. Research Questions

In line with the purpose and objective above, thus the problem in this research are formulated into the following research question;

1. What are the steps for teaching writing skills through Prompt Visual technique in the eighth grade of MTs AL-ISLAH Jenggawah Jember?
2. How is the evaluation of teaching writing skills through Prompt Visual technique in the eighth grade of MTs AL-ISLAH Jenggawah Jember?

C. Research Objectives

Based on the statement of research question above, the objective of the research were;

1. To describe the steps of teaching writing skills through Prompt Visual technique in the eighth grade of MTs AL-ISLAH Jenggawah Jember.
2. To describe the evaluation of teaching writing skills through Prompt Visual technique in the eighth grade of Mts AL-ISLAH Jenggawah Jember.

D. Significant of the Research

The benefits of research contain what contribution made after completing the research. Research benefits can be in the form of theoretical benefits and practical benefits. The benefits of research must be realistic.

1. Theoretical Significant

This research is expected to contribute to English education knowledge and confirm the theories related to the student writing skill and prompt visual technique implementation. Besides this research expected to inform and add general knowledge to the readers about teaching writing skill process through prompt visual technique.

2. Practical Significant

Practically, the data presentation of this research will be useful for :

a. English Departement

Practically, this study is expected to give some contribution to the English teaching and learning process related to improving writing skill using prompt visual technique.

b. English Language Teacher

English teachers, the use of the prompt visual technique is expected to increase knowledge and experience regarding learning strategies that

can be used in managing the learning process especially in teaching writing skill at Mts AL-ISLAH Jenggawah.

c. Future Researcher

The researcher hopes that this study can be added as a reference related the same theme namely teaching writing skill through prompt visual technique at the eighth grade MTs AL-ISHLAH jenggawah jember.

d. Students

Hopefully, this research can be used as reference material for student of english dwpartment to explore further the writing- 1 teaching techniques the researchers are doing. Moreover, for future researchers, this research can inspire them to find creative ideas to conduct similar research with an innovative'

E. Definition of Key Terms

The definition of key terms is about understanding important terms that become the point in the research title. The aim of it is to avoid misunderstanding toward interpreting contents that the researcher means to clarify the key term in this research, some definitions are as follows:

1. Teaching Writing Skill

The teaching writing skill is needed by the teacher to make good writing of the student because the student were confused about the written structure and the pronunciation. The implementation of teaching writing skill to achieve certain educational goals, They use it to communicate to each other on paper, as means of ideas and emotional expression, because

when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes.

2. Prompt Visual Technique

Prompt Visual Technique is a learning technique in which using pictures to represent a task. It must help the students more active and responsible to make their written good during the learning process of teaching writing skills through Prompt visual technique while the teacher showed the pictures and the students write down what they imagine and think about the pictures, expressing their communication on paper.

F. Sturcture Of Thesis

The arrangement of discussions pertains to the sequence of how the thesis discussion progresses, beginning from the introduction section up to the concluding section. The writing style follows a adescriptive narativie systematics are presented below:

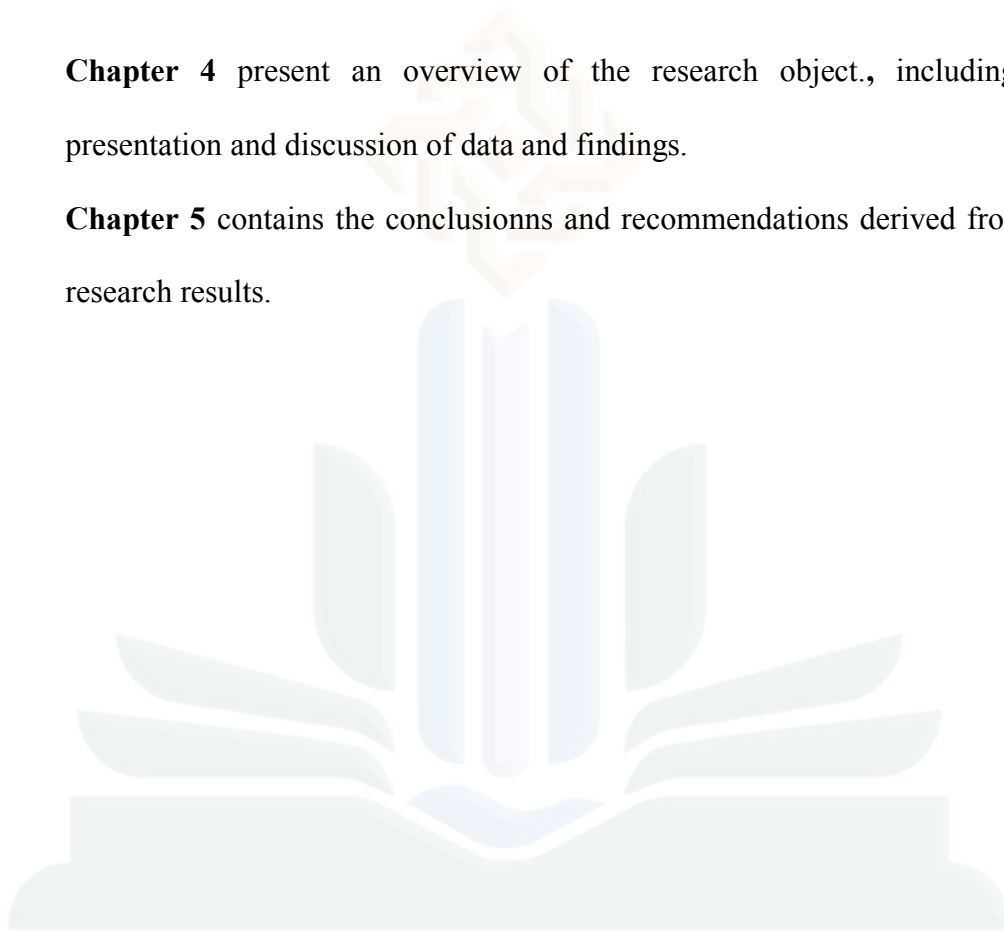
Chapter 1 presents an introduction to the thesis, encompassing the research background, focus; objectives, significance of important terms, and systematic discussion that will guide the research.

Chapter 2 provides a review of relevant literature, including prior research and the theoretical framework adopted for the study.

Chater 3 outlines the research methods employed, covering research approaches and disigns, research subjects, data collection techniques, data analysis, data validity, and research procedures.

Chapter 4 present an overview of the research object., including the presentation and discussion of data and findings.

Chapter 5 contains the conclusionns and recommendations derived from thr research results.



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CHAPTER II

LITERATURE REVIEW

This chapter presented a review of related literature. It consists of previous research and theoretical framework.

A. Previous Studies

In this section, the researcher listed the results of previous studies relating to research that is to be carried out. Then makes a summary, of both published and unpublished research (thesis, theses, dissertations, articles, published in scientific journals, and so on). This showed how far the originality and research position is intended to go. Here are some previous studies related to Prompt Visual technique and writing skill;

1. First, research was conducted by Miftari Putri Destari, Febrina Dafit,(2022) entitled “Writing Ability of Eighth Grade Elementary School Students”. from this research stated that students had mastered aspects of writing skills well, but in the aspect of using EYD spelling correctly students still make mistakes. The application of writing exercises to hone students' writing skills is always done by the teacher, and students always feel happy and excited as a response to these writing exercises. Students are also able to write down words that are spelled or dictated by the teacher. In addition, students also have their own art or creativity as a form of their ability to write. Whether it's regular writing, or writing essays about himself. The factors that affect students' writing abilities were the

lack of students' ability to memorize letters, the attention of parents, and the way of teacher teaching.⁶

2. Second, research was conducted by Sri Fahmi, Cynantia Rachmijati, (2021) entitled "Improving Students' writing skill using grammaly application for eighth grade in seniorhigh school". from this research found that found during implement the research in writing using Grammarly application. First the students the researcher found that had difficult in writing because they still have difficulty in expressing and exploring their ideas in writing. Grounded things because they are afraid of making mistakes, but researchers instruct them to freely explore their ideas through the simple things that are around them in daily life. Secondly after they make the writing form and are guided to find errors in their writing using grammarly, than grammarly application showed the number of errors and why they are used incorrectly and gives recommendations and suggestions for fixing them and a description of their use. The researcher give the suggestion that students should be confident in conveying their ideas into written form as well as maximizing this Grammarly application to help them find errors in writing, so they can find the correct one. It is recommended that teachers give more serious attention errors of students in writing because of solving.⁷

⁶ Miftari Putri Destari, Febrina Dafit, "Writing Ability of Second Grade Elementary School Students", Pekanbaru; volume 6, number 3, Tahun 2022, pp. 470-476

⁷ Sri Fahmi, Cynantia Rachmijati, "Improving Students' writing skill using grammaly application for second grade in seniorhigh school", (PROJCT; Volume 4, No. 1, January 2021)

3. Third, the research was conducted by Hyojin Bahng, Ali Jahanian(2022) entitled “Exploring Visual Prompts for Adapting Large-Scale Models”. From this research state that vision focus on introducing a separate task-specific head and adapt the model parameters or activations, we investigate visual prompting as practical adaptation method. We use a gradient-based scheme to learn a single, input-agnostic perturbation that repurposes a frozen model to perform a downstream task. Through various experiments across pre-trained models and datasets, we have demonstrated that CLIP is particularly suitable for visual prompting, achieving competitive results to linear probe. We hope that our unique findings will spur further research into: (1) better understanding pixel-space adaptation — when and why they are effective at steering deep networks, and (2) developing better visual prompts that further add to our repertoire of mechanisms for creating flexible and adaptable vision systems⁸
4. Fourth, the research was conducted by Maura A Smale and Mariana Regalado, (2020) entitled “Using Visual Prompts in Research”. From this research state that the found visual prompts to be highly valuable in their research, and they wholeheartedly agree with Cox and Benson’s suggestion that LIS research would benefit from “more imaginative approaches to eliciting and analyzing qualitative data.”³¹ The visual prompts for semi-structured interviews discussed here do just that while

⁸ Hyojin Bahng, Ali Jahanian, “ *Exploring Visual Prompts for Adapting Large-Scale Models*”, (2022)

also bringing many strengths to LIS research. They are a proven way to engage participants as co-researchers and can provide a focus for semi-structured interviews. Visual prompts can increase the credibility of a study by producing data that is rich in personalized detail while at the same time allowing “time for the participants to reflect on their lives without the direction of an intrusive research voice.”⁹

5. Fifth, the research was conducted by renada puji ayu, supiah, zulfikri b. Rasuan, and atik rahmaniar, (2019) entitled “Using Group Investigation (GI) Strategy to Improve Students’ writing skill”. From this research state that Most of the students had good motivation and interest in learning especially in improving their writing skill. It was seen in this study, some of student felt satisfied with their result of learning. Besides, almost of the students enjoyed the class because the researcher gave something different in learning writing. This finding was supported by Brown and Harmer, they said that with this method could encourage broader skills of cooperation and negotiation. So, it could help the classroom to become more relaxed and friendly place.¹⁰

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⁹ Maura A Smale and Mariana Regalado, “Using Visual Prompts in Research”. (2020)

¹⁰ renada puji ayu, supiah, zulfikri b. Rasuan, and atik rahmaniar, “Using prompt visual Strategy to Improve Students’ writing skill”, (Bangka Belitung; Vol.2. No. 1, 2022, Hal. 43-52)

Table 2.1
Similarities and Differences between Previous and Current Research

No	Research Title	Similarities	Differences
(1)	(2)	(3)	(4)
1.	Writing Ability of eighth Grade Elementary School Students (2022) by Miftari Putri Destari, Febrina Dafit.	Both writers used writing skill	a. The previous study using 5 research subject from II grade elementary school b. The previous study conducted the research at elementary school and researcher at junior high school
2.	Improving Students' writing skill using grammaly application for eighth grade in seniorhigh school	Both writers used writing skill and same grade	a. The previous study used grammarly application and the researcher used prompt visual technique b. The previous study focus on improving students' writing skill and the researcher focus on the implementation
3.	Hyojin Bahng, Ali Jahanian,(2022) entitled "Exploring Visual Prompts for Adapting Large-Scale Models"	Both writers used prompt visual	a. The previous study used clustering technique and the researcher used prompt visual technique b. The previous study focus on design for CLIP and researcher focus on writing skill
4.	Maura A Smale and Mariana Regalado, (2020) entitled "Using Visual Prompts in Research"	Both writers used prompt visual technique	a. The previous study used action research method thus the researcher used qualitative b. The previous study conducted the research at Faculty Librarians New York and the researcher conduct the research at MTs Al-Islah Jenggawah Jember

(1)	(2)	(3)	(4)
5.	puji ayu, supiah, zulfikri b. Rasuan, and atik rahmaniar, (2019) entitled “Using prompt visual Strategy to Improve Students’writing skill”	Both writers used prompt visual technique	a. The previous study used quantitative approach and the researcher used qualitative approach. b. The previous study conducted the research in Bangka, Bangka Belitung province and the researcher conduct the research at MTs Al-Islah Jenggawah Jember

Based on the table above, we can see that all of the researchers had ways to analyze their research. The similarities between the five previous studies that have been compiled above with this research is this research focus on writing skill used qualitative approach. Some previous research used Prompt Visual with different skill focus.

