IMPLEMENTING PERSONAL PHOTOGRAPH IN
TEACHING WRITING DESCRIPTIVE TEXT
IN MAN 2 BANYUWANGI

THESIS

By:

Nur Alifah
NIM: T20186097

STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
MAY 2022

IMPLEMENTING PERSONAL PHOTOGRAPH IN TEACHING WRITING DESCRIPTIVE TEXT IN MAN 2 BANYUWANGI

THESIS

Submitted to State Islamic University KH. Achmad Siddiq of Jember
in partial fulfillment of the requirements for a bachelor's degree
of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

By:

Nur Alifah
NIM: T20186097

Has been approved by an advisor

H. Moch. Imam Machfudi,S.S., M.Pd, Ph.D
NIP. 19700126 200003 1 002

IMPLEMENTING PERSONAL PHOTOGRAPH IN TEACHING WRITING DESCRIPTIVE TEXT IN MAN 2 BANYUWANGI

THESIS

Has been examined and approved as the requirement to obtain

a bachelor's degree of Sarjana Pendidikan (S.Pd)

Faculty of Tarbiyah and Teacher Training

English Education Department

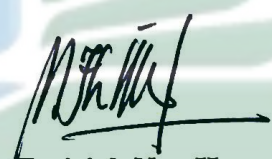**Day: Tuesday**

Date: May, 31st 2022

The board of examiners

Chair   Secretary

As'ari, M.Pd.I., M.Med   **Mega Fariziah Nur Humairoh, M.Pd.**
NIP. 197609115200501004   NIP. 199003202019032010

Members

1.   Dr. Suparwoto Sapto Wahono M.Pd   (   )

2.   H. Moch Imam Machfudi,S.S., M.Pd, Ph.D (   )

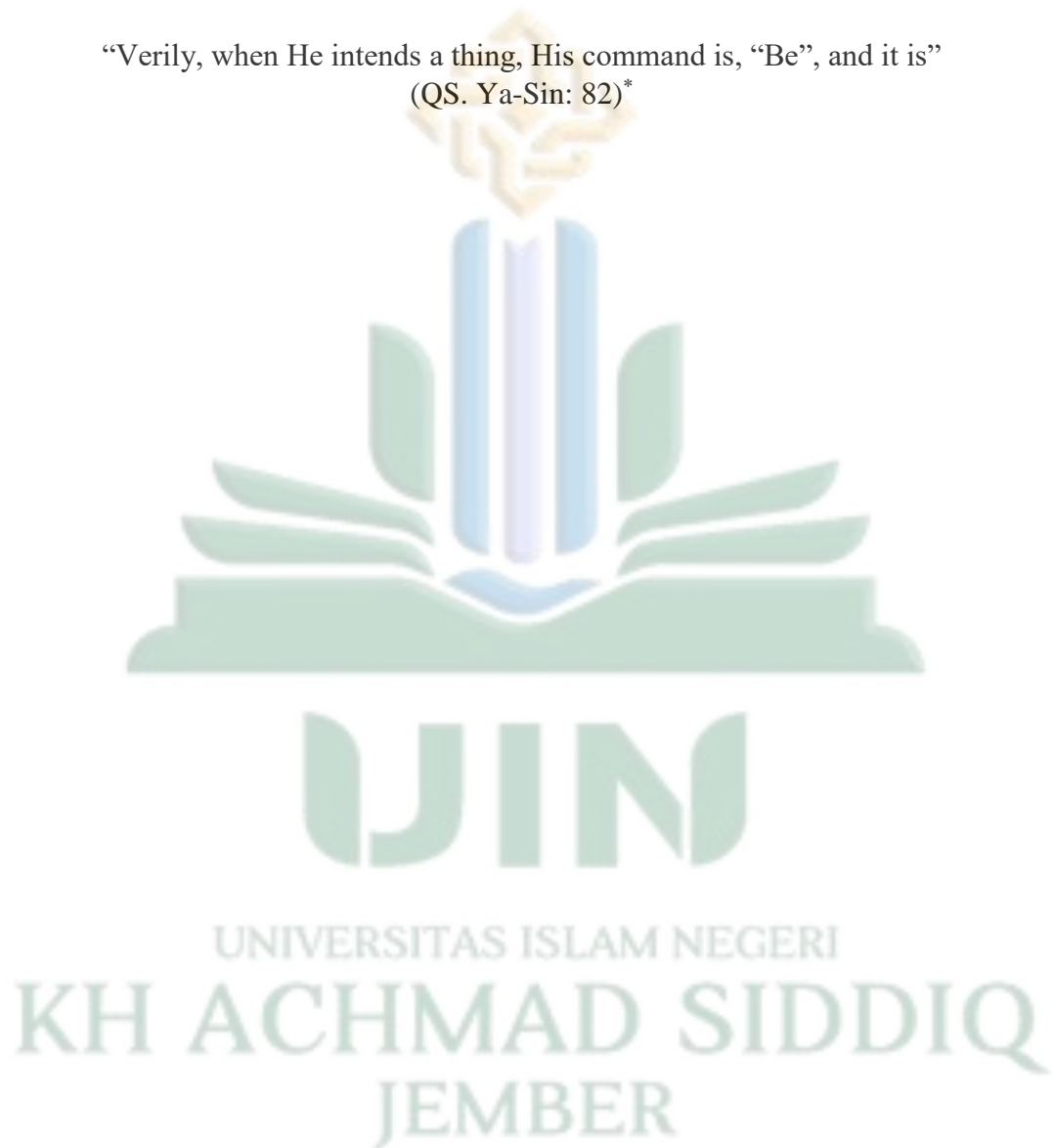Approved by
Dean of Faculty of Tarbiyah and Teacher Training

Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 196405111999032001

iii

MOTTO

اِنَّمَآ اَمْرُهٗٓ اِذَآ اَرَادَ شَيْـًٔا اَنْ يَّقُوْلَ لَهٗ كُنْ فَيَكُوْنُ

"Verily, when He intends a thing, His command is, "Be", and it is"
(QS. Ya-Sin: 82)[*]

[*] Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Quran, terj* (Medina Dar-us Salam Publication, 1996)

iv

DEDICATION

Alhamdulillah for all the blessings that Allah always give me all the time. Thanks to Him, I can finally be able to complete my final project as an undergraduate's student. With all the blood, sweat, and tears I finished the last step of this college life. I dedicate this thesis for:

Thank you to myself. Thank you for all the hard works, thank you for holding on to unbearable pain due to the hard times for too much times during the process of finishing this thesis.

My parents, *Bapak* and *Ibuk*. Thank you so much for the financial support. Thank you so much for all the loves, affections, the sweet talks and the motivations, all of them being the main reason for me to finishing this thesis.

My K-POP boys and all of my close friends. Thank you so much for being there, thank you so much for taking me as one of your friends, I thank god for too many times for making all of you existing in my life. Thank you so much for all the time you spent with me, thank you so much for the joy and happiness you brought me, thank you so much for the mental support, thank you so much for always reminding me to not pushing myself too hard, always reminding me to slow down and take some time to get rest, thank you so much for being my mental stabilizer.

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamiin, with the blessing from Allah SWT. The writer able to finish the thesis entitled "Implementing Personal Photograph in Teaching Writing Descriptive Text in MAN 2 Banyuwangi". This thesis was made for partial fulfillment of the requirements for Bachelor Degree in Faculty of Tarbiyah and Teacher Training English Education Department State Islamic University KH. Achmad Shiddiq of Jember. The writer would like to say thank you for the help and support from several parties during the process of finishing the thesis. Therefore, in this occasion the writer expresses the respects and gratitude to:

1. Prof. Dr. H. Babun Suharto, S.E, M.M as a Rector of UIN Jember who has given me opportunity to study in this university

2. Prof. Dr. Hj. Mukni'ah, M. Pd I as the Dean Faculty of Tarbiyah and Teacher Training who has facilitated me to study in Tarbiyah and teacher Training Faculty.

3. Mr. As'ari, M. Pd. I., M.Med as the Head of English education department that always support me and ease my way to be a students under his lead

4. H. Moch. Imam Machfudi S.S., M.Pd, Ph.D as my advisor who always being kind by always helping and guiding me to finish the thesis

5. Mrs. Dwi Eko Peni Purwanti, S.Pd and Mr. Sugiyono, S.Pd as the English teachers in MAN 2 Banyuwangi for their help and cooperation during the research.

6. X IPA 6 students of MAN 2 Banyuwangi for being cooperative during the research conducted

I hope Allah SWT. grants all of your wishes and bless you with joy and happiness all the time. I realize there are a lot of lacks in this thesis and the writer will be accepting any criticism, ideas, and suggestions for the improvement. Hence, the writer always hopes this thesis will be useful for the readers.

Jember, 24 March 2022
Writer

Nur Alifah
NIM. T20186097

ABSTRACT

Nur Alifah, 2022. *Implementing Personal Photograph in Teaching Writing Descriptive Text in MAN 2 Banyuwangi.*

Expressing thoughts in writing is not easy for most people, but in fact writing plays an important role in learning process. Some obstacles in teaching and learning writing have been reported by many researchers in the field such as the students' lack of skill in term of English structure, the limited choice of words, and the influence of culture. Beside the difficulty faced by the students, some factors from teacher also influence the process of teaching and learning writing descriptive text.

Therefore, the researcher was interested to conduct the research at MAN 2 Banyuwangi where the English teachers overcome the students' problem in writing descriptive text by using personal photograph as the media in teaching descriptive text. This research focused on: 1) finding out how the teacher plan the implementation of personal photograph in teaching descriptive text, 2) describing how the implementation of personal photograph in teaching writing descriptive text, 3) explaining the students' perceptions towards the use of personal photograph in teaching and learning descriptive text

The researcher used field study qualitative research where the researcher wants to know the reality happen in field related to the implementation of personal photograph in teaching and writing descriptive text. For the data analysis the researcher used a theory from Miles and Huberman which consist of three components: data reduction, data display and conclusion drawing. While for the data collection technique the researcher conducted observation, interview, and document review.

The research findings showed that,1) the teacher planned the class activity based on the syllabus. Due to the pandemic Covid-19 the school ruled the teacher to make two types of lesson plan they are for the direct learning and the online learning. 2) The researcher found out some advantages of the use of personal photograph as the media in teaching and learning based on the theory from Sudjana and Trianto, but come along with the advantages the researcher found out some disadvantages during the class activity, 3) The implementation of personal photograph quite successful considered by the perceptions of the students towards the learning that almost all in positive state. Besides the successful practice, this research found a little disadvantages although did bot hinder the implementation of the personal photograph i.e. it was time consuming, a bit noisy class, and some students become passive learners.

Key words: *Writing, Descriptive Text, Personal Photograph.*

TABLE OF CONTENT

LIST OF TABLE

APPENDICES LIST

1. Surat Pernyataan Keaslian
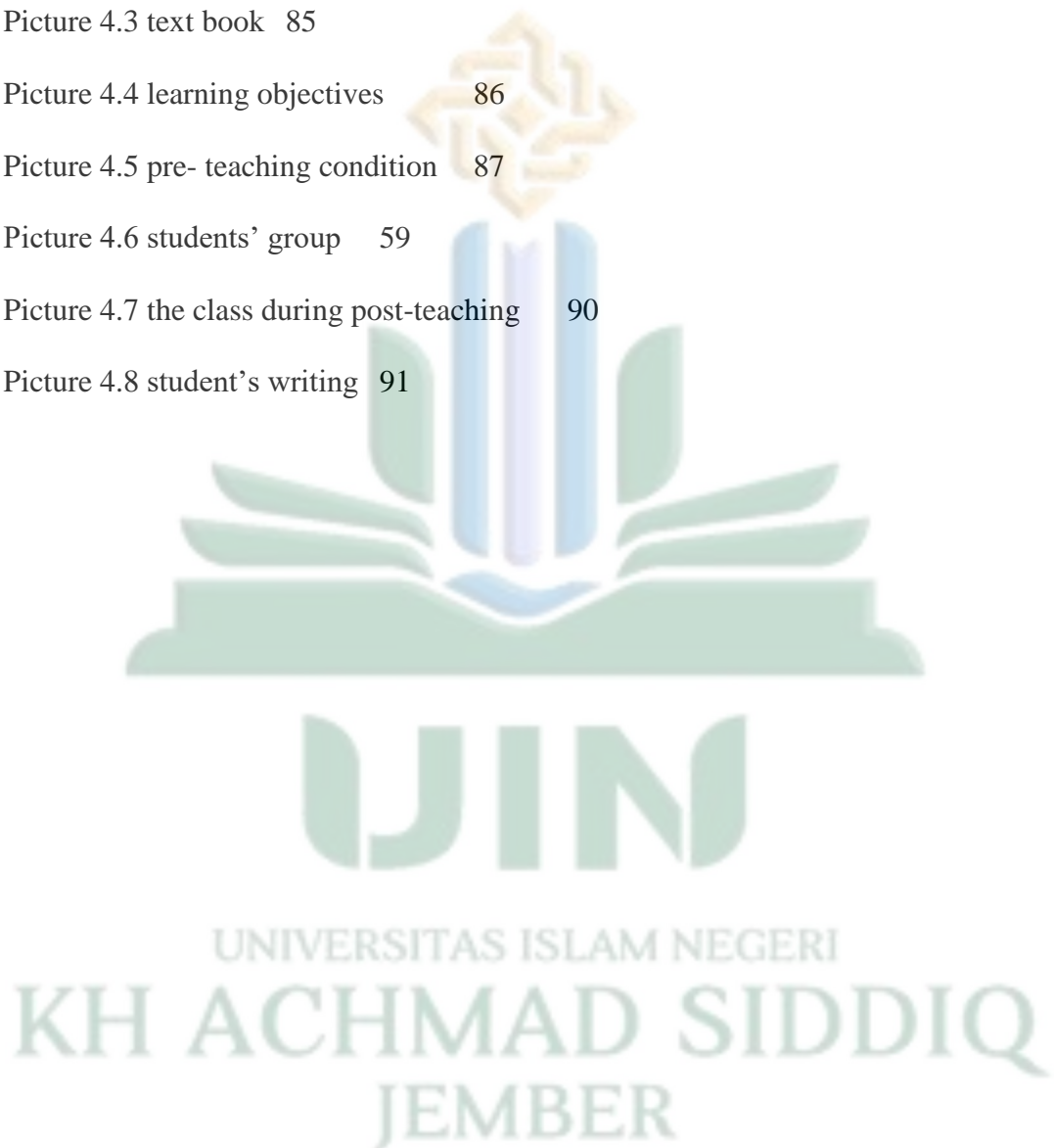
2. Surat Ijin Penelitian

3. Surat Keterangan Selesai Penelitian

4. Matrix Penelitian

5. Fasilitas, Sarana dan Prasarana Sekolah

6. Data Jumlah Siswa

7. Data Tenaga Pendidik

8. Struktur Organisasi MAN 2 Banyuwangi

9. Prestasi MAN 2 Banyuwangi

10. Transkrip Interview

11. Documentation

12. Media Pembelajaran

13. Students' Works

14. Researchers' Biodata

LIST OF PICTURE

CHAPTER I

INTRODUCTION

A. Background of Research

Writing is one of the English skills that must be learned by the students. The students are required to get sufficient writing practices. These practices seemed to stimulate the students' skill in writing and expressing thoughts in a good passage. However, without good and effective practices it is impossible for students to write well and effectively. Expressing thoughts in writing is not easy for most people, but in fact writing plays an important role in learning process.

Some obstacles in teaching and learning writing have been reported by many researchers in the field such as the students' lack of skill in term of English structure, the limited choice of words, and the influence of culture. Beside the difficulty faced by the students, some factors from teacher also influence the process of teaching and learning writing descriptive text. The teachers' beliefs related to writing approaches will determine how the writing skill taught to the students in classroom[1]. Teachers with an error-free writing product goal will spend much time in teaching the grammar to the students rather than the writing process itself. Furthermore, the lack of knowledge and skill in teaching writing appropriately makes the teachers teach using the traditional approach which rely on the textbook.

---

[1] Sufatmi Suriyanti, " Exploring Teacher Strategies in Teaching Writing Descriptive Text in Indonesia", Journal of Learning and Instruction, Vol. 13 No. 2 (2016): 71-95.

Earlier studies showed that there were some approaches used for teaching and learning writing. For over 20 years product and process approaches have dominated much of the teaching of writing that happens in classrooms. Nunan[2] stated that "teachers in teaching writing were mostly concerned with the final product of writing or the product approach, teachers focusing on the *finished product*". In fact the most common approaches in teaching writing are product and process approaches. For the product approach the teachers teach writing by focusing on grammar, and the lexical patterns. The accuracy in writing is the main point than the content itself. Harmer stated that the aim of the writing task and its final product were the point of importance of product approach[3]. However, Leki[4] confirmed that most of teachers are often too focused on grammatical correctness and the language structure. The writing tasks of product-oriented approach were typically imitating, copying, and transforming models provided by the teachers or text books.

The product approach has been applied in countries where English is considered as a second or a foreign language, such as Indonesia, Singapore, China, Malaysia, Northern Africa, Thailand and many others. Studies revealed by researchers that the writing teachers were mostly concerned with the final product of writing, which focused on the grammatical accuracy and

---

[2] David Nunan*, Second language teaching and learning*. (Boston: Henle & Henle, 1999),p.11

[3] Jeremy Harmer, *How to Teach Writing*. (Edinburg: Pearson Education Limited, 2002),p.11

[4] Leki, I., *Second language writing: Research insights for the classroom*. (Newyork: Cambridge University Press, 1990),p.57

error- free text produced by the students. As a result, students became passive and dependent on the teachers. It was also argued that product approach neglected the processes involved during writing such as how the students wrote, how they generated ideas, and how they produced their piece of writing.

On the other hand, process approach focuses on how the writing process, where the approaches guide the students on how to write, generate ideas, write and edit their work. Tribble as one of the founders stated that the process approach, emphasized that it was 'an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models.[5]

Based on 2013 curriculum, mastering language skills is the objective of English teaching in high school. One of the four English skills that students have to master is writing. Writing is one of the English language's skills in written form. Alice Oshima and Ann Hogue stated that writing is not easy moreover in academic terms.[6] Heaton also confirmed that writing skills is complex and sometimes can become difficult[7]. It needs time to study and constant practice to be able to develop the skill in writing so that the writer can convey the message. Generally writing is made to convey the message. In other words throughout the communicative competence the students are

---

[5] Tribble, C, *Writing* (Oxford: Oxford University Press, 1996), p.160
[6] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*(United States of America: Pearson Longman ,1997),p.7.
[7] J.B. Heaton, *Writing English Tests* (New York: Longman, 1988), p. 135.

expected to be able to communicate with other people to express their ideas in form of written text using English. The writing process needs certain skills and methods to make the writing can be conveyed properly.

The writing process is about how the stages of writing that the writer should be apply. Harmer explains there are four stages in writing process those are planning, drafting, editing and final draft. Planning is this stage where the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. Drafting is the step after the students have a list of ideas related to the topic it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes. Editing is the stage where students should re-write their first draft after finishing it. Final version is the last stage, the students re-write their draft after revising with peers and teachers.[8]

According to the 2013 curriculum, students of Senior High School should be able to write some of text types such as narration, description, anecdote, exposition, and so on. Considering that writing proficiency is highly needed in educational term, there are some obstacles that most of students faced in mastering writing skill. Based on Bryne's theory, writing can become difficult because of some problems that divided into three categories. The first difficulty is linguistic, linguistic difficulty such as the aspects of grammar, vocabulary, language use and the choice of sentence that

---

[8] Jeremy Harmer, *How to Teach Writing*. (Edinburg: Pearson Education Limited, 2002),p.11

most of students still do not master it yet. The second difficulty is physiology difficulty which more focuses on writers' difficulty in develop written material or content composition. The third difficulty is cognitive difficulty which more focuses on formal instruction like punctuation, capitalization, and paragraphing.

The result of the preliminary observation of this study showed that senior high school students experienced some difficulties in writing especially in writing descriptive text. Students need to pay attention to the grammar and tenses use, since English is not their first language. Students' lack of vocabulary makes writing even more difficult for them where their vocabulary is limited. Sometimes the students having a hard times to imagine about the topics in their minds and make the ideas into a written form. Aside from the students' difficulties the English teachers added that they agree that writing was the most difficult skill to teach. The teachers mentioned that students needed to master grammar, while they also felt that the media used in teaching needed to be taken into consideration seriously, apart from other components of writing to help students get some improvements in for their writing skill especially in writing descriptive text.[9]

Descriptive text is a text which the purpose is to describe something like person, animal, or things. Simple present tense is used in writing descriptive text. To teach writing descriptive text the teacher should have variant methods so that the students can understand and interested in learning

[9] Dwi Eko Peny, *Interview*, Banyuwangi, January 15th 2022

how to write a good descriptive text. Harmer proposes that writing in the classroom, taught by combining the process of teaching writing, involving encouraging the students to think about what they are going to write, by encouraging them to draft, reflect, and revise, and by responding their writing product.[10] In addition, to make the students interested in learning writing teacher may use the proper learning media. Learning media has a big contribution to students' motivation in learning writing process. The good media used can stimulate students' to find the idea and develop it into their writing.

Based on pre-observation result by doing interview with English teachers, it was found that most of the students encountered difficulties in learning English especially in writing skills. Beside the grammatical use their main problem is in organizing ideas. Even though the teacher already gave the students some certain topic or themes the students were seemed to be confused and they did not know what have to be done to start writing. The students' result in writing was far from teachers' goal. Mostly, the students' writing assessed based on structural approach or product approach, in which the teachers examined the errors grammatical errors including, punctuation, and choice of words. Unfortunately, the teachers' previous method in teaching did not excite and did not make the students interested in writing activity. Consequently, it caused a negative impact towards the students' writing result.

[10] Jeremy Harmer, "*How to Teach English*"(Malaysia: Longman, 2004),p.35

Students' writing result seems too hard and it seemed that they imitated the other text they have read before. One of the English teachers tried to use the conventional topic from a writing test of a text book as a media in teaching writing descriptive text, the fact was the students' writing results were too far from teacher's expectation, most of students faced the difficulty. The teacher assumed that some students faced problems in motivation also they experienced problem in choosing ideas, the choice of words, their lack in vocabulary, grammatical and other problem that make them difficult to start to arrange the words to be a good paragraph. Based on the teacher's information, students get trouble in deciding and organizing the idea of their writing. They need a specific guide or clue from the teacher to get the conception of their writing and broaden their writing. The problems that students' faced affect their performance and quantity in their writing.

The problems that students face had influenced their writing skill especially of their writing quantity as it shown from the students' writing that the composition of words and sentences were very low. It was found in their writing tasks as one of the English's teachers at MAN 2 Banyuwangi informed the researcher. It means that when the students were asked to write paragraphs in certain amount of time, the quantity of their paragraphs were still very lack of words and sentences. The students' difficulties in writing skill were shown by the students' score of class X-IPA 6 were very low. From that reason the teacher tried to change to the appropriate media and

techniques to make students interested in learning writing which can lead to the improvement of students' writing skill and achieve the target score.

The English teacher in MAN 2 Banyuwangi decided to change the approach to process and product approach, they also implementing a new media for teaching descriptive text which before using conventional writing test from a text book to personal photographs to overcome the problems. The teacher decided to use pictures of well-known public figures which the students can easily recognize and describe them. Teachers informed that the implementation of personal photograph as the media in teaching descriptive text can overcome the problem that students face. The teacher said the usage of personal photograph as the media in learning descriptive text helps a lot and worked for most of students.

The students' result in writing descriptive text by using personal photograph as the media can fulfill the teacher's expectation in aspects of writing quantity. It means that the appropriate teacher techniques and media which personal photograph usage as a media in teaching probably have some positive influence for the result of teaching writing descriptive text. Personal photograph as a media can be called as a success to encourage students to start writing. Therefore the visual media is one of the techniques can be used to encourage the students in order to be interested in writing.

Generally the use of personal photographs as the visual media is expected to help the students have a clear idea and make them start to write simply. Daryanto stated that a photograph is a kind of constant picture that

can bring into the real things either inside or outside the classroom.[11] As Morales stated personal photograph is a private or individual picture or scene which is a form of a printed or transparent slide that is recorded with a camera on a material which sensitive to light. The use of the personal photograph method can guide students to brainstorm about the ideas of their writing. As the personal photograph can make students have a general picture in their mind about the writing so students can organize their thoughts easily and make them into written form.

This research is important to employ to know the implementation of personal photograph as a teaching media can give a big influence to students' descriptive writing result. Researcher interested to know the influence of the media used by the teacher based on the students' perspectives. The researcher interested to explore the reality at MAN 2 Banyuwangi related to the implementation of personal photograph in teaching and learning writing descriptive text. Researcher intended to see the reality by the observation at MAN 2 Banyuwangi and interview to teacher and some students. Thus considering the reality teaching and learning process in school the researcher was interested in doing a research to describe the *Implemetation of Personal photograph in Teaching Writing Descriptive Text at MAN 2 Banyuwangi*.

B. **The Scope of The Study**

This study focuses on how does the teacher plan the implementation of personal photograph in teaching and learning descriptive text, how the

[11] Daryanto, *Media Pembelajaran*, (Yogyakarta: Gava Media, 2013),p. 34.

teacher and the students implement personal photograph in teaching and learning activity and also hoe the students' of MAN 2 Banyuwangi perceptions towards the use of personal photograph.

C. Research Question

Based on the background research above researcher formulates a research question as follows:

1. How does the teacher plan the implementation of personal photograph in teaching descriptive text?

2. How is the implementation of personal photograph in teaching descriptive text?

3. How are the students' perceptions towards the use of personal photograph in teaching and learning descriptive text?

D. The Objective of The Study

Based on the research questions above, this study aiming to find out:

1. To find out how the teacher plan the implementation of personal photograph in teaching descriptive text.

2. To describe how the implementation of personal photographs in teaching descriptive text.

3. To explain the students' perceptions towards the use of personal photograph in teaching and learning descriptive text.

E. The Significance of The Study

The result of this study intended to broaden the perspective of writer in particular and the reader in general and expected to be useful as;

1. Theoretical Significance

   The result of this research is expected to become a piece of valuable information and contribution for teaching and learning in English specifically in writing descriptive text. One of the good media for teaching writing in the classroom is Personal Photograph hence the result of this research is expected to be beneficial for teachers in teaching and become the reference for the readers, especially for the next researcher.

2. Practical Significance

   a. Significance for Students

      The result of this research expects to become useful in teaching and learning English especially solving the problems in writing descriptive text by using Personal Photograph. This research is also expected to encourage students to express their feelings and ideas in written form more.

   b. Significance for the teacher

      The result of this research expects to become a piece of new and valuable information to English teachers especially in teaching and guiding students to writing down students' ideas and build their confidence in writing by using Personal Photograph.

   c. Significance for next researcher

      Hopefully, this research can give significance to other researchers with similar topics and further studies.

F. Definition of Key Terms

1. Definition of Writing

   In this research, writing aims at communicating as a way of conveying messages to one another which involve language in written form. Writing can be used to share information, thoughts, expressing feelings, etc. writing is one of the four language skills which they are speaking, listening, reading, and writing. Writing can be considered as the most difficult skill in language skill because writing need certain skills and method to make the messages can be conveyed properly to the readers. In writing the writer need to consider about the grammatical, structures, punctuations, etc. to avoid the ambiguous sentence and make the writing easy to understand. It can be concluded that writing is a way to communicate to one another for share information, express feelings, emotions, thoughts, and ideas in written form.