B. Theoretical Framework

This section contains a discussion of the theory that is used as a perspective in research. Discussion of theories related to research more broadly and in depth added insight to researchers in studying the problem to be solved by the formulation of the problem and research objectives. The position of theory in qualitative research is as a perspective, not to be tested as in quantitative research.

1. Teaching Writing Skill

a. Definition of Writing Skill

Teaching writing involves guiding students in the process of creating composed knowledge, which takes place across a range of

contexts and for a variety of purposes.¹¹ This process included creating conditions for writing to be explored, reading like a writer, drafting original writing, and receiving substantive feedback from a mentor. Teaching writing is a complex and ongoing task, and it required considering how writers learn and creating conditions in the classroom for learning to take place.

b. The Principle of Writing Skill

There are several principles of teaching writing that have been identified by experts in the field. These principles include¹²:

- 1) Writing is social and rhetorical. This principle emphasizes that writing is influenced by external factors and that it is a means of communication.
- 2) Everyone is a writer. This principle recognizes that all individuals have the capacity to write and that writing skills can be developed and enhanced over time.
- 3) Explicit instruction of writing strategies. This principle involves teaching students specific strategies for planning, revising, and editing their compositions.
- 4) Gradual release of responsibility. This principle involves gradually shifting responsibility for writing from the teacher to the student, allowing students to become more independent writers.

¹¹ Dr. P.I. (paul) Thomas, “what does teaching writing mean?”(2015), <https://radicalsolarship.com/2015/03/05/what-does-teaching-writing-mean/>

¹² Linda Adler-Kassner, *Understanding and Teaching Writing: Guiding Principles*, (California; 2018) <https://ncte.org/statement/teachingcomposition/>

- 5) Adequate time for writing. This principle recognizes that students need sufficient time to practice writing in order to develop their skills.
- 6) Writing is a diverse, complex, and communicative activity that requires practice as well as explicit teaching and reflection. This principle emphasizes that writing is a means for thinking through complex ideas and that it requires regular practice and reflection.
- 7) Writing is a process that no one can ever finish. This principle recognizes that writing is a lifelong learning process and that writers are continually developing their skills.

These principles provide a framework for effective writing instruction and can be used to guide the development of writing curricula and teaching practices.

c. The Component of Writing Skill

The components of teaching writing include understanding that writing is social and rhetorical, recognizing that everyone is a writer, providing explicit instruction of writing strategies, gradually releasing responsibility to the student, allowing adequate time for writing, and understanding that writing is a diverse, complex, and communicative activity that requires practice as well as explicit teaching and reflection.¹³

Additionally, teaching writing involves designing writing assignments and assignment sequences that consider the subject, audience, purpose,

¹³GCU Experience,2022 <https://www.gcu.edu/blog/gcu-experience/why-writing-important>

and form of the writing. It also involves recognizing that writing is a process that involves planning, drafting, revising, and editing, and that students need support and guidance throughout this process. Finally, teaching writing requires creating conditions within which writing can be explored, including reading like a writer, drafting original writing, and receiving substantive feedback from a mentor.

d. The Important of Writing Skill

Writing is important for several reasons. It is a fundamental communication skill that is essential for various aspects of life, including personal, academic, and professional.¹⁴ Clear communication, facilitated by good writing, is critical for coworker collaborations, business transactions, and interpersonal interactions. Writing every day build discipline and engaged both sides of the brain, while also helping to develop critical thinking skills and creativity. Additionally, writing is an essential job skill that can help individuals express their thinking skills and improve their overall communication abilities. In the academic context, teaching writing involved activating students' existing knowledge, expanding their schemas and perspectives, organizing and connecting their ideas, ensuring cohesion and coherence of thoughts, and revising drafts to improve them.

¹⁴ David Ramos, Is writing still important in today's world?,(2022)
<https://www.contentclass.org/why-is-writing-important/>

e. Element of Writing

The elements of writing include the following¹⁵:

- 1) Parts of speech: Understanding the classification of parts of speech, such as adjectives, nouns, verbs, and pronouns, is essential for effective communication.
- 2) Thesis: The thesis is the main idea of a piece of writing and is usually found in the first or second paragraph. It is what the entire piece of writing is about and is supported by the main ideas and supporting details.
- 3) Main ideas: Main ideas are what entire paragraphs are about and are like "mini-theses" that apply to just one paragraph. They are usually expressed in a topic sentence.
- 4) Supporting details: Supporting details are the specific pieces of information that support the main ideas of a piece of writing.
- 5) Planning, organizing, writing, editing, and revising: The writing process consists of these elements, which help a writer to develop text that is reflective, clear, and coherent. Planning refers to the deliberate and organized approach to tackling a writing task, organizing involves elaborating on ideas and selecting important information, writing is the actual composition of the text, and editing and revising involve checking grammar, spelling, punctuation, and the overall coherence of

¹⁵ McWhorter, Kathleen T. *Reading Across the Disciplines*. 2nd Ed. New York: Pearson Longman, 2005.

the writing. These elements are essential for effective writing and can help writers develop a framework for their work.

f. Evaluation of teaching writing skill

Evaluation is an application of research that is used to determine whether it is successful or not or whether there is benefit/value from a program or policy in education¹⁶. A teacher certainly hoped that what he has conveyed can be understood and mastered properly by students. Therefore, evaluation is carried out to measure the success of learning activities that have been carried out. This process involved various assessment methods, such as tests, observation, and feedback, in order to obtain an accurate picture of the effectiveness of learning and student understanding. Thus, the evaluation can be used to improve and develop future learning strategies. In teaching evaluation, there are generally 4 types of evaluation¹⁷ :

1) Placement Evaluation

This evaluation is used to determine the position of students in several programs. The goal is to place students in the appropriate level or class according to their abilities and needs, so that they can follow the program optimally.

2) Formative Evaluation

This evaluation is used to seek feedback to improve the teaching process. Formative evaluation is an assessment of the

¹⁶ McMillan JH dan Schumacer, S, 2010. *Research in Education; Evidence Based*

¹⁷ Henning, G. *A Guide to Language Testing: Development, Evaluation, Research*. Boston: Heinle & Heinle Publishers., 1987

strengths and weaknesses of classroom instruction. The goal is to revise teaching methods to make them more effective in subsequent classroom activities. This process involves gathering information as the lesson progresses to make necessary adjustments.

3) Summative Evaluation

This evaluation is used to measure the extent of student understanding and achievement. The results of the summative evaluation are used to determine whether students have achieved the set standards and whether they can proceed to the next level. This is usually done through a final exam or end-of-program assessment.¹⁸

4) Diagnostic Evaluation

This evaluation aims to find the causes of difficulties in teaching, such as students' psychological, physical and socio-economic backgrounds. Diagnostic evaluations help identify individual learning barriers so that teachers can design appropriate interventions to address these issues and support students' learning progress.¹⁹

Teachers in this study employed formative assessment as a method of teaching evaluation, which is the process of learning

¹⁸ Faozan Tri Nugroho, "Definition of Evaluation, Objectives, Functions, Processes, and Stages" (<https://www.bola.com/ragam/read/4724329/pengertian-evaluasi-tujuan-fungsi-proses-dantahapannya> Accessed November 30, 2021, 20.20)

¹⁹ (Harmer, 1998: 121 & Purgason in Richards and Renandya, 2002: 31).

how far along students are in their grasp of the subject matter. In order for students to fully grasp the subject matter being covered, the information is then utilized to choose the best teaching and learning activities for the following meeting. The following methods are employed in the formative assessment²⁰:

a) Test Technique

(1) Essay Test

An essay test is a sort of exam in which students must answer questions in their own words, detailing their thoughts and ideas. Students are required to organize their responses in this way by providing their own opinions and justifications. In order to demonstrate their comprehension and analytical skills through writing expression, students taking this kind of test are required to actively engage with the subject matter.

(2) Written Test

Written test is a form of evaluation where participants are asked to answer questions or complete assignments in written form. This test is used to measure participants knowledge, skill, and abilities in various fields, such as academic, technical skills, or job competence. Written tests can be in the form of multiple choice, essays,

²⁰ (Harmer, 1998: 121 & Purgason in Richards and Renandya, 2002: 31).

short filling, or other forms that require awritten answer. This test is often used in the context of education, job recruitment, professional certification, and competency evaluation.

b) Non-test Technique

(1) Attitude Assesment

Attitude assessment is an activity to determine the tendencies of students spiritual and sosial behaviour in everyday life. As a result of education both inside and outside the classroom.

2. Prompt Visual Technique

a. Definition of PromptVisual Technique

Prompt Visual Technique is a method in which the user can label just a few areas of an image. This is a much faster and easier approach than conventional labeling, which typically requires completely labeling every image in the training set. Below are a few examples of Visual Prompting verticals.

This approach accelerated the building process, as only a few simple visual prompts are required. You can had a working computer vision system deployed and made inferences in seconds or minutes; this will benefit both individual projects and enterprise solutions.²¹

The visual prompts can be photographs, paintings, or even

²¹ Palo A, What is Visual Prompting. <https://landing.ai/blog/what-is-visual-prompting>, (2023).

sculptures that evoke emotions, themes, or ideas that can be developed into a narrative.

The process typically began by examining the visual aid carefully, looking for symbols, colors, textures, or other elements that can be used to create a story. The writer might consider the context in which the visual aid was created, the emotions it evokes, or the themes it represents. This analysis helped the writer develop a narrative that is both visually and linguistically engaging.

For example, a writer might use a photograph of an abandoned house with a door ajar as a prompt. This image could improve feelings of curiosity, fear, or intrigue, leading the writer to create a story around the discovery of the open door. The story could explore themes of secrecy, danger, or transformation, all of which are suggested by the visual image.

The use of prompt visual in writing can be an effective way to stimulate creativity and encourage writers to think outside the box. By combining visual and linguistic elements, writers can create unique and engaging stories that capture the reader's imagination.²²

b. Advantages and disadvantage of Prompt Visual Technique

1.) Advantages of Using Prompt Visual Technique

- a) This technique is expected able to motivate the students to learn English.

²² A. M. Palmer, M.A, Doorway Perspectives: Visual Prompts for Writers https://www.linkedin.com/pulse/doorway-perspectives-visual-prompts-writers-a-m-palmer?utm_source=share&utm_medium=member_android&utm_campaign=share_via , (2023)

- b) Particularly in mastering writing since they are involved in the writing activity.
- c) It can promote the students' imagination and their ability to share their opinion.
- d) It can improve the quality of the teaching-learning of English.
- e) The Prompt Visual technique is a suitable technique for teaching writing because it generally can motivate students in learning English particularly writing and gain better achievement in English subjects and specifically improve students' writing ability.²³

2.) Disadvantages of using the Prompt Visual Technique

When using this technique, the class becomes noisy because they have to imagine something in their brain and then share the results of the imagination on the paper. No Noise distracts other students. But sometime Teachers should pay attention to noisy students and make them understand the use of learning.

²³ Ni L.P.W Wahyuni, I.M.C. Wibawa, and N.T. Renda., *Pengaruh Model Pembelajaran Kooperatif Tipe Group Investigation Berbantuan Asesmen Kinerja terhadap Keterampilan Proses Sains*, International Journal of Elementary Education, Vol.2, No.3, 2018, pp.202-210.

c. The Procedure of Teaching Writing Skill through Prompt Visual Technique

Below is the process of teaching writing through the Prompt Visual technique:

- 1.) The teacher greets the students.
- 2.) The teacher gives students a brief introduction to the material to be distributed.
- 3.) The teacher engages students to identify the pictures.
- 4.) The teacher chooses 3 best pictures.
- 5.) The teacher asks students to look at the pictures.
- 6.) The teacher gives limited time for students to write what they think and imagine of the pictures.
- 7.) The teacher asks the student to read the result in front of the class.
- 8.) The teacher and students discuss the results.

d. The evaluation of teaching writing skills through Prompt Visual Technique

- 1) Evaluation of Teaching Writing Comprehension

Evaluation is fixing the process of decision about some object that will be evaluated. In the context of education, evaluation aims to determine the extent to which the material that has been taught is successfully understood by students.²⁴ A teacher certainly hopes that what he has conveyed can be understood and

²⁴ Faozan Tri Nugroho, "Definition of Evaluation, Objectives, Functions, Processes, and Stages" (<https://www.bola.com/ragam/read/4724329/pengertian-evaluasi-tujuan-fungsi-proses-dantahapannya> Accessed November 30, 2021, 20.20)

mastered properly by students. Therefore, evaluation is carried out to measure the success of learning activities that have been carried out. This process involves various assessment methods, such as tests, observation, and feedback, in order to obtain an accurate picture of the effectiveness of learning and student understanding. Thus, the evaluation results can be used to improve and develop future learning strategies. In teaching evaluation, there are generally 4 types of evaluation²⁵ :

a) Placement Evaluation

This evaluation is used to determine the position of students in several programs. The goal is to place students in the appropriate level or class according to their abilities and needs, so that they can follow the program optimally.

b) Formative Evaluation

This evaluation is used to seek feedback to improve the teaching process. Formative evaluation is an assessment of the strengths and weaknesses of classroom instruction. The goal is to revise teaching methods to make them more effective in subsequent classroom activities. This process involves gathering information as the lesson progresses to make necessary adjustments.

c) Summative Evaluation

²⁵ (Harmer, 1998: 121 & Purgason in Richards and Renandya, 2002: 31).