2. Definition of Personal Photograph

   While personal photograph, is a kind of photographs that focuses on a person. Personal photograph is a kind of pictures which capturing individual appearance or it can be a personal pictures that focus on personal life, experiences, and other activities in personal life. Nowadays personal photographs can be found easily as the use of social media becoming a part of human life. People usually share their picture on any kind of social media platforms such as Instagram, Pinterest, Twitter, Facebook, and other kind of social media. Personal photograph can be a

photo of some objects or capture of particular even that rich in artistic value, information, and moments. Personal photograph can be used as the visual media in learning. The teacher can utilize the personal photograph in teaching writing to help the students imagine and visualize the topic that being learnt at the moment.

3. Definition of Descriptive Text

The descriptive text in this research refers to a text that used to explain and describing about how some kind of things are like. Description is related to sensory experiences such as, how something look, sounds, tastes. And mostly description text is about describing the visual or appearance. Based on descriptive text definitions above the researcher can conclude that descriptive text is one kind of text that deals with the description of certain things based on several points of view. The descriptive text also guides the readers to imagine in their mind about the object's and mostly related to human sense like visual, sounds, feelings, tastes, or smells.

4. Definition of students' perception

Students' perception in this research refers to the English class participants' sense related the use of personal photograph in teaching and learning descriptive text which was the students of X IPA 6 of MAN 2 Banyuwangi. Perception can be concluded as how someone feel and thing about something and express what is in their mind freely. Someone's perception towards something can give the big influence to them related to

how they act and how they react about certain things. Everyone can give some different point of view in perceiving the same thing.

G. **Systematic Discussion**

This research consisted of subchapters that related to one another. A research commonly consist three parts; initial, core, and final part.

The first is initial part which included the research title, approval sheet, ratification sheet, researcher's motto, dedication, acknowledgement, abstract, table of content and list of table.

The second part is the core which included of five chapters:

1. **Chapter I** is introduction covering background of research, research question, the objective of the research, the significant of the research, definition of key terms, preview of subsequent chapters.

2. **Chapter II** is review of related literature which consisted of previous research and theoretical framework.

3. **Chapter III** is research methodology which consisted of research design, location of research, the subject of research, technique of collecting data, technique of data analysis, validity of data, and criteria of success.

4. **Chapter IV** is finding and discussion which consisted of the finding students' result in the steps of the action.

5. **Chapter V** is conclusion and suggestion

The third is the final part in which it covered references and appendix which covered research matrix, students' of X IPA 6 presence list, pictures of

research, profile of school, declaration of authenticity, permission letter, the completed research statement letter, researcher's autobiography.

CHAPTER II

Review of Related Literature

A. Previous related research findings

There are some previous findings and researches which have a relation with this research, they are:

1. Khurotul Aini in a thesis entitled "*Improving Students' writing skill in Writing Descriptive Text by Using personal Photograph*" proved the use of personal photograph can improve students' skill in writing descriptive text. The research conducted at SMP Islam An- Nur Rambipuji academic year 2020/2021. Based on the researchers' preliminary study the students at the SMP Islam Rambipuji faced the difficulty in learning writing descriptive text. Mostly the students got low scores under the KKM, to overcome the problem the researcher proposed to use the personal photograph as an instructional media in teaching writing. This research applied the classroom action research and this research claimed as success as 70% of the students achieved the target score after using personal photograph as the media in teaching writing descriptive text.

2. Hilda Safitri in a thesis entitled "*The Use of Personal Photograph in Teaching Writing Descriptive Text to the Second Grade Students of MTs Negeri Gowa*" claiming that the use of personal photograph effectively can improve the students' writing in descriptive text. This research employed quasi-experimental method with two group pre- test and post-test design. The result of the research showed that the second grade students of MTs

Negeri Gowa had "very poor" score on pre-test and after giving treatment the students got improvement. The result of the research indicated that there was significant improvement for the students' writing ability after taught the material using Personal Photograp. Based on the result analysis that proved by the result of the statistic analysis, the researcher then concludes that using Personal Photograph was effective to improve the students' writing skill.

3. Gustian Pelani in his journal entitled "*The Effect of Personal Photograph on Students' Writing Quantity in Descriptive Text* " This study aimed to analyze the effect of personal photographs on students quantity in writing descriptive text. The findings of this research indicated that there was a major difference between results of the experimental and control group scores. It means that the implementation of personal photograph had a possitife effects towards the teaching and learning process.

4. Megawati and Syarif Agussaid Alkadrie stated in their journal at 2017 entitled "*The Effectiveness of Using Photograph in Teaching Writing*" this research was aimed to examine whether there is major differences between the experimental group and the control group. This research employed experimental research design. The data in this research mainly gathered by the implantation of pre-test and post-test. The finding of the research shown that there is a major difference between teaching writing by using photograph and teaching writing without using photograph. It means that

there was possitife effect towards the implementation of personal photograph as the teaching and learning media.

5. Ersih, Riki, Hanapi, and Nanik stated in their research entitled "*The Use of Pictures in Teaching Descriptive Text to Improve Students*' Writing Skill" this research intended to measure whether the implementation of picture in teaching descriptive text can improve the students' writing skill in descriptive text and gave the students motivation in learning descriptive text through the pictures. The research implanted quantitative design which employed pre experimental design. The research finding shown that there was positive effect of the use of picture as the media in teaching and learning descriptive text.

Table 2.1
Similarities and differences of the previous research

No	Research Title	Similarities	Differences
1	2	3	4
1	A thesis by Khurotul Aini, 2020 with the title *"Improving Students' Writing Skill in writing Descriptive Text by Using Personal Photograph"*.	Both of the study analyzing about the usage of personal photograph as the media in teaching writing descriptive text	1. The previous research analyzed the students' writing proficiency with personal photograph as the media, this research will analyze the influence of personal photograph on improving students' descriptive text writing 2. The previous research applied classroom action research and used quantitative qualitative approach while this research will be using qualitative data with descriptive approach 3. The subject of the research both of the researchers are different
2	Hilda Safitri on a	Both of studies analyzing	1) The previous study applied classroom

1	2	3	4
	thesis entitled *"The Use of Personal Photograph in Teaching Writing Descriptive Text to the Second Grade Students of MTs Negeri Gowa".*	the usage of personal photograph as an instructional media in teaching descriptive text	action research and focused on improving students' writing skill and the data proceed using quantitative approach 2) The subject of the research both of the researchers are different
3	Gustian Pelani in a journal entitled "The Effect of Personal Photograph on Students' Writing Quantity in Descriptive Text (A Quasi-Experimental Study on the Second Year Students of SMAN 8 Bengkulu in 2006/2007)"	Both of the researcher analyzing the effect and the influence of personal photograph on students' writing in descriptive text	1. The previous study applied classroom action research with a quasi-experimental study 2. The subject of the research of both of researchers are different
4	Megawati and Syarif Agussaid Alkadrie stated in their journal at 2017 entitled "The Effectiveness of Using Photograph in Teaching Writing"	Both of the researchers analyzing about the usage of the visual media in teaching writing	1. Previous study using the visual media which usual photograph while this research will be using personal photograph as a visual media in teaching writing 2. Previous study analyzing the general writing skills while this study will be only analyzing the influence of personal photograph on students' descriptive text writing 3. The previous research applied classroom action research and employed experimental design with quantitative data approach.
5	Ersih, Hanapi, Riki, and Nanik stated in "The Use of Pictures in Teaching Descriptive Text to Improve Students'	Both of the researchers analyzing about the usage of picture as the visual media in teaching writing	1. Previous study testing the use of pictures in teaching descriptive text 2. Previous study analyzing the influence of picture in teaching writing descriptive text while this study will analyze the influence of personal photograph on students'

1	2	3	4
	Writing Skill"		descriptive text writing 3. The previous research applied classroom action research and employed experimental design with quantitative data approach.

Source: *The data processing from previous research*

Based on the previous findings above, all of the researchers got their own way to process the data and conduct the research. Hence the differences between the previous researches and this research are the research methodology, research design, subject, the place and the time of this research are differ this research to previous researches where this research will analyze the influence of the usage of personal photograph on students' writing descriptive text and the research conducted at MAN 2 Banyuwangi East Java in 2022.

B. Theoretical Framework

    1. General Concept of Writing

        a. Definition of Writing

Writing is one kind of entertaining activity that explores thoughts, emotions, to express feelings by the record writing of events.[12] Writing is a way to express the information in

a written form. In writing the writers should know how to write in a good way because writing is the process which involves some skills such as how to handle words, sentences and paragraphs.[13]

---

[12] Richard Bullock, The Norton Field Guide to Writing (1st Ed; United States ofAmerica: W.W. Norton &Company, 2006), p. 3.

[13] Thomas S. Kane, Essential Guide to Writing (New York: Oxford University Press, 2000), p. 17.

There are some different ways in communicating to one another, and one of the ways to communicating and sharing information to each other besides speaking is writing, in writing the writer build in the ideas and the content of the writing by exploring their thoughts.[14]

Based on some definitions above, the researcher can take a conclusion that one of the ways to communicate and sharing information other than speaking is writing. By writing, writers can express their emotions, feelings, or any other information in written form so that the readers can understand the writers' message.

b. Purpose of Writing

According to Dietsch (2005), three purposes of writing can be used to describe the kinds of students writing; informative, expressive, and persuasive.[15]

1) Informative writing is aimed to give the readers information, ideas, knowledge, or direction. The examples of informative writings are describing, analyzing a concept, speculating cause and effect, and developing new ideas or concepts.

2) Expressive writing is aimed to express the writers' feelings, experiences, thoughts, or opinions. Expressive reading is a kind of writing that aims to entertain the reader. Examples of expressive

---

[14] John Langan, College Writing Skills (8th Ed; United States of America: McGraw Hill, 2011), p. 12

[15] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*(United States of America: Pearson Longman ,1997),p.7.

writing are personal diaries, journal writing, poem, and kind of fictional stories.

3) Persuasive writing is aimed to persuade the readers related about the object of the writing that is mostly factual and reliable. The example of this writings are movie, adds product, evaluation book or some issues.

Based on the descriptions of writing above, the researcher can take a conclusion related to the purpose of writing. the language features and the grammar use have a great impact for the kind of writing, so the writers should be aware on the kind of writing and the purpose of the writing since this kind of thing has a huge impact on the language features and grammar use. Knowing the purpose of writing before starting to write make the writers easier to process and gather the kind of information they need and it makes the writer easier to organize the ideas and develop their information.

c. **Component of Writing**

Heaton stated that there are five significant components of writing they are content, organization, vocabulary, grammar, and mechanic.[16]

1) Content

Content is one of the aspects of writing which that is a part where the writer expresses their ideas and where the whole writing

[16] J.B. Heaton, Writing English Tests (New York: Longman, 1988), p. 135.

will bring the reader to. Kane stated that the content of writing should be clear to make the readers understand easily and get the message that the writer wants to convey in writing, the content has to unified and completed.[17] It means that the writer must express their ideas clearly with the appropriate words. The writers also have to pour the enough amount of information so that the reader can have a clear picture in their mind about the main idea and the total topic of the writing.

2) Organization

Organization in writing related to the students' ability in arranging the sentence the ideas and also the detail to construct a good paragraph. Heaton stated that the ability to developing ideas, topics, and information in s united form is called organization. Organization in writing involving several things, they are coherence, order of importance, general to specific, specific to general, chronological order, and spatial pattern.[18] With a good organization the expression of the ideas, details the writing will be having a great flow to read.

3) Vocabulary

Hughes stated that vocabularies are the series of words that are formed into sentences, paragraphs, or essays. The writing with appropriate choosing words can avoid the misunderstanding from

---

[17] Thomas S. Kane, Essential Guide to Writing (New York: Oxford University Press, 2000), p. 15.

[18] J.B, Heaton, Writing English Test (New York: Longman, 1988), p. 135.

the readers when they read the writing, and if there is no misunderstanding in reading it can be concluded as good writing.[19]

4) Grammar

Harmer stated that for making good writing the writer should be master in grammar use. The use of correct sentences, right tenses, words, and other language features can result in good writing.[20] In this research the researcher will be using the simple present tense for the descriptive text writing.

5) Mechanism

Kane stated that the mechanism related to the words, about the appearances such as the spelling, capitalization, and the punctuation. By using the correct mechanism of writing the writer can become easier in avoiding mechanism trouble like ambiguous sentences, so it can make the reader easier to understand and picture out the writing. For students the common mistakes for them is usually at the spelling because they need to be able to understand the sounds and the written forms of certain words also how to put some proper words together to create sentences and paragraph. According to Fairbairn and Winch, punctuation is many kind of device used to help the readers to understand the meaning of the writing such as: periods (.), question marks (?), exclamation points (!), commas (,), apostrophes ('), quotation mark (" "). Semi- colons

---

[19] Arthur Hughes, Testing for Language Teachers (Cambridge: Cambridge University

[20] Jeremy Harmer, How to Teach English (Malaysia: Longman, 2004), p. 35.

(;), and colons (:). They also added that capitalization deals with capital letters or 'upper-case', such as the letter (A, B, C, D, etc.) which used at the beginning of the sentence. Capitals also used as the front alphabet of people's name, days of the week, months of the year and for people's title.

d. The process of writing

The process of writing generally has four steps.[21] Writing is not a one-step action. Writing needs some process to become a good written way of sharing the information and a way of communication. There are four process of writing stated by Harmer[22], they are:

1) Planning

At this stage, writers need to consider about three main things in writing they are the purpose, the readers, and the content structure. The purpose of writing will influence the language that the writers will use, and also the information that writers will choose to include. Secondly, the writer must consider how the readers will be influenced by how the paragraph structured. Thirdly, writers must consider the content structure. It means that the writers have to consider how to express the ideas in written form, or opinion in their writing in a good way.