This evaluation is used to measure the extent of student understanding and achievement. The results of the summative evaluation are used to determine whether students have achieved the set standards and whether they can proceed to the next level. This is usually done through a final exam or end-of-program assessment.²⁶

d) Diagnostic Evaluation

This evaluation aims to find the causes of difficulties in teaching, such as students' psychological, physical and socio-economic backgrounds. Diagnostic evaluations help identify individual learning barriers so that teachers can design appropriate interventions to address these issues and support students' learning progress.

²⁶ Retnaningsih, Rahayu. Assessment of Attitude tetep, antep, mantep in the Teaching: Ki Hadjar Dewantara Perspective. *Al-Ishlah: Jurnal Pendidikan* Vol.15, 2 (June, 2023), pp. 2097-2102.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of this current research that consist of research approach and design, research location, research subject, data collection technique, data analysis, data validity, and research procedure.

A. Approach and Design of Research

The qualitative research method was used for this study. In general, qualitative research took a more positivist approach to the world, implying that reality is something tangible that can be objectively measured using observational and experimental methods. Because it focused on the personal, subjective, and experiential foundations of knowledge and practice, qualitative research is humanistic. This approach is also holistic in that it sought to situate the meaning of specific behaviors and ways of doing things in a given context, and qualitative research methods are generally open-ended and in-depth, naturalistic in that they attempt to study things, people, or events in a natural (non-experimental) setting.²⁷

Meanwhile, descriptive qualitative research was used in the design of this study. Descriptive qualitative research is simply describing a situation, object, or phenomenon without drawing general conclusions, and it is done to provide a detailed image of the phenomenon. The goal of descriptive research

²⁷ Karina Kielmann, Fabian Cataldo, and Janet Seeley, *Introduction to Qualitative Methodology: A Training Manual*, (UK: Department for International Environment (DFID), 2012), 7-9.

is to create systematic, factual, and accurate descriptions of facts and population characteristics.²⁸

The researcher chose the descriptive qualitative research design for this study because it was appropriate for the phenomenon that occurred in a society deeply involved in emotions, expression, motivation, and ambition according to the field as the research location in the eighth grade of MTs AL ISLAH Jenggawah Jember. It meant that the outcome of this research was described beginning with some activities such as the preliminary study, then when the technique was carried out and the instruments that were used, and finally when the data was analyzed.

B. Research Location

The research location was conducted at MTs AL ISLAH Jenggawah Jember, East Java. The first reason that the researcher chose the place is this field is appropriate to be researched due to this institution, the private school under the boarding house foundation that implements Prompt Visual in the teaching-learning process as a cooperative approach and it needed to be explored. The second reason is this place is appropriate as a research site or field to the title of this research and it was proved through the result of the preliminary study that the researcher did. The third reason is this research had gotten permission from the headmaster of MTs AL ISLAH Jenggawah Jember which conducts Prompt Visual. The fourth reason that Prompt Visual is appropriate for the student's condition where it helps students with their

²⁸ Sumandi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Persada), 2008.

writing skills. The uniqueness of the research location as the field in this research was all students at this school has a program English club that boosted them to learn English a lot at outside the school like in their boarding school. Thus, by using this technique the students easily accepted it as an effective alternative to the teaching-learning process in the classroom and help the students' writing skills.

C. Research Subject

Research subjects are informants who will be used to report data sources related to the research focus.²⁹The description included what data you want to obtain, who wanted to be an informant or research subject, and how the data were searched and captured to guarantee its validity. Two sources will be used in this research, namely:

1. Main data

Primary data is obtained directly from the first interview between the researcher and the informant.

- a. English teacher of MTs AL ISLAH that teaching english used Prompt visual

Furthermore, for the purpose of conducting interviews and observations. Mr. Bahrul ulum, serving as the English teacher for eight grade . was selected as a participant in this research. The intention behind this selection is to gather pertinent data concerning the

²⁹ Sugiono, Metode Penelitian Kuantitatif, Kualitataif, dan R&D,(Bandung;2016),2.

instruction of writing skill through prompt visual technique focusing on step and evaluation criteria

b. Students of MTs AL ISLAH at class VIII a

Meanwhile, the second participant was selected from 32 students at eighth grade students in class A. to conduct observations. Furthermore, to conduct focus group interviews, researchers selected four students. These four students were chosen as subjects for several reasons. The details mentioned above were obtained from the eighth grade English teacher at MTs AL-ISHLAH Jenggawah Jember. Based on the above-mentioned data, this study utilized a semi-structured approach. The subject of this study is expected to provide valuable insights regarding the utilization of pre-listening activities as a learning strategy in the teaching and learning process.

2. Secondary data

Secondary data supported primary data obtained in the form of observation and document review.

D. Data Collection Technique

This section contained a description of the data collection techniques used such as participant observation, in-depth interviews, and documentation. The data collection technique used by the researcher is as follows;³⁰

³⁰ Creswell, 212.

1. Observation

Observation is a data collection technique that is carried out by observing, accompanied by notes on the state or behavior of the target object. The observation method consisted of direct observation of research subjects to take a close look at the activities carried out by the students of AL ISLAH Senior High School at Jenggawah District, Jember Regency.

The process of gathering open-ended, firsthand information by observing people and places at a research site is known as observation. There are two types of observers in observational roles: participant observers and nonparticipant observers. A participant observer is a researcher who took on an observational role while participating in activities in the setting under observation. At the same time that researchers are engaged in activities, they are also recording data. A nonparticipant observer is someone who comes to the site and takes notes without getting involved in the activities of the participants.³¹

The general procedure is outlined in the following steps: first, choose a site to be observed that will help you understand the central phenomenon. Second, by first looking around the site, it is simple to observe the site slowly. Third, determine who or what will be observed, when they will be observed, and how long they will be observed at the site. Fourth, decide on your role as an observer. Fifth, make multiple observations over time to gain a comprehensive understanding of the site and individuals. Sixth,

³¹ Creswell, 213-214.

devise a method for taking notes during observations. Seventh, consider what data you will collect during an observation. Eighth, take descriptive and reflective field notes. Ninth, make your presence known while remaining unobtrusive. After observing, the tenth, gradually withdraw from the site.³²

In this research, the researcher had chosen observation of the non-participant observer to conduct research. The reason was the researcher focused on observing and recording notes during observation activities without being involved in the activities of participants. Thus, the result of observation activities extended the achievement that the researcher wanted. In this research, the observation was conducted on the objective conditions of Al-Islah Islamic Senior High School and during the implementation of teaching writing skills through Prompt visual.

2. Interview

An interview is a form of communication between two people that involves one person seeking information from another by asking questions, based on a specific purpose. Interviews were conducted directly at the research location using the madrasah head's information. Those involved in this interview were the head of the madrasa, teachers, and several other staff.

A qualitative interview occurred when the researcher asked and records general, open-ended questions from one or more participants.

³² Creswell, 215-217.

There are several general steps involved in conducting interviews, which are as follows: identify the interviews, determine the type of interview you used, audiotape the questions and responses, take brief notes during the interview, locate a quiet, suitable place to conduct the interview, obtain permission from the interviewee to participate in the study, have a scheme, but be flexible, use probes to obtain additional information, be courteous and professional.

In this study, the researcher conducted a semi-structured interview. Semi structure is an interview model in which the interview naturally occurred to review questions for the students without interfering with their comfort while the interview section is running. When there is a lack of clarity on the data obtained through interviews using guidelines that have been prepared in writing, in this study the researcher also conducted free (unstructured) interviews to strengthen the required data. In summary, the researcher distributed the interview questions naturally to make students feel at ease when they were asked some questions. The researcher also conducted one-on-one and focus group interviews. As stated above, those interviews were relevant to the phenomenon studied in this study. Furthermore, the entire research subject who participated in the interview section had a good time.

In this study, one-on-one interviews have been conducted with the English teacher at MTs AL ISLAH Jenggawah Jember, while focus group interviews have been conducted with four students in the eighth grade of

MTs AL ISLAH Jenggawah Jember. The interview data included the purpose, the material, the steps, and the evaluation of teaching writing skills using the prompt visual.

3. Document Review

Documentation is used to complete the data in the study. Researcher obtained information stored in a document in the form of photo archives, journal activities, lists of student names, student daily scores, and so on. Information that occurred in the past can be known through documents.³³ Document reviews are the form of public and private records obtained by qualitative researchers about a site or participant in a study, and they can include a newspaper, meeting minutes, a personal journal, and letters. These resources are useful in assisting researchers in understanding key phenomena in qualitative research.

There are some useful guidelines for conducting documents in qualitative research, which are as follows: identify the types of documents that can provide useful information to answer your qualitative questions, then consider both public and private documents as sources of information for your research, once the documents are located, request permission to use them from the appropriate individuals in charge of the materials, then provide specific instruction about the procedure if you ask participants to keep a journal, once you have permission to use documents, examine them

³³ Suheri. *Teknik-Teknik Menulis Skripsi dan Thesis*. (Surabaya: Imtiyaz), 2017.

for accuracy, completeness, and usefulness in answering the research focus in your study, the last records information from the documents.

In this research, the data of MTs AL ISLAH Jenggawah Jember obtained from the documents were:

- a. The profile of MTs AL ISLAH Jenggawah Jember.
- b. The vision and mission of MTs AL ISLAH Jenggawah Jember.
- c. The teacher and staff data of MTs AL ISLAH Jenggawah Jember.
- d. The data of students in the eighth grade of MTs AL ISLAH Jenggawah Jember.
- e. Curriculum and Syllabus.
- f. The lesson plans

E. Data Analysis

Data analysis is the activity of collecting data from data sources or respondents. Data analysis is also known as data processing and interpretation.³⁴ Data analysis is an effort to systematically search and organize observations, interviews, and the like to increase a researcher's understanding of the case under study and present the results as findings to others. Meanwhile, to advance this understanding, we must continue to seek meaning. Nasution in Sugiyono also explains that data analysis in qualitative research started before entering the field, namely when formulating

³⁴ Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta, 2016.

and explaining problems, before plunging into the field, and continues until the writing of research results.³⁵

Moreover, the data analysis for students in senior high school and above was conducted using Miles, Huberman, and Saldana's concept of qualitative data analysis. They highlighted three concurrent flows of activity in the analysis such as data condensation, data display, and conclusion drawing/verification.³⁶

1. Data Condensation

The activity of data condensation began with the researcher selecting, focusing, simplifying, abstracting, and transforming data from the topic to be researched, such as written-up field notes, interview transcripts, documents, and other empirical materials by condensing that can make data stronger. In this study, the researcher wrote summaries of what was learned from data collection, which included the purpose, material, steps, and evaluation of teaching writing skills using the Prompt Visual. Following that, the researcher simplified the summary result for use in data display.

2. Data Display

The data display, which defined compressed assembly organized information, allows conclusion drawing and action. Data is displayed in various ways, including graphs, tables, charts, and networks. Aside from

³⁵ Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta, 2010, 89.

³⁶ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook; third edition* (London: Sage Publications), 2014.

that, the data presentation can take the form of a brief description. The activity in data display refers to the researcher's attempt to design displays by deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered into the cells; thus, analytic activities are used.

The data organization in this study was obtained in a descriptive form. In this stage, the data was organized by obtaining the data that had been collected. The researcher then described the results of the data's contents in drawing and verifying conclusions.

3. Drawing and Verifying Conclusion

Data collection precedes the activities of drawing and verifying conclusions. The qualitative analyst then interprets what has been observed by noting patterns, explanations, causal flows, and propositions. The competent researcher takes these conclusions lightly, maintaining openness and skepticism, but if the conclusions are still there, vague at first, then increasingly explicit and grounded, the researcher is competent.

Depending on the size of the corpus of fieldnotes, the coding storage, and retrieval methods used, the sophistication of the researcher, and any necessary deadlines to meet, the "final" conclusions may not appear until data collection is complete.

After the collected data was presented and an in-depth understanding of the data was gained, the researcher verified the data by checking the data correlation to what data had been presented with new

data to be used as conclusions of the purpose, material, steps, and evaluation of teaching writing skills through Prompt Visual.

F. Validity of Data

Validity is a significant consideration in developing and evaluating measuring instruments. Validity is the extent to which an instrument measured what it claimed to measure.³⁷ In qualitative data validity, triangulation was used. The validity of data on triangulation is divided into two categories in this study: triangulation of data source and triangulation of technique.³⁸ The credibility of the data was assessed by triangulation of data sources, which involved checking the data obtained from several sources involved in person, place, time, and so on. While the triangulation technique was evaluated for the credibility of data that was checked using various methods. It may include interviewing, observing, and reviewing documents.

After collecting data through non-participant observation, one-on-one interviews, focus group interviews, and document review, the researcher needed to compare all of the instruments. Then, in this study, for example, the data from interviews provided a positive perception of the prompt Visual because it was supported by the observational results. As a result, it was validated by the other data.

³⁷ Donald Ary et al., *Introduction to Research in Education: eighth edition* (Canada: Nelson Education, Ltd), 2010, 225.

³⁸ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*, 266.

G. Research Stages

The research procedure refers to the researcher's research implementation plan, which includes preliminary research, design development, actual research, and report writing. Regarding the research procedure described above, this study had three phases that were completed by the researcher in the research procedureform, as follows:

1. Pre-field stage

a. Develop the research design

The researcher established the plan by following the title of the research, the reason for the research, the focus of the research, the purpose of the research, the benefits of the research, the object of the research, and the strategy used in compiling the plan.

b. Choosing research location

The researcher chose the research location as the state of study. The research field for this research was at MTs AL ISLAH Jenggawah Jember.

c. Permit processing

In permit processing, the researcher took a license in advance to the campus and visited the research field to obtain permission, then took a stage of research.

d. Assess the state of the field

After obtaining permission, the researcher began to explore to better understand the background of the research object to assist the researcher in digging up the data.

e. Prepare research instrument

After completing the preceding stages, the final stage was to prepare the necessary instrument before conducting the research.

2. Stage of fieldwork

After all, preparations are considered mature, and the next step is to carry out research. Activities that will be carried out in this Stage include:

a. Data collection

The researcher collects the data with a predetermined schedule using observation, interview, and documentation techniques.

b. Data processing

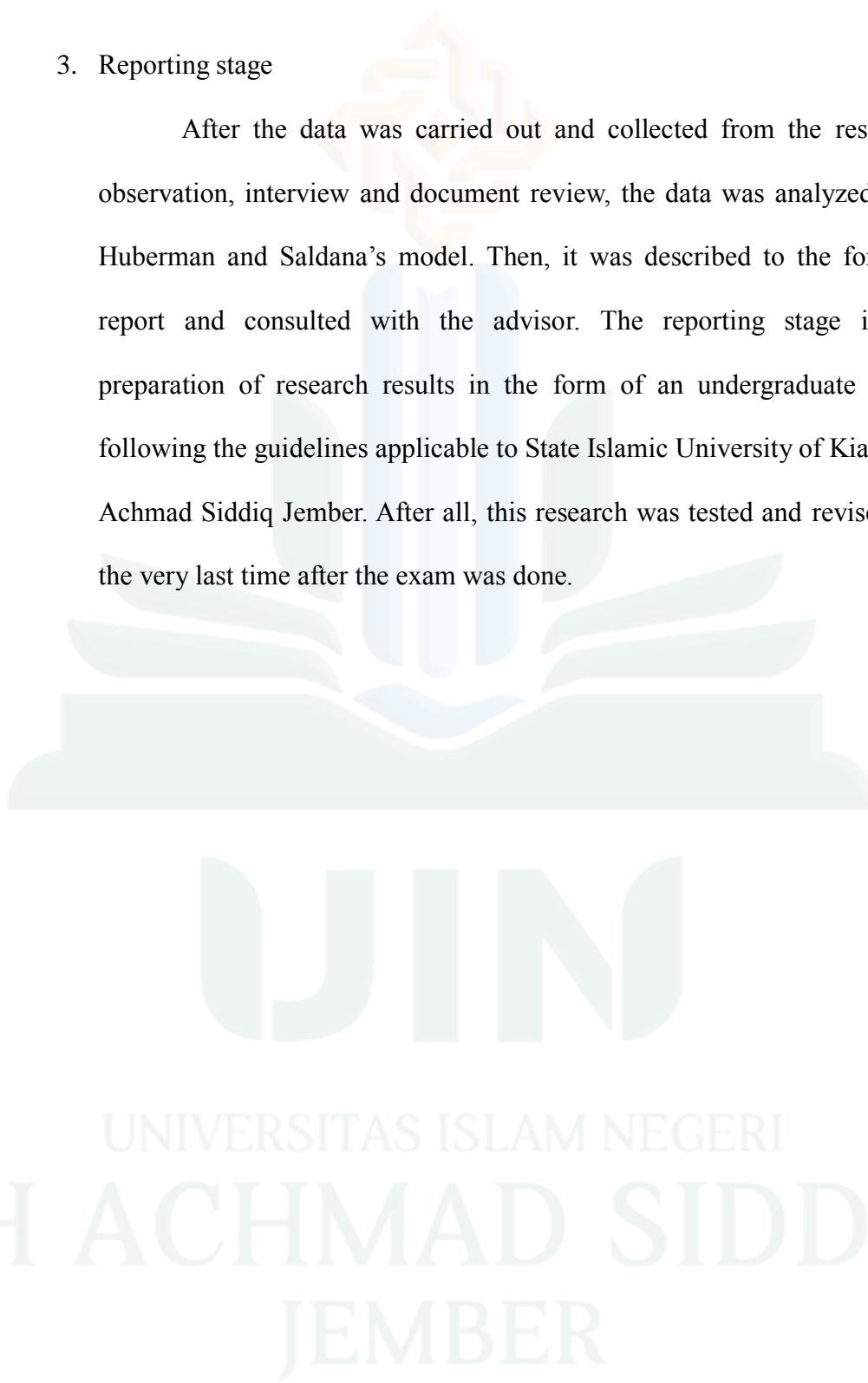
Processing data from the result of data collection is intended to facilitate data analysis.

c. Data analysis

After all the data is collected, analyze the whole data with qualitative analysis techniques by presenting an overview of obtained data during data collection—the result of the analysis described in the data exposure and research findings.

3. Reporting stage

After the data was carried out and collected from the result of observation, interview and document review, the data was analyzed with Huberman and Saldana's model. Then, it was described to the form of report and consulted with the advisor. The reporting stage is the preparation of research results in the form of an undergraduate thesis following the guidelines applicable to State Islamic University of Kiai Haji Achmad Siddiq Jember. After all, this research was tested and revised for the very last time after the exam was done.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about the description of the research object, research results, and discussion.

A. Description of The Research Object

The object of this research is Madrasah Tsanawiyah Al-Ishlah Jenggawah. The location of the Al-Ishlah Jenggawah Tsanawiyah Madrasah is at Krajan Village, Jenggawah District, Jember Regency, precisely on Jl. Mataram No. 07 Jenggawah Jember. As a completeness of this object, it will stated about the Al-Ishlah Jenggawah Tsanawiyah Madrasah.

1. History of the Establishment of the Al-Ishlah Tsanawiyah Madrasah

Madrasah Tsanawiyah Al-Ishlah is one of the institutions Islamic education based on Islamic boarding schools located in Krajan Karang Hamlet Bindung, Jenggawah Village, Jenggawah District, Jember Regency. The madrasah was founded with the aim of helping the program government in order to contribute to the intelligent life of the nation as can be used by sons and daughters to obtain appropriate education and knowledge according to development and changing times. This madrasa was founded in 1991 by Kyai Sirojuddin Ahmad. Initially education at Al-Ishlah was in the form of TMI (tarbiyatul muallimien al-islamiyah) which is a branch of Al-Amien. Because all the teaching staff are alumni of AlAmien Perenduan Madura.

Time after time the Al-Ishlah educational foundation continues to suffer improvement and change. This can be seen increasingly there is a lot of public interest in enrolling their sons and daughters in this institution. At first YPAI Al-Ishlah only had two prayer rooms sons and daughters and three classrooms for learning.

In 1993 YPAI Al-Ishlah built 6 sized rooms 5 x 10 which is a collaboration between all committees and self-help a community that supports each other for the smooth running of education at AlIshlah. The development was inaugurated by the village head Mr. Maulan's jenggawah was witnessed by all the parents and students Jenggawah village community who participated in the development That.

Thank God, the condition of students at Al-Ishlah is improving increases every year, and this makes all the administrators become anxious because of the lack of needed classroom space. and finally with cooperation between all committees and the community then in build another 4 classrooms of the same size.

However, as time goes by and the world of education advances So the legality of learning in the form of a formal diploma becomes a requirement society in general. Then the chairman of the foundation began to think and plans to open a formal MTs level institution in the area YPAI Al-Ishlah. Finally all the upper committee members gathered request from the chairman of the foundation and after conveying the plan to all members and received a positive response from all parties, then it was determined

on June 9 2006 YPAI Al-Ishlah founded the Madrasah Tsanawiyah Al-Ishlah institution and was recognized by government.

Since then, the name Al-Ishlah has become increasingly known to the public Java and outside Java. And from that moment Al-Ishlah began to follow various kinds of activities held by the Department of Religion as well as from the National Education Service, and Al-Ishlah began to achieve achievements and received several awards from the results of his hard work carried out by the institution and the students.

2. Identity of Al-Ishlah Jenggawah Tsanawiyah Madrasah

a. School Name: MTs Al-Ishlah Jenggawah Jember

b. NISM: 121235090045

c. Address: Jln. Mataram No. 07 RT. 18 RWs. 02

d. Postal code: 68171

e. Internet access: Email (majenggawah@gmail.com)

f. Province: East Java

g. Regency: Jember

h. District: Jenggawah

i. Village: Jenggawah

j. Madrasa Status: Private

k. Madrasa Group: Core

l. KKM Group: MTsN 2 Jember

m. Accreditation: B

n. SK Publisher: Ministry of Religion, East Java Province

- o. Year Founded: July 15, 2006
- p. Teaching and learning activities: Morning until finished
- q. Teaching and learning activity hours: 06.45-13.15
- r. Madrasa Building: Owned
- s. Land Area: 4,316 M2
- t. Land Status: Waqf
- u. Waqf in the name of: Al-Ishlah Education Foundation
- v. Distance to sub-district center: 1 km
- w. Organizing Organization: Al-Ishlah Education Foundation
- x. Foundation Legal Entity: Decree of the Ministry of Law and Human Rights No.AHU-0013393.AH.01.04.2015

3. Vision and Mission of Madrasah Al-Ishlah

a. Vision

Producing superior people who have IMTAQ, master science and technology, have noble character, broad insight, independence and responsibility based on a strong personality, dynamic and globally competitive, ready to become khodimul ummah.

b. Mission

- 1) Organizing a modern learning process simultaneously with the demands and progress and development of science and technology technology.
- 2) Instill Islamic values based on the Koran As-Sunnah through various scientific studies and daily practices.

- 3) Take part in various events at local and national levels and internationally to hone existing potential/skills student self.

4. Status of Teachers of MTs Al-Islah Jenggawah

The Teachers of MTs Al-Islah Jenggawah are 24 that the male teachers are 18 and female teachers are 6 include 1 ASN and 23 Non-ASN.³⁹

5. Status of the Learners of MTs Al-Islah Jenggawah

The status of the learners are islamic studies include three class as follow;

No	Field of study	Total
1	Class VII	128
2	Class VIII	124
3	Class IX	105

B. Data Presentation

The detailed data descriptions and findings obtained using the methods and procedures described in Chapter 3 are included in Data Presentation and Analysis. This description is made up of data descriptions that are presented to the topic in response to research questions. The findings of the research are presented in the form of patterns, themes, lesions, and motives arising from data analysis. Furthermore, the discovery could be a category, classification system, or typology.

³⁹ Bahrul Ulum, interview by researcher, Jember, 23rd of February 2024.

1. The steps of teaching writing skills through Prompt visual in the eighth grade of Al-Islah Senior High School

Before we talk about the steps, according to the interview with the English teacher of eighth-grade students, Mr Bahrul said:⁴⁰

“The purpose of teaching writing skills through Prompt Visual is actually to make students more active and used to writing English. It means that this purpose refers to the student's ability to imagine and describe effectively in English. Besides that, using Prompt visual to teach writing can make students a sense of responsibility and also increase cooperation well in a group. In this eighth grade, I do give students more opportunities to practice their writing abilities individually.”

The result of the teacher's interview showed that there were so many advantages when the teacher made English writing skills more interesting for to learn by students. Prompt visual was useful for students to cooperate. It makes the learning process more effective because of the teacher's technique. Every student had their responsibility through their describe. So, the researcher concluded that the purpose of teaching writing skills through Prompt visual is to make students more active and used to writing English, be responsible, and also can increase good explanation.

The statement above was supported by the focus group interview result with Ilham in eighth grade, he confirmed that:

“In my opinion, the purpose of this learning is to get us used to writing English in class. Because Mr Bahrul always interacts with

⁴⁰ Bahrul Ulum, interview by researcher, Jember, 23rd of February 2024.

us in class, we have plenty of time to do.”

It was also reinforced by ahmad in the focus group interview when she stated:⁴¹

“Likewise, I believe. Because I was previously afraid to write in English, but now I have the confidence to do so.”