---

[21] Alice Oshima and Ann Hogue, Introduction to Academic Writing,(USA: Person Education Inc, 2007),p.15

[22] Jeremy Harmer, How To Teach Writing (England Person Education Limited, 2007),p.4

The planning steps help a lot for the writer. It will give the general conception of the final work so it can help the writer to measure the progress of their writing.[23] This stage is often called as the pre-writing stages which can be defined as one of a ways to do a brain storming before writing. Brainstorming is a quick ways to generate a lot of ideas on a subject.[24] Brainstorming is a useful technique in writing because it permits the writer to approach a topic with an open mind. Brainstorming is one of several different ways to begin writing.[25] Brainstorming also usually called list making. List making is a process of generating a lot of information by gathering the ideas into a list.

2) Drafting

The drafting stage is the step where the writers start to write based on the list they made. The main point in this step is to get words onto paper.[26] After the writers have finished in planning step, the writers can continue to the next step which is drafting. The writers can start to write the paragraph by considering some rules such as:

---

[23] Martin H. Manser, The Facts on File Guide To Good Writing,(USA: Acid Free Paper, 2006), p.36

[24] Karen Blanchard and Christine Root, Ready to Write, (New York: Person Education Inc, 2003),p. 41

[25] Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy, (New York :Addison Wesley Longman, Inc), 2001, p. 349

[26] Cristine Brown and Susan Hood, Writing Matters Writing Skills and Strategies For Students Of English, (USA: Cambridge University Press, 1993),p. 14.

a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

b) Put away the topic that does not include information that does not directly support the main idea.

c) Arrange all the sentences until become a unity so that the other ideas make sense

d) Use signal words to help the ideas in the paragraph well connected.

3) Editing

Making a perfect paragraph in the first draft seems Impossible. Perhaps there must be some information or ideas that is not well expressed and not clear enough, it also perhaps there are some grammatical errors. The steps after drafting are where the writers start to revise and improve the first writing draft. Writers can edit their own or they can do the peer review work for grammar, the words spelling, punctuation, diction, sentence structure, and how the flow of the writing. The writer can consider some steps for editing, they are:

a) Add new ideas to support the topic.

b) Cross out sentence that do not support the topic.

c) Change the order of the sentences.

d) Using the following checklist to revise the paragraph;

1) Make sure the paragraph has a clear topic sentence

2) Cut out the sentences that do not relate to the main topic

3) Check if the sentences are in right order of spelling

4) Add new ideas to support the topic sentences

5) Make sure the paragraph included some signal words to guide the reader to understand the main idea of the whole paragraph.

4) Finishing

In this stage, the writer already produced the final version of their writing. The students submit their writing to the teacher and the writings process with the teacher into a scoring step.

e. **Strategy in writing process**

In writing process there are several strategies available to be implemented in the teaching and learning process, the strategy can make the process much easier and it helps to guide the students step by step to write. Malley stated there are some steps in writing strategies, they are:[27]

1) Pre- writing strategies

a) Formulate the topic

b) Choosing the right approach

c) Discuss the topic

d) Making the outline or list

[27] O'Malley, Authentic Assesment for English Language Learners.(USA. 1996), p.149

2) Writing strategies

a) Monitoring the writing by re-reads, review and back track

b) Applying the adaptive techniques

3) Post- writing strategies

a) Editing

b) Revising

c) Rewriting

d) Reviewing the writing by the other

2. Descriptive Text

a. Definition of Descriptive text

Descriptive text is related to human sense and telling about how something looks, feels, smells, tastes, and/or sounds that guide the reader to imagine the object, place, or person in a written form.[28] A good descriptive text need to successfully guide the reader to imagine the things or person that being described. A good descriptive text is the one that completely record the details that human sees, hear, smell, taste, or touch.[29] By having the well-detailed information, it will help the reader to imagine or visualize a scene or a person, or to understand a sensation or an emotion easily.[30] The readers understanding and

---

[28] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*(United States of America: Pearson Longman ,1997),p.7.

[29] Betty Mattix Dietsch, Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook (Ohio: Graw Hill Marion Technical College, 2005), p. 180.

[30] George E. Wishon and Julia M. Burks, Let's Write English (United States of America: Litton Educational Publishing, 1980), p. 128.

perceptions are fully based on how the writers inform the detail of the description in the writing.[31]

Based on some definitions about the descriptive text above the researcher can take the conclusion that descriptive text is a kind of text that tell and describe something and related to the sense like looks, sounds, feels, tastes, or smells. Descriptive text is made to guide and help the reader to imagine and visualized the object of the text.

b. **Purpose of Description**

Diestch divided three general purposes of description, they are:[32]

1) To create the image, mood, or aura of a place or object

2) To create stimulation to understanding and convince

3) To urge the listener to the action

c. **Generic Structure of Descriptive text**

Based on Luber the generic structures of descriptive text consist of identification and description. Identification is where the writer introducing the subject or the object. The description gives the detail of characters' features, such as qualities, the size, physical appearances, ability, habit, etc.

According to the explanation above it can be concluded that the identification part can be used as a topic sentence of a paragraph. After

---

[31] Donald Pharr and Santi Buscemi, Writing Today: Contexts and Options for The Real World (America: McGraw-Hill, 2005), p. 136.
[32] Betty Betty MattixDietsch, Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook (Ohio: Graw Hill Marion Technical College, 2005), p. 140

writing the identification the writer must provide the writing with some descriptions and giving the detail of the object or subject so that the reader can easily understand and picture the ideas.

d. Kinds of Descriptive Text

Based on Jolly, the descriptive paragraph consists of five types. They are;

1) Describing process

Describing a process is not only describing the process of how something is done, it can also explain the reasons behind why it is done and the things that needed to complete the process.

2) Describing event

To describe an event the writer should be able to memorize what happened in the event. If the writer will write about a K-pop group concert that held in South Korea. For this case the writer should add the appropriate amount of details of the event so that it can make the reader easier to understand the writing.

3) Describing personality

For describing a person the first thing that the writer should do is recognizing the characteristic of a person. For the physical appearances it can be the hair, skin color, eyes, etc. for the emotional description such as grumpy, funny, angry, etc. for moral attributes it can be greedy, arrogant, pessimistic, honest,

stinky, etc. or for the intellectual description it can be clever, smart, perception, etc.

4) Describing a place

  For describing a place presenting something real is the way to describe it the details of the object is the important point in describing the object. The example of place: school, theme park, hotel, hospital, office, etc.

5) Describing an object

  To make the accurate description of an object, it can be done by providing the physical characteristic of the object based on what shown in the pictures.

Table 2.2
The example of descriptive text

Title	My Favorite Public figure
	Identification: His birth name is Sutisna his stage name is Sule. Sule is a talented Indonesian comedian, actor, and singer. Sule become well-known after winning the Indonesian comedian audition show API (Audisi Pelawak Indonesia) with Ogi Suwarna and Obin Wahyudin in a group called SOS in 2005. His fame escalated after landing a role in the comedic show called Opera Van Java. He was born at 15 November 1976 in Pagedangan, west Java Indonesia. **Description:** Sule is a great person, he is a kind-hearted person. Sule has unique

Source: *tribunnews.com*	facial features. Sule has a round face, medium sized eyes and a small nose. Sule has sharp jawline, Sule's height is around 165 and he has thin body. He has tan skin and half-bald blonde hair which become his unique side. Sule is a talented person proven by several awards he received along in his entire career. Sule married to a beautiful woman and having two sons and a daughter.

3. **Personal Photograph**

   a. **Definition of personal photograph**

   A photograph is a kind of visual media in a kind of still picture that can use as the media for students in the teaching and learning process. A photograph is also included as a high artistic valued picture that colorful and importantly rich in information. According to Hornby the use of pictures can help the students to find the topic or the idea about what to write and visualize something in an easy way. The personal photograph is a kind of photo that showing an object or certain individual such as well-known people such as public figure. Students can write and describe person, place, anything related to subjects or object freely based on their preferences. Raimes stated that pictures can bring the outside of the world into the classroom so that

students can easily imagine and express their ideas and thoughts in written form.[33]

Based on the use of the personal photographs definitions it can be concluded that personal photographs are one of the valuable media to learn and teach writing because personal photographs can support the students to imagine and organizing ideas easily. Ahola stated that photography can helps students to remember the details of people, places, and/ or events. Hence by using a personal photograph as a medium to learn and teach writing students can express their ideas freely in a written form.

b. **The Advantages of Personal Photograph**

Sudjana stated several advantages of using the personal photograph for teaching. First picture can motivate students to learn because the picture is quite interesting and can catch students' attention because it has various colors. Second, personal photographs can help students in developing language skills one of them is writing. A picture is one of the interesting media to use for teaching yet it is so full of information that can help students to express their ideas in written form and developing their vocabularies. The third one is personal photographs can help students think critically by analyzing the picture and interpret the events or objects in it and write it.[34] From the several advantages of personal photograph stated by expert above

---

[33] Ann Raimes, Technique in teaching Writing, (England: Oxford University Press, 1983),p.10.

[34] Nana Sudjana, Media Pengajaran (Bandung: Sinar Baru Algensindo, 2005), p. 32

it can be concluded that personal photograph helps a lot in teaching and learning process.

There are other advantages of using photograph stated by expert. According to Trianto there are several advantages in using personal photograph in teaching, they are[35]:

1. Teacher can know more the level of English ability of each of the students

2. Train the systematic and the logical thinking

3. Help students to think and learn think based their personal point of view of a subject

4. Providing the students freedom in thinking and expressing their opinion

5. Giving the students motivation to learn

6. Students can actively involve in the planning and classroom management.

c. **Principles of Using Photographs as Learning Media**

According to Prasetyo, et al. (2015:5) some principles that must be considered in using photographic images as visual media in every teaching activity include:

1) Use photos for specific learning purposes, by choosing specific images that will support the lesson's core explanation or subject matter. It is this special goal that directs students' interest to the

---

[35] Trianto, Mendesain Model Pembelajaran Inovativ Progresif, (Surabaya: Kencana, 2009),p. 12

most important point in the lesson. For example, if the goal to be achieved is the ability of students to compare the living conditions of the northern hemisphere, in the middle or equatorial region and the southern hemisphere, then the image grouping should pay attention to the obvious differences.

2) Combine drawings on lessons, because the effectiveness of using pictures in the teaching and learning process requires integration. If the picture is to be used all the time, it is necessary to consider the possibilities in terms of the lesson points. Real pictures are very useful for a subject, because their meaning will help students understand and that way will be replicated for the same thing in the future.

3) Use just the right pictures. The use of meaningful images, small but selective number of images will be better than many but meaningless.

4) Reduce the addition of words to images, as they are very important in developing words or stories in the presentation of new ideas.

5) Encourage creative statements. Through images, students will be encouraged to develop oral language skills and graphic art writing and other forms of activities. This type of visual readability skill is necessary for students to read the pictures.

6) Evaluate the progress of the classroom, as well as the use of images both in general and in particular.

4. **Teacher plan**

In a formal educational institution the objectives of implementing the teaching and learning process have been formulated in the syllabus where each educational institution has several different goals and focuses on several sides but still with the same goal which is educating the students. The learning plan has been formulated generally in the syllabus where the learning plans and processes have been planned for one semester and can be more. Syllabus is basically a long term lesson plan that includes core competencies, basic competencies, indicators, subject learning or materials, learning activities, assessment, time allocation, and also the learning resources, materials or tools. Syllabus needed for the learning process in school but the syllabus is too broad, so the teacher is required to make a more detailed plan into a learning plan intended for each meeting which in a form of lesson plan.

Every teacher obliged to prepare a lesson plan before the class. The teacher must make the lesson plan systematically by considering the class situation and the students' condition so that learning can become effective with the fun and motivating environment. The good lesson plan should has a good teaching technique or method that give the students some spaces for their creativity, independence and the other things in accordance with their psychological development. Teachers' lesson plan prepared for each

basic competence (KD) which can be implemented in a meeting or more. The lesson plan is the preparations step that the educators should prepare before teaching. Based on the newest rules from PERMENDIKBUD number 14 year of 2019 related to the per-meeting lesson plan, the components inside it are subject identity, clss/semester, major, lesson, material, learning year, time allocation, learning goals, base competence, indicator, learning material, method/approach, media, learning source, learning activity and assessment.

a. **The function of lesson plan**

The lesson plan considered as important in a teaching and learning process because of some functions of it, they are

1) Planning Function

The lesson plan can be able to motivate the teacher to be well- prepared before doing the teaching and learning activity. All the activities that will be done by teacher already arranged in a lesson plan so it can be easier and the lesson plan can be the guidance during the class. All the things needed for the class written in the lesson plan such as the teaching method, the materials, and the assignment so incase the teacher got lost the track while teaching or the teacher not well- prepared before entering the class, the lesson plan can help.

2) The function of the implementation

The lesson plan must be built systematically but also there are some possibilities for the teacher to adjust the lesson plan in the class considering to the class' situation and the students' condition but the whole learning process should be in accordance with what was [36]planned in the lesson plan.

b. The components of lesson plan

The systematic lesson plan consists some components, they are:

RPP components include:

1) Subject Identity

2) Core Competencies (KI)

3) Basic Competence

4) Learning Objectives

5) Achievement Indicators

6) Materials

7) Time Allocation

8) Learning Method

9) Learning Media, Tools

10) Learning Activities

---

[36] Hayati, M, Desain Pembelajaran Berbasis Karakter (Pekanbaru: Lembaga penelitian dan pengabdian kepada masyarakat universitas negeri sultan syarif kasim riau, 2014), p. 121.

c. **The Steps in Arrange a Lesson Plan**

To make the process of teaching and learning process would be better, the teacher should arrange a good lesson plan. As a good teacher, teachers have to understand some techniques in designing a lesson plan in the class. Based on guidelines of Badan Pengembangan dan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. Kementrian Pendidikan dan Kebudayaan, there are many steps in arranging a lesson plan:

1) Pre activity

a) Orientation

Focus students on material that would be taught by showing objects of interest, provide illustration, read the news in the newspaper, animated slide shows, natural phenomena, social phenomena, or other.

b) Apperception

Provide the initial perception to students about the material that would be taught.

c) Motivation The teacher gives an overview of the benefits of studying the material that would be taught

d) Giving of Reference

(1) In connection with the study of science to be studied.