The result of the focus group interview above described that English makes the students more enthusiastic to learn. The teacher interacted with students oftentimes. So, the researcher concluded that the purpose of teaching writing skills through prompt visual is not only to make students write effectively in English but also can make students plenty of time to write and increase their self-responsibility. They would find out some mistakes to make their English better.

It was also supported by the researcher’s observation in the classroom that saw students more active and responsible to make their written good during the learning process of teaching writing skills through Prompt visual. Besides, the researcher found that students always try to do cooperation well individually.

Moreover, the teacher provides material to the students to increase their knowledge, train them in writing, and control the learning process.

Regarding the interview with the English teacher, Mr Bahrul said:⁴²

“I gathered my materials for the oral analytical exposition from a variety of sources. It can be taken from LKS, Google, YouTube, and others. Then, I summarized it with a simple one to give the students a clear and easy-to-understand explanation. Material is

⁴¹ Ahmad, Focus group interview toward students of eighth grade, Jember, 25th of February 2023.

⁴² Bahrul Ulum, interview by researcher, Jember, 23rd of February 2024.

related to the purpose of teaching-learning, where it focuses on writing skill, which means the materials should engage students in some written activities while also improving their writing skills.”

The result of the teacher's interview above showed that the material for teaching writing skills through prompt visual is oral analytical exposition. Oral analytical exposition is the statements that contain about somethings that happen around both objects, accidents, or places. Although the definition was heard as material that is difficult to understand, the teacher summarized it with a simple explanation. According to the teacher, the material was also related to the purpose of teaching-learning which focuses on writing skills. It was because this material required students in some written activities to improve their writing ability.

The statement above was added by one of the students, ilham, who agreed in a focus group interview and said:⁴³

“Alhamdulillah, the material on oral analytical exposition is simple to be understood. Mr Bahrul also explained it clearly and made point notes on the whiteboard.”

The result of an interview with Ilham confirmed that she agreed about the teacher's statement. he said that the material explained by Mr Bahrul is simple to be understood. The teaching and learning process felt by students was fun and clear because the teacher made pointnotes to make students easier to understand the material in the learning process.

Moreover, it was supported by researcher observation results on the 16th and 23rd of February 2023 in the classroom. During the learning

⁴³ Ilham., interview by researcher, Jember, 23rd of February 2024.

process, the researcher saw that the material discussed oral analytical exposition, which consisted of how to give an argument, Q&A, and identify the actual issues and how to implement it using Prompt visual. The material itself included the definition, function, language features, pictures, and implementation. Besides, the researcher also analyzed that the teacher did not use the primary book as a reference for teaching, however, it is supported by the Internet related to the material that is relevant for basic competence. In addition, the researcher noticed that the teacher made a summary on the whiteboard related to the material to make students easy to understand the point of it.

Then in response to the steps of teaching writing skills through the to prompt visual at eighth-grade students, dani, stated that:⁴⁴

“Mr always starts the class with a greeting and a prayer, and then he checks our attendance. he began the material with a simple explanation of oral analytical exposition which consisted of definition, function, language features, topic, and implementation. he explained the materials and asked us some questions about them.”

It was added by Yusi, he said:⁷⁴

“At the same time, Mr asked us to divide to be at least 3 groups. he also invited us to involve in identifying the topic”

Ilham’s statement bolstered the preceding points; he confirmed that:⁷⁵

“Yes, Mr, when Mr invited us to involve in identifying the pictures, we usually contested to answer. Then we discuss it with our teacher and find the best description. Finally, we were given one picture to

⁴⁴ Dani, Focus group interview toward students of eighth grade, Jember, 25th of February 2024.

be investigated by each student.”

In addition to the steps of teaching writing skills through the prompt visual to Mr Bahrul, his eighth-grade English teacher, he stated that⁴⁵:

“The steps that I took to teach writing skills through prompt visual are based on the lesson plan, which includes an opening, core, and closure. I began by saying salam, greetings, praying then checked the students' attendance, the learning objectives, entered the material, and most of the time I do ice-breaking or warm-up first to get the students' attention so they are under control and the teaching writing process is running smoothly. Because I used the prompt visual Technique, *at The first activity was set induction, which included salam (greetings), praying together, checking the attendance list, apperception, and motivation, and informing learning objectives. The second activity was core, which included three steps in the first meeting and two steps in the second meeting for teaching writing skills using the Prompt visual 1.)The teacher greets the students.2.) The teacher gives students a brief introduction to the material to be distributed.3.)The teacher engages students to identify the pictures.4.)The teacher chooses 3 best pictures.5.)The teacher asks students to look at the pictures.6.)The teacher gives limited time for students to write what they think and imagine of the pictures.7.)The teacher asks the student to read the result in front of the class.8.)The teacher and students discuss the results. The third activity is closure, which consists of giving feedback, creating summaries, reflecting with the students, and concluding.*”

According to the results of the interview with the English teacher and students in the eighth grade, the researcher concluded that the steps of teaching writing skills through prompt visual consisted of the opening, core, and closure, which were done through 2 meetings that both started by saying salam, greetings, praying together, checking the students' attendance, warm up/ice breaking if needed, and convey the learning

⁴⁵ Bahrul Ulum, interview by researcher, Jember, 23rd of February 2024.

objectives. Enter the core activities, the teacher explained all materials with a simple explanation. After that, he gave students some questions to measure the students' understanding. When the teacher felt the students get the point of the material about oral analytical exposition, she continued to implement prompt visual in the next activities. The first activity was set induction, which included salam (greetings), praying together, checking the attendance list, apperception, and motivation, and informing learning objectives. The second activity was core, which included three steps in the first meeting and two steps in the second meeting for teaching writing skills using the Prompt visual 1.)The teacher greets the students.2.) The teacher gives students a brief introduction to the material to be distributed.3.)The teacher engages students to identify the pictures.4.)The teacher chooses 3 best pictures.5.)The teacher asks students to look at the pictures.6.)The teacher gives limited time for students to write what they think and imagine of the pictures.7.)The teacher asks the student to read the result in front of the class.8.)The teacher and students discuss the results. The third activity is closure, which consists of giving feedback, creating summaries, reflecting with the students, and concluding.

The statement above was also strengthened by observation done on the 16th and 23rd of February 2024⁴⁶. In the first meeting, the researcher discovered that the first step done by the teacher for teaching writing skills through prompt visual in the classroom is divided them into some pictures.

⁴⁶ Observation, 16th, and 23rd of February 2024.

Every picture contains at least four to five persons. Then, the teacher engaged students to identify and take a look the picture and he wrote down on the whiteboard related to the students said. To avoid determining a topic that is not following the existing problem, the teacher just chose 3 of the best pictures only to be described. Then he gave every picture to the students randomly and asked them to write down what they think and imagine about the picture. At the same time, the researcher saw students write the plans in the investigation report paper. The learning process continued in the second meeting, where the teacher asked each student to prepare their investigation report before presenting. Finally, a one by one of student presented the investigation result in front of class for knowing the cause-effect of every pictures.

Furthermore, it was supported by a lesson plan. The material discussed in the classroom was an oral analytical exposition with the topic of cause-effect in overweight, internet usage, and smoking. at point G about learning activities that contained the steps of teaching writing skills through prompt visual as follows:⁷⁸ a) Teacher divides students into three groups, b) Teacher engages students to identify the topic, c) Teacher asks them to make plans and analyze the investigation process based on the topic get in a group, d) Each group write and prepare investigation report, and e) Each group present the results to another group. After they presented the results, the teacher just focused on correcting their performance and providing feedback as needed.

Based on the result of the observation, interview, and documents review on the steps of teaching writing skills through prompt visual in the eighth grade of Al-Islah Senior High School were: The first activity was set induction, which included salam (greetings), praying together, checking the attendance list, apperception, and motivation, and informing learning objectives. The second activity was core, which included three steps in the first meeting and two steps in the second meeting for teaching writing skills using the Prompt visual 1.) The teacher engages students to identify the pictures.2.)The teacher chooses 3 best pictures.3.)The teacher asks students to look at the pictures.4.)The teacher gives limited time for students to write what they think and imagine of the pictures.5.)The teacher asks the student to read the result in front of the class.6.)The teacher and students discuss the results.

2. The evaluation of teaching writing skills through prompt visual at eighth grade of Al-Islah Senior High School

The evaluation of teaching writing skills through prompt visual at eighth grade students regarding an interview with the English teacher, Mrulum stated that:⁴⁷

“The evaluation is given in the final section before the class is closed. It is about the students and how they grasped the goals of the materials by having them practice it in a way that reflected their understanding. During evaluation time, I specifically provided a treatment to assist students who required my feedback, comment, and correction regarding their interview results and performance. In terms of writing skills, the evaluation mostly focused on their comprehension of the material when they applied it in practice

⁴⁷ Bahrul Ulum, interview by researcher, Jember, 23rd of February 2024.

time, their structure, terminology, grammatical errors, and some vocabulary that was not available in their pocketbook. As a result, I gave them some questions to the teaching writing class for reflection before closing the class. Because students frequently lack confidence in writing English, I remind them during evaluations to always practice their writing skills in daily life. In this way, students will realize that evaluation causes them to know the correct one consciously in writing English well, particularly in writelements.”

Ilham from the focus group interview also agreed. They claimed that;⁴⁸

“Mr ulum always corrects our writing elements such as comprehension, grammar, vocabulary, structure, and terminology during our written.”

In addition, ahmad stated in their interview:⁴⁹

“he always asks us questions before closing the class to help us remember the material, such as mentioning and memorizing the text structure and language features of the Analytical Exposition. Then he asks us a question about analyzing, and we respond orally. Mr ulum then reminds us to always practice in front of class by having spontaneous. Because we may lack confidence when writing if we do not practice.”

The result of the interviews above showed that the evaluation of teaching writing skills through prompt visual in the eighth grade was given in the final section before the class closed. The evaluation was in the way of feedback, comments even corrections from the teacher regarding the result of the interview and performance with a scoring rubric based on four elements of writing assessment such as structure, grammar, terminology, and content. At the end of the learning process, the teacher did not forget to ask some questions for reflection and increase their self-confidence in writing. Besides, the teacher also reminded them to always practice their writing skills in daily

⁴⁸ Ilham, interview by researcher, Jember, 23rd of February 2024.

⁴⁹ ahmad, interview by reseacher, Jember, 23rd of February 2024.

life,. In this way, students would realize that evaluation causes them to know the correct one in writing English well.

The statements above were corroborated by the researcher's observation on February 23rd, 2024 that the evaluation of teaching writing skills through prompt visual in the eighth grade used formative assessment in the form of a practice test. In this case, the researcher found that the teacher assessed the results of students' interviews with the source person and their presentation using a paper that contains a student's score with the scoring rubric based on four elements of writing such as content of the material, structure, terminology, grammatical errors, and some vocabulary that was not available in their pocketbook. The teacher gave students' performance a score appropriate to their ability. Sometimes the teacher also used formative assessment in the form of written tests, in which the teacher gave the students exercises on a worksheet. They choose one picture and outline analytical exposition as the discussion before. It was only to make sure that the students have gotten the point of their friends' presentations. Then ask them to display and re-present their understanding of the topic in their language concisely in the next meeting.⁵⁰

Furthermore, it was also confirmed by the lesson plan that the evaluation of teaching writing skills using the prompt visual in the eighth grade was proved at point H, namely Assessment.⁵¹ The evaluation was done in the way of a practice test. Because this learning was focused on writing, the practice

⁵⁰ Observation, 23rd of February 2024.

⁵¹ Document review of the lesson plan, appendix 6, 26th of February 2024.

test refers to students' writing ability such as interview and presentation (scoring rubric with aspects of comprehension, grammar, structure, terminology, and content). Moreover, at point G in the learning activities in the closure stage, it is stated that the teacher asked the students questions to help them reflect on the teaching-learning process.

Based on the data gathered above from interviews, observations, and document reviews, the evaluation of teaching writing skills through prompt visual to eighte-grade students of Al-Islah Islamic Senior High School The evaluation of teaching writing skills through Prompt Visual was using Formative assessment in two ways, the form of practice and written test. The practice test refers to the student's interview and written with the scoring rubric based on four aspects of writing such as grammar, terminology, structure and content. While the written test refers to outlining a picture. In otherwords, students make a new summary of friends' understanding so it can be of additional value to student's comprehension

Data Presentation and Analysis

No	Focus	Findings
1	2	3
1	How are the steps of theching writing skills through prompt visual in the eighth grade of AL-islam senior high school	1.)The teacher greets the students.2.) The teacher gives students a brief introduction to the material to be distributed.3.)The teacher engages students to identify the pictures.4.)The teacher chooses 3 best pictures.5.)The teacher asks students to look at the pictures.6.)The teacher gives limited time for students to write what they think and imagine of

		the pictures.7.)The teacher asks the student to read the result in front of the class.8.)The teacher and students discuss the results. The third activity is closure, which consists of giving feedback, creating summaries, reflecting with the students, and concluding.
2	What is the teaching writing evaluation of applying prompt visual in the eighth grade of AL-islah senior high school	The evaluation was using Formative assessment in two ways, the form of practice and written test. The practice test refers to the student's interview and written with the scoring rubric based on four aspects of writing such as grammar, terminology, structure and content. While the written test refers to outlining a picture. In other words, students make a new summary of friends' understanding so it can be of additional value to student's comprehension

C. RESEARCH DISCUSSION

This stage contains the researcher's ideas about the relationship between categories and dimensions, the position of current findings concerning previous ones, as well as interpretations and explanations of field findings. The researcher discovered four things to discuss in this theme in this research: the purpose, the material, the steps, and the evaluation of teaching writing skills through Prompt Visual to eighth-grade students of Al-Islah Senior High School.

1. The steps of teaching writing skills through Prompt Visual in the eighth grade of Al-Islah Senior High School

Talking about teaching, the purpose of teaching is to provide other benefits to students' activities in the classroom. One of the most important aspects of the teaching-learning process is the teaching purpose, which is also known as the learning objectives in a lesson plan. The teacher's purpose in teaching writing skills is the same as the students' purpose in learning to write. To support it, the teacher must engage in some activities. Because the purpose drives the students' engagement with the school, unconsciously written language activities cause the teacher to drive the students toward some goals.⁸⁵ While, the material for teaching skills through Prompt Visual to eighth-grade students of Al-Islah Senior High School was discovered to be: an analytical exposition with the definition, function, language features, topic, and implementation. Furthermore, it is supported by media such as papers, whiteboard, and board markers; the method of communicative learning approach using the Prompt visual and sources adapted from the internet, Youtube, and LKS.⁵²

Materials for teaching writing skills should be varied in terms of form and purpose because it engages students on different levels in the teaching-learning process. As a result, the teacher must be selective and cautious in selecting appropriate materials for students. Furthermore, Hughes categorizes appropriate materials into three parts: those that

⁵² Document review of the lesson plan, appendix 6, 26th of February 2024.

provide writing practice, those that improve language and learning skills, and those that aid in the metacognitive development of students.

Every teacher must bring the situation of teaching writing skills to life so that the process of writing activities goes in a good manner. Furthermore, it must be organized and structured. A lesson plan is a structured arrangement of each item for teaching in an educational system.⁵³ A lesson plan is a unified set of activities that cover a classroom time ranging from forty to ninety minutes. The unit of it can then carry the steps along a curriculum before and after evaluating and preparing for the next lesson.⁵⁴

The findings related to the steps of teaching writing skills through prompt visual at Al-Islah Islamic Senior High School eighth-grade students are divided into three main activities: opening or set induction, core, and closure. *The first activity* was set induction, which included salam (greetings), praying together, checking the attendance list, apperception, and motivation, and informing learning objectives. *The second activity* was core, which included three steps in the first meeting and two steps in the second meeting for teaching writing skills using the Prompt visual 1.)The teacher greets the students.2.) The teacher gives students a brief introduction to the material to be distributed.3.)The teacher engages students to identify the pictures.4.)The teacher chooses 3 best pictures.5.)The teacher asks students to look at the pictures.6.)The teacher

⁵³ (Harmer, 1998: 121 & Purgason in Richards and Renandya, 2002: 31).

⁵⁴ H. Douglas Brown, *Teaching by Principle*, 2000, 149.

gives limited time for students to write what they think and imagine of the pictures.7.)The teacher asks the student to read the result in front of the class.8.)The teacher and students discuss the results. *The third activity* is closure, which consists of giving feedback, creating summaries, reflecting with the students, and concluding the meeting by praying together.⁵⁵

Furthermore, according to Brown, there are some elements in formatting the lesson plan that is generally as follows:⁵⁶

a. Objectives

Creating the learning objective, the teacher needs to concern with the explicit statement in order to gain from the lesson. The explicit statements are sure with the accomplishment that must be achieved, preserve the unity of the lesson, predetermine about the accomplishment, evaluate the students' success at the end of or after. Learning objective is familiar with term of stated what the students will do. In stating objective, teacher need to know that terminal lesson and enabling are different. Terminal lesson objective is the final result that needs to measure meanwhile the enabling objective is intern steps that creates each other and leads to terminal objectives.

b. Material and equipment

As teachers, they just know what the materials and equipment you need to take and bring are. Perhaps the materials in teaching writing skills that teacher brings is commonly the coursebook for the

⁵⁵ Document review of the lesson plan, appendix 6, 26th of February 2024.

⁵⁶ Brown, 149-151.

teacher as references, meanwhile the equipment that may teacher needs in teaching writing skills such as a whiteboard, board marker, and media for learning that include paper, and board.

c. Steps

The general set guidelines of steps in lesson plan are divided into three agenda; first is opening namely set induction which activity as a warm up such as salam, praying together, checking the attendance list and others. which is a collection of activities that include observation, discussion, exploration, association, and communication. The third activity is closure, which includes the closing of the activities in class such as conclusion, feedback, or possibly homework, and then closing the class by praying together.⁵⁷

d. Evaluation

Evaluation is not always able to be a part of lesson plan elements, but evaluation can be used when the lesson has conducted one or two meeting in order to know whether the learning objective has accomplished or not. Evaluation is also as an assessment where the teacher makes it and then the teacher give the students a chance for learning in order to assess the success of students and make adjustment.

Moreover, the steps of teaching writing skill through Prompt Visual above have matched with Brown theory in formatting the lesson plan where

⁵⁷ Document review of the lesson plan, appendix 6, 26th of February 2024.

has main elements that it must include in. The objectives matched with the finding in part of set induction in statement “learning objectives”. The materials and equipment matched with the finding in part of set induction in statement “explain the material” where the material and equipment as tools in explained the material. The steps matched with the finding in part of five steps, they were observation, discussion, exploration, association, and communication. On the observation, 1.) The teacher greets the students. 2.)

The teacher gives students a brief introduction to the material to be distributed. 3.) The teacher engages students to identify the pictures. 4.) The teacher chooses 3 best pictures. 5.) The teacher asks students to look at the pictures. 6.) The teacher gives limited time for students to write what they think and imagine of the pictures. 7.) The teacher asks the student to read the result in front of the class. 8.) The teacher and students discuss the results.⁵⁸

Furthermore, during the teaching-learning process, the teacher must be aware of the steps involved in teaching writing skills. Istanto mentioned three steps to teaching writing,⁵⁹ which are as follows:

- a. The teacher must determine the purpose of teaching writing.
- b. To make learning meaningful and active, the teacher must guide the students in presenting the presentation.
- c. As part of the production skill, the teacher asked the students to practice or create a product.

⁵⁸ Document review of the lesson plan, appendix 6, 26th of February 2024.

⁵⁹ Istanto, Wisnu. The Direct Method For Teaching Writing Skill. (Pena Persada; 2022)

Scott's theory above corresponded to the findings of this study. The point demonstrated that the teacher must determine the purpose of teaching writing where it is relevant to the finding in the statement "told learning objectives" in part of the set induction. At point b, the teacher must guide the students in presenting the presentation to make learning meaningful and active. It relates to the discovery in the last steps "Each student presents the findings to another group"⁶⁰

The implementation of teaching writing skills through Prompt Visual has aided the eighth-grade students at Al-Islah Senior High School in developing their writing skills because it not only makes them understand the material but also made the students practice their writing skills.

2. The evaluation of teaching writing skills through Prompt Visual in the eighth grade of Al-Islah Senior High School

The evaluation of teaching writing skills through prompt visual in the eighth grade was given in the final section before the class closed. The evaluation was in the way of feedback, comments even corrections from the teacher regarding the result of the interview and performance with a scoring rubric based on four elements of writing assessment such as structure, grammar, terminology, and content. At the end of the learning process, the teacher did not forget to ask some questions for reflection and increase their self-confidence in writing. Besides, the teacher also reminded them to always practice their writing skills in daily life,. In this

⁶⁰ Document review of the lesson plan, appendix 6, 26th of February 2024.

way, students would realize that evaluation causes them to know the correct one in writing English well.

The statements above were corroborated by the researcher's observation on February 23rd, 2024 that the evaluation of teaching writing skills through prompt visual in the eighth grade used formative assessment in the form of a practice test. In this case, the researcher found that the teacher assessed the results of students' interviews with the source person and their presentation using a paper that contains a student's score with the scoring rubric based on four elements of writing such as content of the material, structure, terminology, grammatical errors, and some vocabulary that was not available in their pocketbook. The teacher gave students' performance a score appropriate to their ability. Sometimes the teacher also used formative assessment in the form of written tests, in which the teacher gave the students exercises on a worksheet. They choose one picture and outline analytical exposition as the discussion before. It was only to make sure that the students have gotten the point of their friends' presentations. Then ask them to display and re-present their understanding of the topic in their language concisely in the next meeting.⁶¹

Furthermore, it was also confirmed by the lesson plan that the evaluation of teaching writing skills using the promptvisual in the eighth grade was proved at point H, namely Assessment.⁶² The evaluation was done in the way of a practice test. Because this learning was focused on

⁶¹ Observation, 23rd of February 2024.

⁶² Document review of the lesson plan, appendix 6, 26th of February 2024.

writing, the practice test refers to students' writing ability such as interview and presentation (scoring rubric with aspects of comprehension, grammar, structure, terminology, and content). Moreover, at point G in the learning activities in the closure stage, it is stated that the teacher asked the students questions to help them reflect on the teaching-learning process.⁶³

Based on the data gathered above from interviews, observations, and document reviews, the evaluation of teaching writing skills through prompt visual to eight-grade students of Al-Islah Islamic Senior High School. The evaluation of teaching writing skills through Prompt Visual was using Formative assessment in two ways, the form of practice and written test. The practice test refers to the student's interview and written with the scoring rubric based on four aspects of writing such as grammar, terminology, structure and content. While the written test refers to outlining a picture. In other words, students make a new summary of friends' understanding so it can be of additional value to student's comprehension.

⁶³ Document review of the lesson plan, appendix 6, 26th of February 2024.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of this research.

A. Conclusion

The conclusion of what has been discussed and analyzed in chapter IV is as follows;

1. The steps of teaching writing skills through Prompt Visual in the eighth grade of Al-Islah junior high school were: a) Teacher shows students some pictures , b) Teacher engages students to identify the picture , c) Teacher asks them to write down what they see and imagining it, d) Each student write and prepare paper report, and e) Each student presents the results in front of the class. After they presented the results, the teacher just focused on correcting their performance and providing feedback as needed.
2. The evaluation of teaching writing skills through Prompt Visual in the eighth grade of Al-Islah junior high school was: using formative assessment in Attitude Assesment, the teachers evaluate and appreciate students' attitudes and behaviors in the classroom. By systematically collecting responses on various aspects of student attitudes, teachers can gain insight into the social and emotional dynamics in the classroom, thereby fostering a supportive and positive learning environment.

B. Suggestion

In this part, the researcher would like to give some suggestions after conducting the research at Al-Islah Islamic Senior High School for:

1. The Teacher

By implementing this technique, the teacher can incorporate innovative and creative media for students to capture their attention and interest in the classroom. If students lose control during activities, the teacher must be aware and return them to the circumstances of the teaching- learning process.

2. The Future Researchers

It is hoped that future researchers will be more critical in exploring cases and data to get novelty in new research with a similar topic and make a difference between current and previous research. The researcher also suggests the future researchers to use this research result as a source and information, because it allows the future researchers to get some important information about similar topic.