(2) References may be an explanation and description of the subject matter of the subject matter in outline.

(3) Distribution of study groups.

(4) A description of the implementation mechanisms of learning experierces (in accordance with the plan of learning steps).

2) Whilst activity

a. Using models of learning, teaching methods, instructional media, and learning resources tailored to the characteristics of learners and subjects.

b. Using a thematic approach and / or an integrated thematic and / or scientific and / or inquiry and disclosure (discovery) and / or produce work-based learning problem solving (project based learning) adapted to the characteristics of competence and level of education.

c. Loading development of attitudes, knowledge and skills in learning integrated

3) Post activity

a) Whole series of learning activities and the results obtained to here in after collectively find the direct and indirect benefits from the lessons learned;

b) Provide feedback on the process and learning outcomes;

c) Conduct follow-up activities in the forms of duties,

d) Both individual and grub assignments, and

e) Inform learning activity plan for the next meeting

According to supinah mention that there are many steps in arranging a lesson plan:

a) Write Identity Subject, Which includes:

(1) Education Unit;

(2) Class / Semester;

(3) Subjects / Themes Lesson;

(4) Number of Meetings.

b) Write Competency Standards

Competency standard is a minimum qualification ability of learners that describe the acquisition of knowledge, attitudes, and skills that are expected to be achieved at each grade and / or semesters in a subject.

c) Write Basic Competency

Basic competence is a number of ability to be controlled by the students in a particular subject as a reference to the development of indicators of competence in a subject.

d) Write Competency Achievement Indicators

Indicators of competence is behavior that can be measured and/ or observed to demonstrate achievement of certain basic competence which become a reference assessment subjects.

e) Formulating Leaning Objectives

Learning objectives describe the process and expected learning outcomes achieved by students in accordance with the basic competencies.

f) Teaching Materials

(1) Teaching material includes facts, concepts, principles, and procedures that are relevant, and are written in the form of grains according to the formulation of indicators of achievement of competence.

g) Pre-requisites transcribe material

Pre-requisites material is a material or competencies that must be owned or controlled by the students regarding the content or competencies that would be studied

h) Time Allocation

Learning expenses and KD achievement objectives adjust the allocation of time

i) Specifies the learning method to be used Instructional methods used by

teachers to create an atmosphere of learning and the learning processso that learners achieve basic competency or set of indicators that have been set.

j) Activities of Formulating Learning

(1) Preliminary

The introduction is an initial activity in a meeting devoted to the study's focus of attention motivational learners to participate actively in the learning process.

(2) Core

Core activity is a learning process to reach KD. Learning activities conducted in an inspiring, interactive, challenging, fun, motivating the students to actively participate and provide enough space for creativity, innovation, and independence according to their interest, talents and psychological development of students.

(3) Cover

Closing an activity undertaken to put an end to the learning activities that can be done in the form of a summary or conclusion, reflection and assessment, follow-up and feedback.

k) Learning Outcomes Assessment

Procedures and assessment instruments and processes tailored to the learning outcomes and indicators of achievement of competence refer to the assessment standards.

l) Determining Media / Equipment / Materials / Learning Resources

Determination of learning resources based on standards and basic competencies, as well as teaching materials, learning activities, and indicators of achievement of competence. In this section, written all media / equipment / materials / learning resources were used during the learning process takes place.

5. **Students' perception**

   a. **Definition of perception**

   Perception is the kind of feeling and way of human thinking toward things through some process. It means that perception is related to someone's opinion towards something and it can be different from one another. According to Depdiknas[37], perception is response or finding object from the reception of the object through the five senses. In this statement, it is clear, that perception is the impression of a person's image or response after the person is absorbed to know some things (objects), through the five senses that human have.

   In addition according to Bimo Walgito[38], perception is an impression of an object obtained through the process of sensing, organizing, and the interpretation of the object received by the individual, so it is a meaningful and integrated activity within the individual. This opinion is not contrary with the opinion before, but

---

[37] Depdiknas. Kurikulum Berbasis Kompetensi (Ringkasan Kegiatan Belajar Mengajar). (Jakarta : Depdiknas. 2002), p. 259

[38] Bimo, Walgito. Pengantar Psikologi Umum. (Yogyakarta: C.V Andi. 2010),p. 54

explains more about the process of occurrence after absorption so the objects obtained through the five senses then it is organized and interpreted so it has meaning for an individual. In conclusion the process of perception is a unity of activity within the individual.

Based on the literal definition perception is defined as the way how the human notice things with the senses. The senses that human have such as sight, hearing, touch, smell, and taste. It means that the process of building perception or how the data that human receive proceed involving the senses. In other words, perception is the human senses and reaction that happens as an instinct. Angel states that perception is the consciousness instinct towards some particular material or things that present to human sense.[39] It can be concluded that the perception is the process of how human receipt stimuli through the senses, as a result the individual being able to determine, interpret, observed and how an individual defines and views something.

From all the definitions above stated by experts it can be concluded that someone's perception can affect their act towards something in live. Each individual may has different point of view or perception towards the same image or thing. In conclusion perception is a whole process of someone being understand and interpret particular information received by the human senses which may be influenced by their personal experiences or any other factors.

---

[39] Angell, J. An Intriductory Study of the Structure and Function of Human Conscious. (New York: Henry Holt and Company, 2015), p. 122.

In addition, the process of a person's perception formed depends on the individuals' attitude. In essence, attitude is an interrelation of various components, according to Walgito they are:[40]

1) Cognitive Components (perceptual component)

   The first is cognitive components (perceptual components), which are components related to knowledge, views, beliefs, things that relate to how people perceive objects of attitude.

2) Affective Component (emotional component)

   The second is affective component (emotional component), which is a component that is associated with feeling happy or not happy with the object of attitude. Feeling of pleasure is a positive thing, while feeling of displeasure is a negative thing.

3) Conative components (components of behavior, or action components)

   The third is conative components (components of behavior, or action components), which are components related to the tendency to act on objects of attitude. This component shows the intensity of attitude, which shows the size of the tendency to act or behave a person towards the object of attitude.

   From those theories, the researcher can conclude that perception is someone view of an object to judge whether positive response or negative response. It will be influenced by some elements depends on

[40] Walgito, Bimo. *Pengantar Psikologi Umum*. (Surabaya: Bina Ilmu. 2010), p.54

the students or person's attitude, feeling and knowledge to perceive an object.

b. **Types of perception**

There are some types of perception stated by Zaden, they are person perception, social perception, and situation perception.

1. Person perception

Person perception is the processes to get to know and think about others, their characteristic, qualities, and inner state. In person perception human constructing the image of others to get some information or make prediction to understand their behavior and predicted their future actions and used it as a guidance to make an interaction with them. Each person's individual perception always based on what that individual got for their life experiences so the probability of two people having the exact same perception towards the same situation is very thin. Based on this type of perception it can be known that each students can have their own perceptions. Every student has a different perception towards the teacher, the class, the media used in class, and also the whole teaching and learning process.

2. Situation perception

The situation perception is where the individual perception towards something influenced based on several particular situations. Some particular situation can influence individual's

behavior depend on their personal life experiences. The situational stimuli occurs influence the individual interpretation towards something. It can be concluded that each individual interpretation towards something can be different based on the situation and the social factors. Students behavior also can be differ time to time and it is also related to the situation around them such as the flow of information, the influence of technology and it can be also based on their circumstances like friends or family.

3. Situation perception

Social perception is the process to try to understand people's social states whether they are artist, educator, criminal, rival, entertainer, etc. it is not an easy task to read someone I one go by knowing that other people also have thoughts, beliefs, emotions. Interpreting someone inner states usually by observing their language and words while speaking, behavior, body language, facial expression, etc. it is a complex process until they get an analysis of a person.

c. **Factors that affect perception**

According to the Robbins and Longton perception is basically affected by two factors, they are internal and external.

1) Internal factors

a. Needs and Desires

People at different levels of needs and desires have the probability to perceive the same thing differently. Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.

b. Personality

Individual characteristic is another strong influence on what people perceive about something. There is a saying stated that optimistic people perceive the things in favorable terms, pessimistic beings in negative terms. Between the optimist and the pessimist exists a category of people who are capable of perceiving others accurately and objectively. They conclude the issues with: Secure individuals tend to perceive others as warm, not cold. Thoughtful individuals do not expose by expressing extreme judgments of others. Persons who accept themselves perceives things favorably. Self-accepting individuals perceive themselves as how they wanted and accepted by others.

c. Experience

Combined with knowledge, experience has a perpetual impact on the perception of an individual. Successful experiences enhance and boost the perception

ability and lead to accuracy in perception of a person whereas failure erodes self-confidence.

2) External factors

a) Size

Perceptual stimulus of larger sizes has higher chances of being perceived. This is due to the fact that the factor of size is commonly associated with dominance and others to standing out for selection. A straight-forward example is that a full. Page advert catches more attention than those less than a page.

b) Intensity

This factor has to do with promoting the chances of a stimuli being selected. For example, some of the strategies that foster intensity are underlining or bolding or italicizing words in a written text. The greater the intensity of a stimulus, the more probability it will be noticed.

c) Frequency

Addresses the attention that accrues from the steady repetition of a particular stimulus that is the art of repetition simply attracts our alertness and provost our sensitivity to the message being sent across. The

stimulus that is repeated with greater intensity is more likely to qualify for selection as it were.

d) Status

The status of a person being perceived exerts a lot of influences on a perception. Within an organization, highly placed officers expectedly influence employees than persons who occupy lower rings of the organizations hierarchy.

Someone perception towards something is not a fixed and permanent opinion, perceptions may be influenced by something and make the individual change their perception towards certain things. According to Smith there are another several factors that can affect the perception, they are[41]:

a) Typical characteristic of the stimulus objects that consists of the value, meaning, the distance, and intensify of existence. The value is the characteristic of stimulus as the value from the objects that the stimulus perceives.

b) Personal factors including a typical characteristic of individual such as intelligence, intensity, interest, and so on.

c) The factor of the group effect interpreting another people can offer advices to a certain manner.

[41] Smith, C. Phenomenology of Perception. (London and New York: Gallimard, 2017)

d) The factor of culture differentiation.

From all the theory stated by experts above it can be concluded that perception is how individual view and value some objects and the perceptions can influence how they act towards the objects whether a positive response or a negative response. The individual perception can be influenced by several factors whether it is internal or external.

d. Indicators of perception

According Robbin[42], The indicator of perception are two types, they are:

1) Reception.

The process of acceptance is an indicator of perception in the physiological, the functioning of the senses to catch stimulating from the outside.

2) Evaluation

The stimulation of the outside that has been sensed, then it is evaluated by individuals. This evaluation is very subjective. The one values the same stimulus as something difficult and boring. But the other one values the same stimulus as something nice and fun.

Beside, Walgito [43] proposes three main aspects of perception:

---

[42] Robbins, Stephen, P. *Prinsip-Prinsip Perilaku Organisasi*. (Erlangga. Jakarta. 2003),p. 124- 130

[43] Walgito, Bimo. *Pengantar Psikologi Umum*. (Surabaya: Bina Ilmu. 2010), p.54

1) Cognition

       This aspect involves components of knowledge, views, expectations, ways of thinking / gaining knowledge, and experiences of the past, as well as everything gained from the perception of individual perceptions.

2) Affection

       This aspect concerns the components of emotional feelings and individual states of a particular object as well as everything that concerns bad evaluations based on one's emotional factors.

3) Psikomotor

       This aspect concerns the motivation, attitude, behavior, or individual activity in accordance with his perception of a particular object or circumstance.

CHAPTER III

Research Methodology

A. Research Design

This research employed qualitative descriptive methodology. Qualitative research methods chosen because it is the best methodology for examine questions which the best answer can be achieve by describing it verbally by the participants related to perceiving in the study and interpret various aspects of their environment. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomena or setting.

Qualitative research can reconstruct reality and understand its meaning so that it pays great attention to processes, events, and authenticity. The field research methodology conducted for this research. Field research is a research where the data source and the research process use certain scene or location[44]. In this term the researcher the researcher become the data collector and also being active in the field for getting the the detailed information. The field study chosen by the researcher because the field research is the most appropriate research type that in line with the goals of the research to know in-depth about the implementation of personal photograph as the learning media in teaching writing descriptive text.

---

[44] Musfiqon, Panduan lengkap *Metodologi Penelitian Pendidikan*, (Jakarta: Prestasi Publik Publisher, 2012), p. 56

B. **Setting of the Study**

The researcher conducted the research in January 2022 at MAN 2 Banyuwangi. MAN 2 Banyuwangi is an Islamic senior high school which located in street KH. Wahid Hasyim Dusun Maron Kecamatan Genteng Banyuwangi East Java, Indonesia.

C. **Subject of the Study**

The subject of the study was chosen using purposive technique. Purposive technique is a one of data source collection using some certain considerations. The consideration is in relation with the data source is the person who know the most with the researcher expected or so the data source is the one who hold big influence so that the researcher easily exploring the research object.[45]

The data sources person in this research are:

1. Moh. Anwar, as the headmaster of MAN 2 Banyuwangi as the headmasters of MAN 2 Banyuwangi that gave the secondary data related to the school and the students for this research.

2. Faiqoh, as the co- headmaster of MAN 2 Banyuwangi as the academic officer of MAN 2 Banyuwangi that gave information related to the teaching and learning organization.

3. Peny, as the English teacher of MAN 2 Banyuwangi as the primer data informant related to the implementation of personal photograph in teaching writing descriptive text

[45] Sugiono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2014), 53-54.

4. The X IPA 6 students' of MAN 2 Banyuwangi, as the primer informants related to the implementation of personal photograph in teaching writing descriptive text

D. Data Collection Techniques

In collecting data the researcher applied the producers as follows:

1. Data collection procedures for observation

There are three steps in collecting data for observation:

a. The researcher will ask for the permission to the teachers in order to join in the class.

b. The researcher will come to the class while the teacher starts the lesson.

c. The researcher will be observing the process of teaching and learning.

2. Data Collection Procedures for interview

a. The researcher will make some questions for the students who selected as the subject of this research.

b. The researcher will be interviewing the students face to face and records their answer.

c. The researcher will be collecting the data about students' experience of using personal photograph as a media in learning writing descriptive text.

The researcher will collect the data by using three methods, they are:

1. Observation

Observation is design to general data on activities, behavior, and generally focuses on setting. Observation aims to find out the kinds of the

influence of the implementation of personal photograph in teaching and learning writing descriptive text. Creswell classified observation into two types they are participant observation and non-participant observation. Participant observation is when the observer participates and included into the activity happens in the location being observed. Non-participant observation is when a researcher observes without participating or taking any active part in the situation[46].

In this research, the researcher used participant observation, the researcher included into some activities happen in the location being observed which is MAN 2 Banyuwangi. During the observation, the researcher gain some data and took notes related to the activities in class and the implementation of personal photograph as the media for teaching writing descriptive text.

2. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary[47] stated that "The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words".

---

[46] Creswell, John W. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed.* (Yogyakarta: Pustaka Pelajar, 2010)

[47] Ary, D., Jacobs. *Introduction to research in education (8ed.).* (New York, NY: Hult Rinchart & Wiston,2010),p.438

Based on Ary there are three types of interview, they are structured interview, unstructured interview, and semi-structured interview. Structured Interview follows the extent to which the questions to be asked are developed prior to the interview. The unstructured interview is an interview that the questions arise from the situation. It is sometimes described as "a conversation with a purpose". Semi structured interview is an interview in which the interviewer has more freedom to pursue hunches and can improvise with the questions.

For this research, the researcher chose to use semi structured interview to obtain the data from the English teacher because the questions asked being improved and were possibly modified. The data obtained from interview used for describing the implementation of personal photograph in teaching writing descriptive text.

3. Document Analysis

Document analysis used to enrich the details of the data. The researcher collected needed documents to give more consideration and add the secondary data for this research from the procedures or systems and attempts to extract relevant data.

E. **Data Analysis**

The data analysis technique used in this research was an interactive model of analysis. According to Miles and Huberman in this model there are three analysis components, namely data reduction, data display and

conclusion drawing.[48] The three activities in interactive model analysis can be explained as follows:

1. Data Collection

    After identifying the problem, the researcher collected the data by interviewing students as information and observing the teaching and learning process to gain more supporting data. All the recording data and observation checklist were collected and then the researcher wrote the transcription of the recording from the transcription, the researcher gets data. At this stage, the researcher identified the influence of the media used by English teacher on students' writing descriptive text result.

2. Data Condensation

    Data condensation is the process of selecting, focusing, simplifying, abstracting, and or transforming the available data. In this research, the researcher select the data obtained at the time of research regarding the influence of the media used by English teacher on students' writing descriptive text result, and then the data selected and simplified.

3. Data Display

    At this stage, the researcher developed a structured description of information to draw conclusion and take action. The presentation of data commonly used in this research is narrative text form. The purpose of narrative text is that the researcher described previously classified information about the influence of the media used by English teacher on

---

[48] Miles,M.B, Huberman,A.M, dan Saldana,J. *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. (USA: Sage Publications, 2014), p. 16

students' writing descriptive text result then conclusions were presented in narrative text form. It analyzed and described the data qualitatively.

4. Conclusion drawing/ Verification

The researcher drawn conclusion and verified by looking for the meaning symptom obtained from the object of this research. At this stage, the researcher draw conclusion from the data that has been previously concluded, then matches the notes and observation made by the researcher at the time of doing analyzing.

Interaction of three components above can be described as follows:
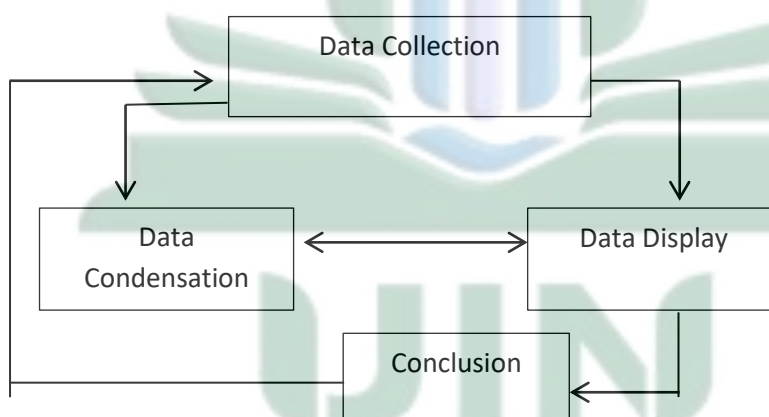
(Milles and Huberman, 2014)[49]

F. Validity of Data

In qualitative research, data can be categorized good data if the data are valid. To crosscheck the validity of the data in this research, the

[49] Miles,M.B, Huberman,A.M, dan Saldana,J. *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. (USA: Sage Publications, 2014)

researcher implemented a strategy. Creswell[50] classified the validity of data into eight strategies. Those are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.

2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.

3. Use rich, thick description to convey the findings.

4. Clarify the bias means the researcher brings to the study.

5. Also present negative or discrepant information that runs counter to the themes.

6. Spend prolonged time in the field.

7. Use peer debriefing to enhance the accuracy of the account.

8. Use an external auditor to review the entire project. In this research, the researcher uses triangulation technique.

Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin[51] stated that there are four techniques in triangulation. Those are: (1) source

---

[50] Creswell, John W. *Research design, Pendekatan Kualitatif, Kuantitatif, dan Mixed*. (Yogyakarta: Pustaka Pelajar, 2009),p. 191.

[51] Denzin & Lincoln. *Handbook of Qualitative Research*. (Yogyakarta : Pustaka Pelajar, 2009).

triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source triangulation

   In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator triangulation

   Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

   Methodological triangulation refers to researcher uses more than one method in the research. Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical triangulation

   Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory.

   From those types of triangulation, the researcher uses source triangulation and methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by the teacher and the researcher also uses documentation which

can give evidence if the participants are people that is proper to be used as subject of research.

G. **Research Procedure**

In observation for collecting the data, the researcher applied the producers as follows:

The research has three stages, they are: preparation, implementation, and post-research stages.

1. Preparation stage

Preparation stage is the stage carried out before researchers conducted the research in field. The steps taken include:

a. Develop research design

Before conducting the research, the researcher prepared the background behind the problem to be researched along with the reasons for implementation of the research such as research formulation, research location selection, determination of research schedule, data collection design, data analysis procedure design, and checking design data validity.

b. Exploration Studies

Researchers conduct a visit to the research location with the aim of knowing all the physical and social conditions of the location study.

c. Permit Application

Before the research process, researchers need permission with the procedure for requesting a cover letter from University KH. Achmad Shiddiq of Jember as a research permission application and submitted to the Head of Madrasah Aliyah Negeri (MAN) 2 Banyuwangi

d. Preparation of Research Instruments

Activities in the preparation of research instruments include: compiling a list of questions, and recording documents needed.

e. Research Ethics Issues

Researcher ethics issues will arise if researchers continue to implementing to their own background, norms, customs, habits, and own culture in dealing with situations and background. Therefore, researchers must adapt with their field in research's environment accept all the social values and norms in research community.

2. Field implementation stage

This stage is the stage carried out when the researcher while conducted the research in field. The steps taken include:

a. Data collection

Data collection is carried out according to the schedule has been determined using data collection techniques that includes observation, interviews, and documentation.

b. Data processing

Data processing is intended to make it easier to data analysis process.

c. Data analysis

The data that has been collected and arranged is analyzed using qualitative analysis. Data proceed based on the Miles and Huberman's model which includes four steps, they are: data collection, data condensation, data display, conclusion/ verification.

3. Reporting Stage

The reporting stage is step of reporting the research results in the form of thesis in accordance with the forms and guidelines ruled by State Islamic University KH. Achmad Shiddiq of Jember.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter, the researcher presented the data which had been collected from the research conducted in Madrasah Aliyah Negeri 2 Banyuwangi. The data were obtained from the implementation of personal photograph as a media in teaching and learning writing descriptive text.

This chapter deals with the result of the research which divided into two selections, they were research findings and discussion where the finding outline the result of the data analysis was taken by observation and interview while discussion presented the result of the research findings.

A. Description of Object Research

The description of the object of research is a description of the condition and the information related to the location of object research which is Madrasah Aliyah Negeri 2 Banyuwangi. The data obtained from the research are as follows:

1. The History of the Establishment of the MAN 2 Banyuwangi

Madrasah Aliyah Negeri 2 Banyuwangi, located on Jalan KH. Wahid Hasyim No. 6 maron Genteng Kulon village, Genteng Village, Banyuwangi Regency. MAN Genteng was founded in 1983/1984 with filial status from MAN Banyuwangi which was initiated by Drs. H. Damin Nasar as Supervisor of Islamic Religious Education in Banyuwangi. By KH. Imam Zarkasyi's kindness, the caretaker of the Bustanul Makmur Islamic Boarding School of Kebunrejo, for the first 2 years MAN Genteng

was loaned a place in the environment of the Kebunrejo Islamic boarding school and the time for students' activities were on afternoon after the boarding schools' activities done.

The filial leadership was originally held by Mr. Sumadi then held by Mr. Drs. Jahman from MAN Banyuwangi. The average condition of students in each grade is 4 classes with 3 different majors such as, A2 Program (science), A3 Program (social study) and religion study. In 1985-1986 academic year, MAN received gift (waqaf) land from H. Arifin an area of 2,300 m2 located in Maron, then MAN Genteng built a simple building using students' fees as six study rooms and one very simple office, so that MAN could move from Kebunrejo to Maron so that school's activities could held in the morning and afternoon.

Due to the Minister of Religion Decree- 244- 1993 On October 25 1993, regarding the change in the status of the madrasah from Madrasah Aliyah to a Madrasah Aliyah Negeri, the head of Madrasah Aliyah Negeri Genteng for the first time was held by Drs. Syambudi M. Subini. In 1997 the head of MAN was held by Mr. H. M. Ghozi until the end of 2003. At that time the average number of students per level was six classes and had 2 majors, they are science and social study. In early 2004 the head of MAN Genteng was held by H. Choirul Anam, SH, MPd.I, and had 3 majors, they are language study, science, and the social study. Starting from the 2004 / 2005 academic year, Madrasah environment was built well-equipped with a students' cooperative (KOPSIS) and 6 canteen

buildings and had a science laboratory, computer laboratory with 24 hours internet facility, language laboratory, religion laboratory, sports room, art room, library and communication laboratory which marked by the establishment of Baitus Salem FM Radio Station (107.3 MHz.). MAN also provided a website which www.man2banyuwangi.com.

In 2006 MAN succeed to achieve "A" qualification for accreditation and successfully being the second place for winning LLSS East Java Province. In May 2008 the Head of Madrasah Aliyah Negeri Genteng was held by Drs. H. Kosim, M.Pd.I, M.Ag. who comes from MAN Pesanggaran. Before becoming the head master of MAN Pesanggaran Mr. Qosim was also a teacher in MAN Genteng who also participated in advancing MAN Genteng. In the 2010-2011 academic years the head of MAN Genteng was held by Drs. H. Mujikan, M.PdI. in the 2012-2013 academic years the Head of MAN Genteng was again held by Drs. H. Kosim, M.Pd.I, M.Ag.

Starting from the 2012 – 2013 academic year, Madrasah Aliyah Negeri Genteng opened three majors they are religion study, science, and social study. Quantitatively, MAN Genteng students have increased from year to year.Under the lead of Drs. H. Kosim, M.Pd.I as the head master in the 2012/2013 academic year, the laboratory was named "Sambudi Laboratory", the library was named as "Al-Ghozi Library" The hall was named as "Choirul Anam Aula", and the basketball court was named as "Mujikan Basketball Court" the ma'had (Islamic boarding school) of MAN

Genteng was named "Ma'had Al- Qosimy". This was conceived with the intention of remembering the founder and the former head masters of MAN Genteng.

"Ma'had Al Qosimy" was launched on Monday, January 27, 2014 by the head of the Banyuwangi's Ministry of Religion H. Santoso, S.Ag. M.Pd.I. In the 2014-2015 academic years "Ma'had Al Qosimy" officially operated, by accepting special students selected by several entry tests for MAN Genteng students. Ma'had Al Qosimy in addition providing religious study as diniyyah and kitab lessons also provides the students for the additional study guidance for the national examination preparation.

2. **Vision and Mission of MAN 2 Banyuwangi**

   a. Vision of MAN 2 Banyuwangi

   "The realization of human achievement and noble character based on faith and piety" the vision can be measure as succeed with the following indicators such as qualified graduates, being able to win academic and non- academic championship, the students being skilled in technology, and the last and the most important is the students being obedient to Islam teaching,

   b. Mission of MAN 2 Banyuwangi

   MAN 2 Banyuwangi has several missions to carry out for the schools' and the office's goals they are growing and developing Islamic religious attitudes, behaviors and practices in school, fostering the spirit of learning Islamic religious knowledge, carry out active, creative,

effective and fun guidance and learning. The school also has the mission to make the competitive yet healthy environment for the students by encourage and facilitate the students to develop their talents and interests. MAN 2 Banyuwangi also has the mission to help the students to develop life skills in everyday life by doing some educational activities. Developing the students' good attitude towards the environment and for the result of it the healthy, clean and beautiful school environment will be created. MAN 2 Banyuwangi also keep their quality and realizing the expectation of society by being a thrust worthy educational institution.