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KH ACHMAD SIDDIQ
JEMBER

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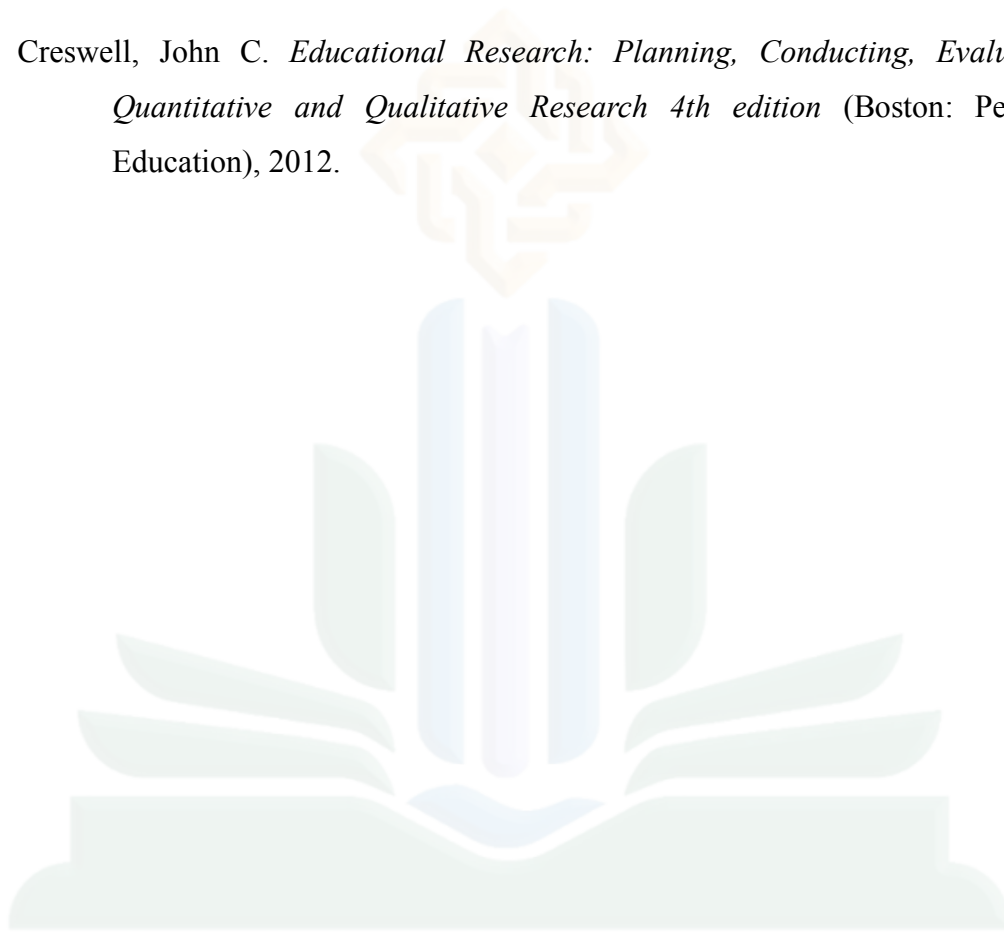
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Appendix 1

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Faisol Deesa-eh

SRN : T20196201

Program : English Education Department

Faculty : Tarbiyah and Teacher Training

University : UIN Kiai Haji Achmad Siddiq Jember

States that thesis entitled "**Teaching writing skill through prompt visual technique at the eighth grade MTs Al-Islah Jenggawah Jember**" is truly my original work from the result of conducting a research at MTs Al-Islah Jenggawah Jember, except some resources which are accepted from references mentioned.

Jember, May 24rd 2024

Stated by


Faisol Deesa-eh
T20196201

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Appendix 2

Matrix

Title	Variables	Indicators	Data Research	Research Method	Research Problem
Teaching Writing Skill Through Prompt Visual Technique At The Eighth Grade Mts Al-Ishlah Jenggawah Jember	<p>1. Teaching Writing Skills</p> <p>2. Prompt Visual</p>	<p>a. Definition of teachings writing</p> <p>b. The principle of teaching writing</p> <p>c. The components</p> <p>1) Teaching Purpose</p> <p>2) Teaching Materials</p> <p>3) Teaching Steps</p> <p>4) Teaching Evaluation</p> <p>d. The important</p> <p>e. Elements of writing</p> <p>a. The definition of Prompt Visual</p> <p>b. Advantages and</p>	<p>1. Interview</p> <ul style="list-style-type: none"> • English Teacher • Students <p>2. Observation</p> <p>Objective condition of Mts Al-Ishlah Jenggawah Jember</p> <ul style="list-style-type: none"> • The implementation of GI in the class <p>3. Document Reviews</p> <p>The profile of Mts Al-Ishlah Jenggawah Jember</p> <ul style="list-style-type: none"> • The vision and mission of Mts Al-Ishlah Jenggawah Jember • The teacher and 	<ul style="list-style-type: none"> • Research Approach and Type Qualitative Descriptive Qualitative • Research Location at Mts Al-Ishlah Jenggawah Jember • Data Collection: Interview Observation Document Reviews • Data Analysis: Data Condensatio Data Display Drawing and Verifying 	<p>1. What are the steps for teaching writing skills through Prompt Visual Technique At The Eighth Grade Mts Al-Ishlah Jenggawah Jember?</p> <p>2. How is the evaluation of teaching writing skills through Prompt Visual Technique At The Eighth Grade Mts Al-Ishlah Jenggawah Jember?</p>

		<p>disadvantages of Prompt Visual</p> <p>c. The procedure of teaching writing through prompt visual</p>	<p>staff data of Mts Al-Ishlah Jenggawah Jember</p> <ul style="list-style-type: none"> • The data of eighth gradestudents Lesson plans 	<p>Conclusions Data Validation; Triangulation Techniques</p>	
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Appendix 3

Frequency of Observation

No	Date	Activity	Description
1	24 January 2024	Preliminary Study	Check location and condition of the school and gain some informations about the school
2	16 March 2024	Observation of School Condition	Check English teaching and learning Curriculum
3	23 March 2024	Interview	Asking some Question to the Teachers



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Appendix 4**Field note****Agenda : Preliminary Study****Day/Date : Wednesday/ January, 24th 2024****Time : 09.30-12.00**

MTs Al-Islah which is located at Jl. Mataram, no. 7, Dusun Krajan, Jenggawah, Jember, JATIM is one of the educational units under the shade of Al-Islah Islamic Boarding School. Researcher met one of teacher at that school. The teacher is a person in charge of school facilities and infrastructure. So, before check the facilities of class directly on the next day researcher asked anything about the school to gain some informations. MTs Al-Islah has some facilities such as 14 classrooms, 1 library, , and 9 sanitations. This school is B-accredited, Teaching and learning proceses at MTs Al-Islah are carried out for six working days.

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Appendix 5**OBSERVATION SHEET**

Agenda : Observation
 Day/ Date : saturday/ march, 16th 2024
 Time : 09.10-10.30
 Class : VIII

NO	Indicator	Qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition			✓		
2	Class facilities		✓			
3	Teacher's ability to use media in teaching english using			✓		
4	Teacher's ability to Control class				✓	
5	Student's activity during teaching and learning process			✓		
6	Student's interest and attention during teaching and learning process		✓			
7	Process teaching and learning prompt visual			✓		

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Appendix 6

Data siswa

no	Nama
1	M FAISAL FAKHRUROZI
2	DITYA ARIO AL HAFID
3	AHMAD FADOIL
4	AHMAD YOGA P
5	AHMAD YOGI S
6	AZRIE KANZUL FIKRI
7	FAHMI ZAINAL M
8	GHOZI MUBAROK
9	HAMDAN IQNA
10	M ABDIANSYAH M
11	M ALFA ROBBI
12	M ALFIN RISKY
13	M ARYA ANNAF
14	M FAIRUS ABDILLAH
15	M FARDAN ABDULLAH
16	A FERDIANSYAH
17	M FARELIAN R
18	M FIRLY BASORI
19	M ILHAM
20	M NASIRUDDIN
21	M NOVAL
22	M RAYHAN ABDIL A
23	M REVALINO
24	M RISKY ARFIANSYAH
25	MALIK ALFARIZA
26	NOVANDA DWI SAPUTRA
27	RAFFI AL GHIFARI
28	REZA UBaidILLAH
29	RIFI SYAFIYL MAARIF
30	SOFYAN ANSORI
31	VANNY TEGUH NUR I
32	M IBRAHIM MOVIC

Appendix 7

FIELD NOTE (Interview)

Interview 1: Bahrul Ulum is the English teacher in the 2nd grade.

A: Assalamu'alaikum wr.wb.

B: Wa'alaikumussalam wr.wb.

A: Could you introduce yourself first mr?

B: My name is Bahrul Ulum, most people called me Mr ulum. And now, I am teaching at Al-Islah Senior High School.

A: Then, I have some questions about teaching writing skills through prompt visual techniques for my thesis. So, may I begin?

B: Yeah, you may. I will answer as I can.

A: My first question is about the purpose of teaching writing skills using your technique in the classroom. So, what is the point of teaching writing skills using prompt visual?

B: In fact, the purpose of teaching writing skills through prompt visual is actually to make students more active and used to writing English. It means that this purpose refers to the student's ability to imagine and write down effectively in English. However, basic knowledge must be taught before students can write English. That is why, in the first grade of Al-Islah senior high school, students were focused in grammar usage. Then, in eighth grade, I give students more opportunities to practice it using prompt visual technique. Besides that, using prompt visual to teach writing can make students have sense of responsibility and also increase cooperation well in a group. Furthermore, the prompt visual technique on my lesson plan is part of the learning objective.

A: Good job mr. It is like an innovative technique because, during my period, it was still doing some assignments individually so we did not have other alternatives or other opinions to solve our problem. Okay, my second question is, how are the materials for teaching writing skills distributed via prompt visual?

B: Basically, I gathered my materials for the oral analytical exposition from a variety of sources. It can be taken from Modul, Google, YouTube, and others, and then I summarized it with a simple one to give the students a clear and easy-to-understand the explanation. Material is related to the purpose of teaching-learning, where it focuses on writing skills, which means the materials should engage students in some written activities while also improving their writing skills. For the technique that I used, I simply needed to involve the students as much as possible in learning activities, beginning with planning topics to be learned, how implementing their investigations, and carrying out a group presentation and evaluation.

A: Nice, the simple technique can make students easier and more confident in learning English. Well, my third question is, how do you teach writing skills using prompt visual mr?

B: The steps that I took to teach writing skills through prompt visual are based on the lesson plan, which includes an opening, core, and closure. I began by saying salam, greetings, praying then checked the students' attendance, the learning objectives, entered the material, and most of the time I do ice-breaking or warm-up first to get the students' attention so they are under control and the teaching writing process is running smoothly. Because I used the (prompt visual Technique), *at the first meeting* I just showed them into three pictures at first. Then I involve students to identify the pictures. After that, I ask them to imagine and write it down. Then students write it in investigation report. *At the second meeting*, I ask students prepare their investigation report. then, they present the findings in front of the class. After the students shared their results, I focused on correcting their performance and providing feedback as needed.

A: What is the time allocation in each meeting for that much activity,

mr?B: Each meeting lasted 2x45 minutes.

A: Alright. So, how about the evaluation of teaching writing skills through prompt visual?

B: The evaluation is given in the final section before the class is closed. It is about the students and how they grasped the goals of the materials by having them practice it in a way that reflected their understanding. During evaluation time, I specifically provided a treatment to assist students who required my feedback, comment, and correction regarding their result discussion and performance. In terms of writing skills, the evaluation mostly focused on their comprehension of the material when they applied it in practice time, their structure, terminology, grammatical errors, and content. As a result, I gave them some questions to the teaching writing class for reflection before closing the class. Because students frequently lack confidence in writing English, I remind them during evaluations to always practice their writing skills in daily life. In this way, students will realize that evaluation causes them to know the correct one consciously in writing English well, particularly in writing elements.

A: Thank you so much, mr, your answer represents my curiosity. Okay, mr, I think that is all my questions. Once again, thanks in advance for your available time.

B: My pleasure.

Interview 2: interview in the eighth grade of Al-Islah Senior High School

R: Researcher

S 1: AHMAD FADOIL

S 2: M ILHAM

S3: AZRIE KANZUL FIKRI

S 4: HAMDAN IQNA

R: Assalamu'alaikum wr.wb.

S: Wa'alaikumussalam wr.wb.

R: How are you today?

S: We're fine mr, what about you?

R: I am fine too, thanks. Before I start doing this interview, could you introduce yourself first?

S 1: my name is AHMAD FADOIL, you can call me Ahmad.

S 2: my name is M ILHAM, you can call me ilham

S 3: my name is AZRIE KANZUL FIKRI, you can call me Fikri.

S 4: my name is HAMDAN IQNA, you can call me dani.

R: Okay, first and foremost, I want to ask you. Do you think teaching and learning English is enjoyable?

S: Yes, it is mr.

R: Then, was it ever done before by Mr

ulum?S: Yes, it ever mr.

R: So, I am going to ask all of you some questions about the teaching-learning that Mr ulum did a few meetings ago.

R: In your opinion, what is the purpose of teaching writing skills through prompt visual?

S 1: In my opinion, the purpose of this learning is to get us used to write English in class. Because Mrulum always interacts with us in class, we have plenty of time to write.

S 4: Yes mr, we are taught to be confident when writing English in the classroom.

S 2: ahmad and I both agree. Because I was previously afraid to write English in the classroom, but now I have the confidence to do so.

S 3: I concur. This learning has also given me more confidence in practicing my public writing skills.

R: Then there's the matter of the materials. How effective are the materials in teaching writing skills using the prompt visual technique)?

S 1: Alhamdulillah, the material on oral analytical exposition is simple to be understood. Mr ulum also explained it clearly and made point notes on the whiteboard.

S 3: The materials also easily connect to my mind.

S 4: The technique of Mr ulum used to explain it in a fun

way.S 2: Mr explained it in detail explanation.

R: Then, in your opinion, how are Mr ulum's steps taught to all of you in teaching writing skills with prompt visual in the classroom?

S 3 and 4: Mr always starts the class with a greeting and a prayer, and then he checks our attendance. he began the material with a simple explanation about analytical exposition which consisted of definition, the function and the implementation. he explained the materials and asked us some questions about them.

S 2: At the same time, Mr asked us showed us 3 pictures. he also invited us to involve in identifying the pictures.

S 1: Yes, sir, when Mr invited us to involve in identifying the picture, we usually contested to answer. Then we discuss it with our teacher and find the best description. Finally, we choose one picture to be investigated by each students.

R: So, is it a simpler technique, in your opinion?

S: Using this technique mr, all is simple to grasp and enjoy.

R: What about evaluating the effectiveness of prompt visual in teaching writing skills? What did Mr ulum do when you gave your presentation to the class?

S 1 and 2: Mr ulum always corrects our writing elements such as terminology, grammar, content, and structure during our performance.

S 3 and 4: He always asks us questions before closing the class to help us remember the material, such as mentioning and memorizing the text structure and language features of the Analytical exposition. Then he asks us a question about analysing, and we respond orally. Mr ulum then reminds us to always practice in groups by having spontaneous discussions. Because we may lack confidence when writing if we do not practice.

R: What are your challenges in learning to write?

S 1: For me, the way to structure the words is still a source of

embarrassment.S 2: I'm worried about my grammar.

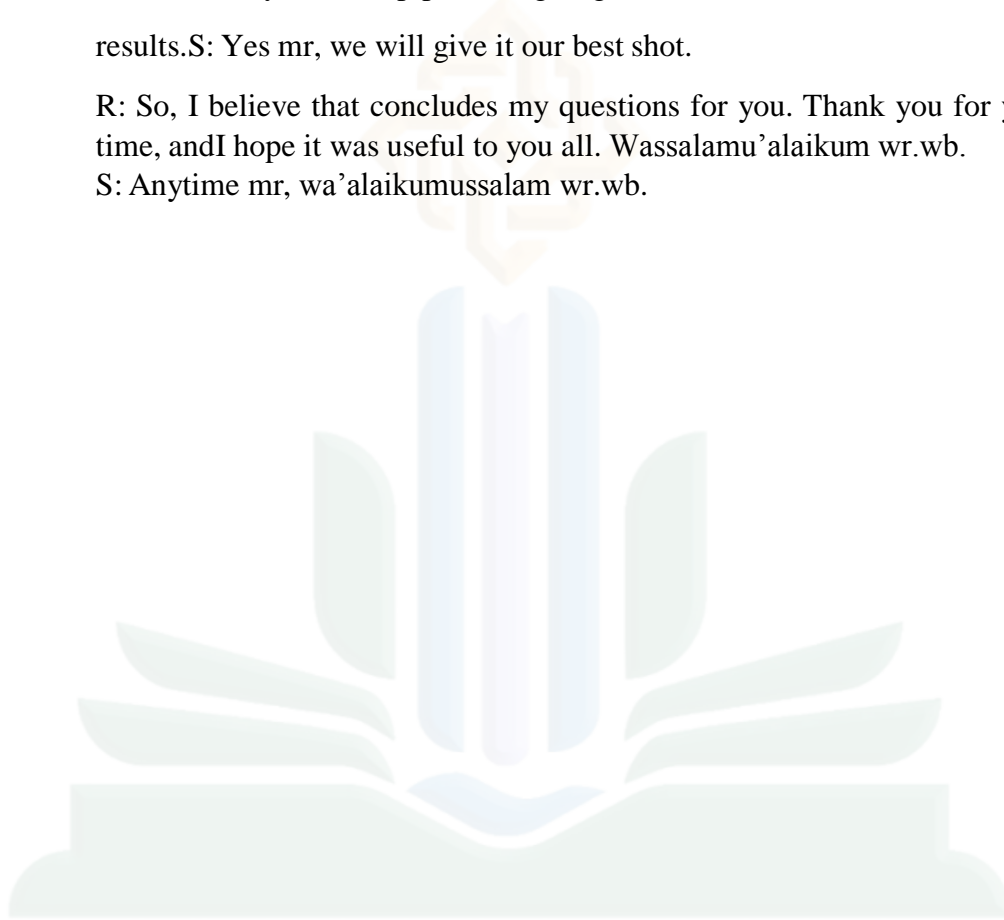
S 3: I am afraid and insecure because I am not knowing in writing English.

S 4: We sometimes write it uncontrollably. We sometimes stop writing because we want to; our written language was unstructured.

R: So, the key is to keep practicing to get better results.S: Yes mr, we will give it our best shot.

R: So, I believe that concludes my questions for you. Thank you for your time, andI hope it was useful to you all. Wassalamu'alaikum wr.wb.

S: Anytime mr, wa'alaikumussalam wr.wb.



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Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs Al-Islah
Alokasi Waktu	: 2x3 JP
Mata Pelajaran	: Bahasa Inggris
Tahun Pelajaran	: 2022-2023
Kelas/Semester	: VIII/Genap
Materi	: Writing

A. Tujuan Pembelajaran:

Setelah melakukan proses pembelajaran peserta didik dapat

- Menghayati dan mengamalkan ajaran agama yang dianutnya;
- Menunjukkan perilaku (Aktif, Disiplin, Ulet, dan Responsif);
- Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)
- Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Teknik Pembelajaran:

Technique: Promp visual Technique

C. Media dan Sumber Pembelajaran:

Media: Pictures, Potongan topik terpilih di kertas, Kertas; Sumber. Internet dan Buku Guru

D. Kegiatan Pembelajaran

Pertemuan 1	<p>a. Pendahuluan</p> <ul style="list-style-type: none"> Menyampaikan salam dan mengajak peserta didik berdoa. Menyampaikan tujuan pembelajaran pertemuan hari ini. Mengecek kehadiran peserta didik. <p>b. Melakukan apersepsi yaitu memberi contoh tentang kalimat yang menunjukkan salah satu contoh deskripsi</p>
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	<p>c. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru meminta siswa menggunakan penglihatannya (Mengamati) • Guru membagikan lembaran kertas yang berisi gambar yang akan dibuat materi oleh siswa • Guru meminta siswa untuk membuat kertas dengan gambar dengan tema yang telah didapat oleh siswa • Guru meminta setiap siswa menuliskan tentang apa yang mereka lihat tersebut dan berdiskusi oleh pasangan kelompok nya (mengkomunikasikan) • Guru meminta menunjuk perwakilan kelompok untuk menampilkan hasil dari teks yang dibuat (Mengumpulkan informasi, Mengasosiasi) • Setelah beberapa siswa telah tampil, guru mulai menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan (Mengamati) • Guru mereview sambil lalu menyimpulkan materi (Evaluasi tentang formative assesment test) <p>d. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Peserta didik diminta melakukan refleksi terhadap proses pembelajaran. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Guru membimbing peserta didik untuk mengakhiri pembelajaran dengan berdoa dan memberi salam.
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Pertemuan 2	<p>a. Pendahuluan</p> <ul style="list-style-type: none"> • Menyampaikan salam dan mengajak peserta didik berdoa • Menyampaikan tujuan pembelajaran pertemuan hari ini. • Mengingatkan kembali tentang pencapaian materi pada pertemuan sebelumnya • Guru menyediakan berbagai kalimat past tense dan menyuruh perwakilan kelompok menebak pattern atau rumus yang ada didalamnya <p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru meminta peserta didik untuk mengamati contoh gambar (Mengamati) • Guru dan peserta didik melakukan tanya jawab tentang hasil pencocokan siswa (Menanya) • Guru meminta peserta didik untuk mendengarkan (Mengumpulkan informasi, mengkomunikasikan) • Guru memberikan contoh teks Panjang dan meminta siswa untuk menganalisis jenis tenses yang ada di dalamnya (Mengasosiasi)
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	<ul style="list-style-type: none"> • Setelah selesai menemukan contoh deskripsi dan, masing-masing siswa • Guru membahas penampilan masing-masing siswa berdasarkan rubrik penilaian. (Evaluasi) <p>c. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru mengulas kembali apa yang sudah dikerjakan selama awal pembelajaran sampai akhir. • Guru membuka diskusi untuk melakukan refleksi terhadap semua kegiatan yang telah dilakukan. • Guru mengajak peserta didik mengucapkan syukur kepada Tuhan atas semua pencapaian yang sudah diperoleh selama proses belajar. • Guru menyampaikan rencana Ulangan Harian pada pertemuan berikutnya. • Guru membimbing peserta didik untuk mengakhiri pembelajaran dengan berdoa dan memberi salam.
--	--

Pertemuan 3	<p>a. Pendahuluan</p> <ul style="list-style-type: none"> • Menyampaikan salam dan mengajak peserta didik berdoa, dilanjutkan mengecek kehadiran peserta didik. • Mempersiapkan peserta didik untuk melaksanakan Tes Lisan dengan memasang setiap 2 siswa untuk menjadi partner. <p>b. Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru menyampaikan tata tertib tes lisan. • Guru membagikan 2 foto berbeda. • Guru meminta siswa untuk mendeskripsikannya • Guru menyuruh beberapa siswa untuk maju dengan partnernya untuk mempresentasikan hasilnya. • Guru mengelompokkan peserta didik menjadi kategori: tuntas dan tidak tuntas ulangan harian. <p>c. Kegiatan Penutup</p> <ul style="list-style-type: none"> • Berdoa dan Memberi salam.
-------------	---

E. Penilaian

Sikap spiritual

Jurnal penilaian diri sendiri

Sikap sosial

Instrumen penilaian sikap sosial

Pengetahuan

Tes tulis dan tes lisan

Keterampilan





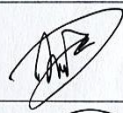
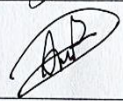
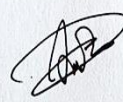
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Bahriul Ulum, S.Pd

Appendix 9

RESEARCH JOURNAL

NO	DAY/DATE	ACTIVITY	SIGNATURE
1	24 JANUARY 2024	The researcher did the preliminary study by conducting observation and interview with English Teacher	
2	14 FEBRUARY 2024	The researcher confirmed the research permission	
3	16 MARCH 2024	Observe the implementation of teaching writing skills through prompt visual technique in the second grade MTs Al-Ishlah	
4	23 MARCH 2024	Observe the implementation of teaching writing skills through prompt visual technique in the second grade of Al-Ishlah Interview with the English Teacher about the technique used in teaching writing Interview with the students	
5	23 MARCH 2024	Interview with the students	
6	26 MAY 2024	Complete the research data and document review	
7	11 MAY 2024	Get a letter of research finishing	

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Appendix 10



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-1904/In.20/3.a/PP.009/01/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Al-Ishlah

Jenggawah Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196201
 Nama : FAISOL DEESA-EH
 Semester : Semester Sepuluh
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai The Implementation of Teaching writing skill through Prompt Visual Technique at The Right Grade of MTs Al-Ishlah Jenggawah selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu MUHAMMAD SYAFI'I , S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 24 Januari 2024

an. Dekan



Makn Dekan Bidang Akademik,

MASHUDI

Appendix 11



YAYASAN PENDIDIKAN AL-ISHLAH
MADRASAH TSANAWIYAH AL-ISHLAH JENGGAWAH
 NSM : 121235090045 NPSN : 20581482

Jalan Mataram No. 7 RT. 18 RW. 02 Jenggawah Jember Jawa Timur
 ✉ mts.alishlah.jenggawah@gmail.com ☎ :082244018954

SURAT KETERANGAN SELESAI PENELITIAN
SKet/575/MTSA/V/2024

Yang bertanda tangan dibawah ini :

Nama : Muhammad Syafi'i
 Jabatan : Kepala Madrasah MTs Al Ishlah Jenggawah

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

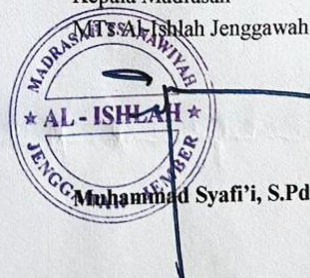
Nama : Faisol Deesa-eh (T20196201)
 Program Study : Tadris Bahasa Inggris
 Jenjang : S1
 Alamat : 81 M.9 T.krongpinang A.krongpinang J.yala 95000
 Universitas : Universitas Islam Negeri KH. ACHMAD SIDDIQ JEMBER

Telah selesai melakukan observasi di Madrasah Tsanawiyah Al - Ishlah Jenggawah, terhitung mulai tanggal 24 Januari 2024 – 11 Mei 2024 dalam rangka penyusunan skripsi Yang berjudul **“TEACHING WRITING SKILLS THROUGH PROMPT VISUAL TECHNIQUE AT THE EIGHT GRADE OF MTs AL-ISHLAH JENGGAAH JEMBER”**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Jenggawah, 11 Mei 2024

Kepala Madrasah
 MTs Al Ishlah Jenggawah



Muhammad Syafi'i, S.Pd

Appendix 12

Documentation





Appendix 13

CURRICULUM VITAE

Name : Faisol Deesa-eh
SRN : T20196201
Place, Date of Birth : Saudi Arabia, 04 September 1991
Gender : Male
Address : 81 M.9 T.krongpinang A.krongpinang J.yala 95000
Faculty : Faculty of Tarbiyah and Teacher Training
Email : faisol3172@gmail.com

Education Background

1. Paud / lemuah school 1996-1998
2. SD / lemuah school 1998-2004
3. Mts Tarbiyatulwaltan school 2004-2007
4. MA Tarbiyatulwaltan school 2007-2010
5. UIN KH Achmad Siddiq Jember 2019-2024