Beside the vision and the missions that MAN 2 Banyuwangi apply as the benchmark for carry out the organization and the school activities, they also have goals that they are trying to achieve as well as the implementation of the vision and mission.

3. **Students' condition**

There are a total of 1289 active male and female students enrolled in MAN 2 Banyuwangi. They are divided into three levels of education, they are grade 10, grade 11 and grade 12, and also divided into three majors they are science, social studies and religion. Madrasah Aliyah Negeri 2 Banyuwangi has several ambassadors / organizations to help launch each activity and develop the potential of students, including students' representative (OSIS), Scout, ambassador of cleanness, ambassador of literature, and mosque caretaker.

The students' of MAN 2 Banyuwangi are also actively producing their work of writing such as articles and other written works. The students' have a platform provided by the school in the form of a school website to posts their works the selected students' works will be uploaded on the website.

4. **School Activity/ Curriculum of MAN 2 Banyuwangi**

Based on Government Regulation Number 19 of 2005 concerning National Education Standards as Government Regulation concerning on National Education Standards, it is ruled that there are some criteria regarding the scope of the material and the level of competence to achieve graduate competence at certain levels and types of education. To realize the goals of national education, Graduated Competency Standards are set which are the criteria of the graduates' qualification abilities which include attitudes, knowledge, and skills.

To achieve graduates competence it is necessary to set a content standard which is a criteria regarding the scope of the material and the level of competence of students to achieve graduate competence at certain levels and types of education.

a. All subjects using the 2013 Curriculum for grades 10 to 12.

b. MAN 2 Banyuwangi activities are divided into 2 types, intracurricular and extracurricular.

MAN 2 Banyuwangi successfully applied the activity in school with the religion background. The school started with some of teacher

greeting the students in the front gate and the students will greet to the teachers and doing the hand shake with them. While the students who bring motorcycle or bicycle will come down, turning off their machine and walking while passing through the teachers. After the first bell rang the students immediately started to read the Qur'an and one of the teacher will lead them using the loudspeaker from the office. After finishing reading Qur'an the students will continue to recite Asma'ul Husna and followed by the prayer before starting the lesson.

B. Data Presentation and Analysis

In this study, the data presentation contains the description of the data. The data findings obtained using the methods and procedures which described as in the previous chapter. This data presentation contains a description of the data, presented in accordance with the research questions in the forms of patterns, topics, tendencies and motifs that arise from data. Based on data collection by interview, observation, and documentation carried out in relation to the implementation of personal photograph in teaching writing descriptive text in MAN 2 Banyuwangi.

Researchers have carried out the research process and obtained data in field with various data collection techniques used, from general data to specific data. The data obtained from the observations analyzed sharply and critically to get the accurate data. In accordance with the focus of the research, the data obtained from the field are:

1. **The teacher's plan for the implementation of personal photograph in teaching descriptive text**

Every teacher in MAN 2 Banyuwangi ruled to prepare the lesson plan before teaching in the class. The purpose of forming the lesson plan before teaching is for the effective learning which can be fun and also challenging and motivating at the same time for the students. For the English class, the English teacher of MAN 2 Banyuwangi already prepared the lesson plan based on the syllabus that given by the school. For the descriptive material the teacher changed the lesson plan in some point because the teacher feels some of them need to be adjusted as the English teacher explained:

> "*Kalau menurut RPP asli alokasi waktu yang tertera sesuai seperti itu, waktu penjelasan materi lebih banyak daripada waktu penugasan, di situ saya sesuaikan ulang, saya ingin membuat siswa learning by doing, jadi RPP saya ubah waktu penjelasan menjadi lebih sedikit berganti dengan waktu penugasan yang lebih banyak karena saya akan memandu siswa untuk menulis secara bertahap nantinya untuk penugasan. Saya juga tambahkan indikatornya dan saya susun ulang kegiatan pembelajarannya*"

"The time allocation in the original lesson plan written that the time for teaching material more than the assignment time, I adjust it here where the assignment time become more than the teaching time. I adjust the time allocation for teaching because I want to guide the students to write step by step for the assignment. I usually added the indicators and also adjust the learning activities". [52] (translated by researcher)

[52] Dwi Eko Peny, *Interview*, Banyuwangi, January 15th 2022.

Lesson plan is very important considering by the teaching and learning process will be running well- structured based on the plan. The teaching and learning process should be achieving the learning goals so the technique, the time management and the learning media are become the important part. The statement supported by the English teacher:

> "*Sesuai dengan RPP asli tujuan pembelajaran harus tercapai disamping itu saya ingin pada materi deskriptif text siswa dapat belajar dengan enjoy, saya juga ingin siswa mampu menulis sesuai dengan arahan saya, sengaja di awal saya hanya menerangkan materi secara umum dan singkat karena selanjutnya saya akan langsung mengajak siswa praktek menulis langsung dengan menggunakan media dan manajemen kelas yang telah saya siapkan*"

"The original learning goals based on the lesson plan should be achieved beside that I also want my students to enjoy the class and I also want my students being able to write the paragraph based on my guidance. Intentionally I only explain the general material because for the next steps I want my students to understand my explanation by doing the task which is writing based on the picture I prepared" (translated by researcher)

Lesson plan can be considered as the important part of the class activities, the teaching and learning process will be running well-structured based on the plan. The teaching and learning process should be achieving the learning goals so the technique, the time management and the learning media are become the important part, the statement stated by the English teacher shown that the teacher agreed that the main learning goals based on lesson plan must be achieved and the teacher added the goals for her class which is she wanted the students enjoy the class and

being able to follow her guidance to write a descriptive paragraph based on the worksheet and the media she prepared.

In this term, the teacher ability to plan the teaching and learning in class really important so the learning process can be in a right direction and well- structured to achieving the targeted goals. The lesson plan is the projection for the upcoming class and related with what the things needed for achieving the learning goals. Indeed the conception of the class really depends on what teacher planned in the lesson plan, this case in relation with the theory stated by Hayati[53] related to the function of lesson plan. Lesson plan consist the whole activities that must be done in class so if the lesson plan well done by the teacher it can be said that half of the teaching and learning process is successfully completed.

The teacher explained that he intentionally planned and designed the learning to make the students being more active rather than the students only listening to the teacher explaining the material. The teacher thought that that kind of method does not effective judging by the writing skill need more direct practice to write rather than only listening to the teacher's material. In this class the teacher will put the students into freedom where they can do the learning with their group sharing their opinion and thoughts, while the teacher become the facilitator and only guide the students to inform them what the next steps they should do.

---

[53] Hayati, M, *Desain Pembelajaran Berbasis Karakter* (Pekanbaru: Lembaga penelitian dan pengadian kepada masyarakat Universitas Negeri Sultan Syarif Kasim Riau, 2014), p. 121.

"*Saya di materi deskriptif teks menyampaikan materi bisa dibilang cukup sedikit kalau dibandingkan dengan materi yang ada di buku, berlembar- lembar. Saya haya point out beberapa hal yang benar-benar penting pada materi seperti generic struktur dari descriptive teks, saya juga tunjukkan cirinya, fungsi dan terakhir saya tunjukkan contoh teks deskripsi*"

" In the descriptive text material I only give the students a few material compared to the material in the text book. I only point out the most important points that the students should know about the descriptive text, I show them the characteristic of descriptive text, I show the function, and I show them the example of descriptive text".[54] (Translated by researcher)

Responding to the question how do you plan the class before teaching, the teacher responded that all the teaching devices formally made before the semester begin or at the beginning of the semester. The learning devices that the teacher mentioned were yearly plan (PROTA), semester plan (PROMES), syllabus, and pile of teaching plan. The teacher mentioned that the pile of lesson plan was too general and he needs to make it detail to become the one-meeting lesson plan. He needs to add the learning material the learning activity, media, assessment, etc. it shown on the interview below

"*Sebenarnya ada waktu tertentu biasanya sebelum masuk semester baru guru dan karyawan pada lembur mengerjakan itu bareng ya, seperti program tahunan, program semester, silabus, RPP juga. Di sini biasanya dibuat sebendel gitu kalau RPPnya selama pandemic ini juga banyak dirombak sama pihak akademik karena ya memang mengikuti peraturan pemerintah, waktu pembelajaran dikurang cukup banyak, jadi seluruh aktifitas di sekolah termasuk*

[54] Dwi Eko Peny, *Interview*, Banyuwangi, January 15th 2022.

juga perangkat pembelajaran menyesuaikan. Karena yang dibikin di awal itu terlalu umum ya, jadi saya buat RPP satu lemabar di sana saya tuliskan lengakap sesuai dengan medianya juga saya siapkan"

"Actually there was a certain time for teacher to prepare the learning devices before the new semester start. The teacher made the learning devices such as yearly plan, semester plan, syllabus, and also the lesson plan. In this school usually ruled to make the piled lesson plan only consist the general plan such as the pre-teaching, learning goals/ learning indicator and the post-teaching. during the pandemic there were a lot of changes happened such as the time of learning that should be reduced as for the rules from the government, that decision give the big impact to the school, the academics teacher reformed all the learning time and activity which impacted to the learning devices. I made the new one-meeting lesson based on the previous lesson plan because it still not the complete lesson plan". (Translated by researcher)

On the interview extract above the researcher can take the conclusion that the teacher and staffs were ruled with the school to finish the learning devices before the new semester begin, they ruled to make yearly plan or PROTA, semester plan or PROMES, syllabus, and the lesson plan for the whole material in a semester. The statement above supported by the researcher's documentation of the lesson plan.
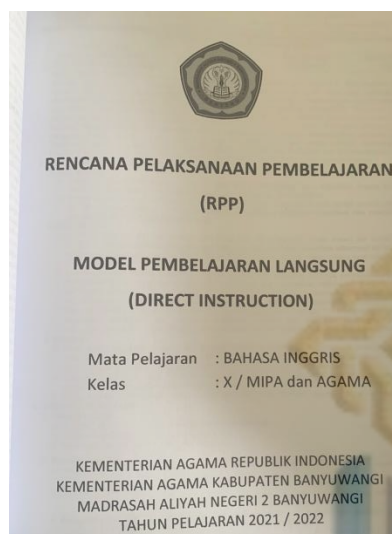
Picture 4.1 lesson plan　　　　**Picture 4.2 lesson plan**
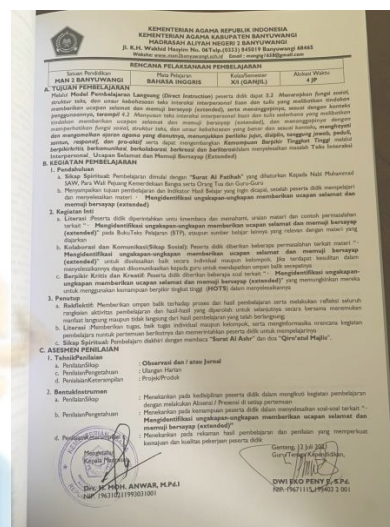
The pictures above are the bundle of the learning devices that every teacher of MAN 2 Banyuwangi has as the teaching and learning guide. The bundle consist of the whole teaching and learning devices that the teachers need for the whole semester such as the yearly plan or PROTA, semester plan or PROMES, syllabus, and lesson plan.

Due to the pandemic condition thee school implementing the MPL (Model Pembelajaran Langsung) or the direct learning, and the MPTL (Model Pembelajaran Tidak Langsung) or online learning. Each class in MAN 2 Banyuwangi divided into two groups and half of the students take change to do the MPL and MPTL each day. Mostly the average students each class are forty students so in daily only twenty students each class that attend to the school and the rest of them doing the MPTL or online learning. Bu Faiq as the co- head master of MAN 2 Banyuwangi explained in the interview with the students.

"*Dengan keadaan pandemic seperti sekarang kondisinya seperti ini, awal pandemic seluruh* guru *dan karyawan beserta siswa total melaksanakan work from home sekolah ditutup namun sekarang ada kebijakan baru lagi dari pemerintah, bisa melaksanakan pembelajaran tatap muka tapi ya harus berapa persen sesuai kebijakan pemerintah yang naik turun persernannya itu tergantung kasus covid*"

"As the pandemic condition happen newly in Indonesia, the school and all the learning process done by online and work from home the school also closed. But now the government gave new regulation as the case of Covid-19 decreasing, the government allowed to do the direct learning in school but the number of students that allowed to come to school limited, it can be increased or decreased based on the covid-19 case in Indonesia". [55](Translated by researcher)

Responding to the question how does the learning happen if the students divided into two groups each class where half of them doing the direct learning and the rest doing online learning, the teacher explained that the school ruled each teacher to make the two different types of lesson plan, the first one is the regular lesson plan for the direct learning and one for the online learning. The materials given by the teacher are the same between the students who attend direct learning and the students who stay at home. The statement above supported by the interview below.

" *Untuk RPP sudah diwajibkan kebijakan dari atasan untuk buat dua macam RPP ya, satu untuk tatap muka, yang satu lagi untuk daring. Yang membedakan bendel perangkat pembelajaran tahun-tahun belakangan ini sama yang tahun kemarin ya ini, RPP nya ada dua macam. Seharusnya ya bisa bareng materinya tidak ada yang tertinggal soalnya materi antara yang disampaikan guru di*

[55] Faiqoh, *Interview*, Banyuwangi, January 19th 2022.

> *kelas dan materi yang disampaikan guru pada grup whatsapp juga sama. Untuk penugasan biasanya dikumpulkan online atau offline itu sesuai kebijakan guru di kelas*"

"For the lesson plan it already ruled by the government to make the two kind of lesson plan judging by there are two types of learning in school at the same time they are direct learning and online learning. The one who make a difference between the previous teaching device with the recent is the lesson plan. The learning material between the students who attend to school and the students that stay at home are the same. For the assignment it based on the teacher in class whether collect it online or offline". [56](Translated by researcher)

Based on the observation it can be concluded that the teacher already prepared the teaching devices such as the yearly plan, semester plan, lesson plan, syllabus, and the learning media based on the curriculum of 2013. The teacher got the syllabus from the school and they also made a complete lesson plan but sometimes the teacher adjust for the per-meeting lesson plan based on the PERMENDIKBUD number 14 year of 2019 so that it can be suit for their students' condition and the teacher needs.

2. The implementation of personal photograph in teaching descriptive text

Before conducting the personal photograph as the media in teaching descriptive text, teacher must be preparing the lesson plan. The lesson plan that will be applied must be in line with the learning goals that

[56] Faiqoh, *Interview*, Banyuwangi, January 19th 2022.

formulated in syllabus, the needs, the situation, and the condition. The lesson plan also must be having the complete component of the lesson plan such as basic competence, indicator, learning materials, etc. lesson plan play an important role in the implementation of personal photograph as the media in teaching descriptive text, it will direct all the learning activities in class.

Due to the pandemic condition the school changes the school's activity timing to make it shorter, normally the lesson hour was 45 minutes and after adapted to the pandemic condition it become 20 minutes per lesson hour. Based on the data from the observation and interview it can be known that:

a. The English lesson in MAN 2 Banyuwangi divided into two types of English, they are general English and secondary English. For the general English there are two meetings where each meeting two hour lesson long. For the secondary English there is only one meeting a week which the timing is same with the genera English time meeting, two our lesson which is forty minutes.

b. Personal photograph implemented as the media in teaching descriptive text. The teacher prepared the personal photograph.

The English teacher prepared by herself for the media used in teaching descriptive text which is personal photograph. The well- known people pictures such as politician, athlete, artist, etc. chosen because the teacher ever tried to use the students' personal photograph and the result did

not meet the teacher's expectations. The teacher explained the students' writing result for writing using their own personal photograph was lacking in some points, mainly in content. The teacher guided the students to write but they felt shy to describe their own picture so that the writing result turned out lacking in term of content and quantity. The statement of the teacher above gained from the interview below.

> *"Untuk media pembelajarannya yaitu personal photograph. saya juga siapkan sebelum masuk kelas. Biasanya saya pilih foto artis atau foto tokoh yang bener- bener lagi viral dan trending gitu istilahnya kan, tujuannya ya biar menyeluruh siswa tahu tokoh tersebut di proses penulisannya jadi lebih mudah. Untuk fotonya juga saya pilih- pilih dulu nggak asal ambil sekiranya fotonya* level *medium untuk di deskripsikan saya ambil. Dulu pernah di awal saya suruh siswa bawa foto mereka sendiri tapi ternyata malah chaos, waktu pelajaran siswa malah lihat- lihatan foto punya teman- temannya, tapi pas disuruh nulis mereka bingung mau nulis apa tentang mereka, siswa juga katanya malu mau nulis tentang diri mereka sendiri, jadinya seperti nulis diary katanya"*

"For the learning media is personal photograph, I prepared the media before conducting the lesson. Usually I picked the most viral figure at the moment, the purpose is to make the students easier to recognize the figure and write something about them. For choosing the photo I considered some detail related to the photo, the photo with medium detailed I picked to become the media. I have ever told the students to bring their own picture but back then the condition became chaotic, the students was being noisy because they were curious to their friends' picture. But when it came to the writing session they became confused about the content of their writing,

most of them said they shy because it felt like writing diary if they wrote about themselves". [57](Translated by researcher)

Along with the media preparation the teacher also prepared the material for the class which is the descriptive text. The teacher stated that she only delivering the general information about the personal photograph because she will lead the students direct to the practice rather than only listened to the teacher's explanation. The teacher took the material from one of the BTP (Buku Teks Pelajaran) or the hand book that the teacher and the students usually use. The teacher told the students to open their book and the teacher explained the material based on the book but there was some adjustment because the teacher implemented the person description while the material on the book related to place description. The material from the text book can be seen below.

[57] Dwi Eko Peny, *Interview*, Banyuwangi, January 15th 2022.
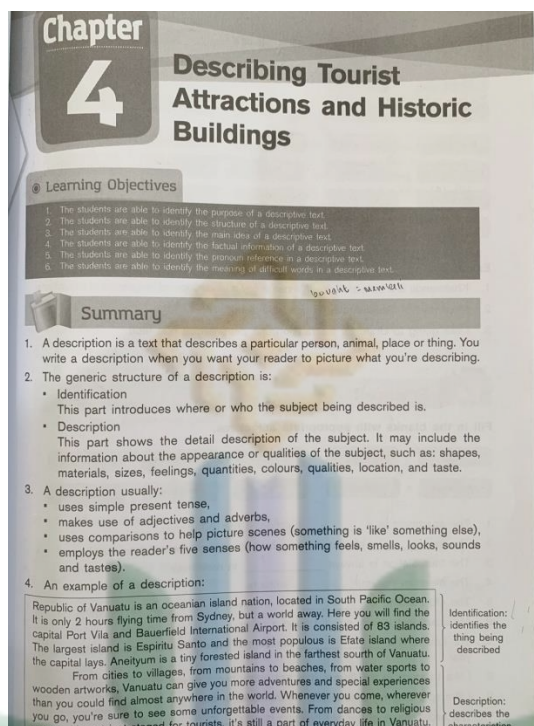
Picture 4.3 text book

Based on the observation it shown that the teaching and learning process of descriptive text material which using personal photograph as the learning media in X IPA 6 of MAN 2 Banyuwangi divided into three stages they are pre-teaching, main activity, and post activity.

a. Pre-teaching

The teacher open the class by greet the students with salam, reciting al- fatihah and du'a before studying and a little chit and chat with the students, the activity continue with the teacher checking the students' presence list. The teacher introduced the material that they learnt for that day along with mentioning the learning advantages and the learning goals. The teacher guide the students to read the learning goals or the learning

objectives that they should know in the text book that they use, the picture

of the book can be seen below.
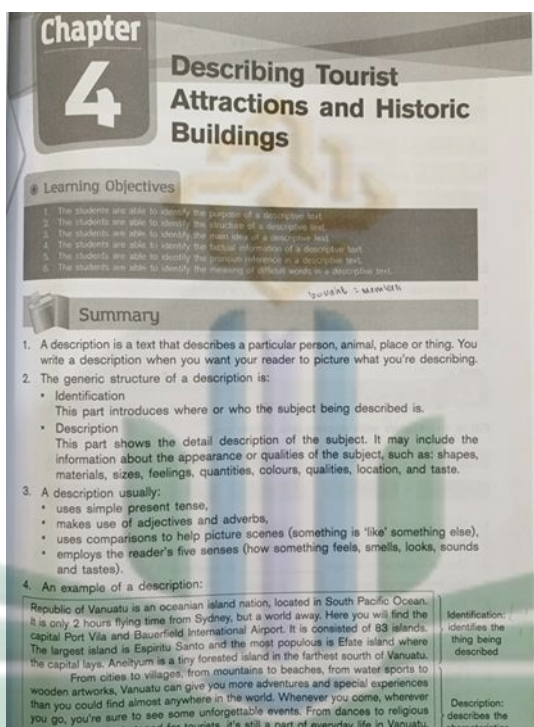
Picture 4.4 learning objectives

Personal photograph firstly introduced to the students in this stage,

the teacher showed the picture to the students and made them guess and

brainstorm about the difference between photo, picture, photograph, and

personal photograph.

In the beginning of the class the students prepared themselves to

learn, they prepared the English books, dictionary, and their cell phone

because the teacher allowed them to access the Google translate every

English class. the condition of the class on the pre- teaching activity can be

seen below, the students actively responded to the teachers' guidance, the

students also reciting the *du'a* as they always do before the lesson start, the

du'a were *Al- fatihah* and before prayer *du'a*.

Picture 4.5 pre-teaching condition

b. Main activity

The activity continued with the teacher divide the students into

several groups and then the teacher distribute the personal photograph into

each group which the pictures were different from one to the other group.

The teacher started to explain the material while the students paid their full

attention to the teacher. The teacher explained the whole material started

from the definition until the generic structure of descriptive text in a

relative quick time. The lesson continue with the teacher explaining the

material while showing the descriptive text, teacher and students analyzing

the text together started from the language features, the structure and the

generic structure. After analyzing the text together the teacher showed the

students a personal photograph and explained to them how to start writing a descriptive text.

After the whole material delivered the teacher gave the students assignment which writing a descriptive text based on the personal photograph that their group get. The teacher guided the students to write starting with:

1) The teacher asked students to analyze the picture together with their group.

2) Teacher told the students to write down a list their findings related to the physical appearance of the figure in the picture

3) The teacher asked students to recall their experience and memories related to the picture

4) The teacher gave the students time to discuss their finding with their group mates

5) After the students done discussing the data related to the figure on the picture, the teacher asked the students to write the paragraph using the list. While the students writing the teacher reminding the students related to the conjunction to make the students easier to write

6) After the first draft done the teacher asked the students to re-check and revise their writing

7) The teacher asked the students to collect their work to her

The students actively responded into teacher's question and answer during the explanation of the material. The class situations remain

condusive where the class atmosphere was fun and there was interactive teaching and learning condition. The following picture show the condition of the students during the process of writing, the teacher walking around the class to watched the students' writing progress, the students writing based on the teacher's guide.

Picture 4.6 students group

In this stage of teaching and learning process, the teacher and the students were run out of time. The bell rang before the teacher asked the students to do the peer review for their writing. This stage closed by the teacher asked the students to collect their writing to her.

c. Post-teaching

The last activity for the English class was the teacher asking the students to submit their assignments to the teacher along with the personal photograph. In this stage the class condition remain noisy, the students

become hectic, some of them still doing business with their writing and

most of the students being distracted by their other friends in the other class that made noises due to the last bell rang and they rushed to go home. After all the assignment submitted and the class back condusive and less chaotic the teacher gave the students quick review related to the descriptive text, the teacher also guide the students to draw the conclusion together with the teacher. The teacher close the class by giving the students motivation to keep studying and before leaving the class the teacher ask the students to pray *du'a* together. The condition of the class during the post-teaching stage and the writing results of the students can be seen in the pictures below.

Picture 4.7 the class during post-teaching
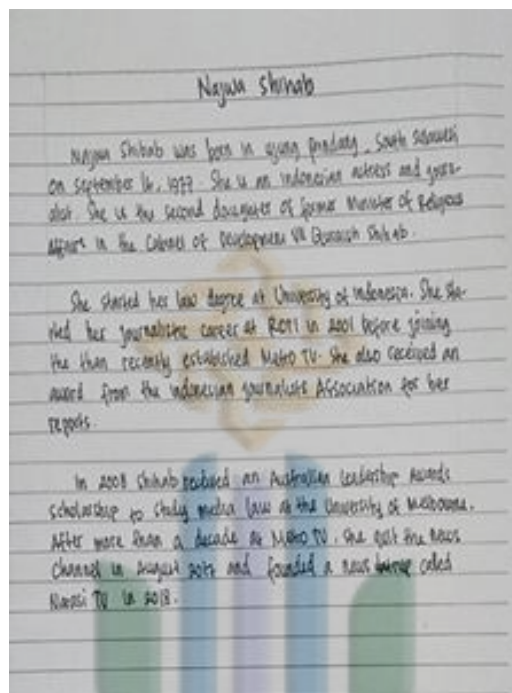
Picture 4.8 student's writing

3. **The students' perceptions towards the use of personal photograph in teaching and learning descriptive text**

Implementing the new technique and the new media for the teaching and learning in class must be making the students have some vary perceptions towards it. Based on the interview conducted by the researcher most of the students stated positive perceptions towards the media used by the teacher in teaching English in the classroom. The researcher already concluded all the data gained from interview with students into some of the interview extracts below.

a. **Being happy**

Being happy in learning is necessary to achieve positive learning process. The result of the interview indicated that teacher's media which personal photograph created positive relation and learning situation toward the students. It can be seen from the extract as follows:

S: Student

S: "*Saya seneng soalnya saya tau sama orang yang ada di foto tadi untuk tugas*"

(I am feeling happy because I knew him, my group got his picture for the assignment)

S: "*Saya barusan tadi malam nonton youtubenya Jerome, seneng si kak soalnya pas tadi disuruh nulis tentang artisnya saya masih ingat*"

(I watched his show on Youtube last night, I am happy because I still can clearly remember about him and I write it for Bu Peny's assignment just now)

S: "*Panutan saya itu mbak Maudy Ayunda artis favorit, saya suka nonton dia di youtube, sering lewat juga di timeline jadi ya ditonton sama saya. Jadinya kayak menginspirasi untuk jadi seperti dia, tadi saya nulis juga seneng ya soalnya relate*"

(She is my favorite artist. She is my role model, I like to watch her on TV or Youtube, she Inspires me and I have a dream I want to be

like her someday so, I wrote about her happily when I knew my group got her picture for the assignment).

b. The material is become easy to understand

The students' opinion related to the question what is your opinion related to the personal photograph, some students said the material can be easily understood with the help of the media used. It can be seen from the extract as follows:

S: Students

S: "*Kalau saya sih ehh.. sepertiny foto tadi ya buat belajarnya lebih gampang soalnya saya jadi paham karena Bu Peny menjelaskan sambil nunjukkan gimana- gimanaya pakai foto jadi pas tuas lebih gampang juga*"

(For me.. ehh I think the picture make the learning of descriptive text easier, Bu Peny explaining while showing the picture. And maybe because I can write the assignment based on what I see)

S: "*Materinya lumayan gampang menurut saya tidak seribet materi sebelumnya, pakai foto juga jadi lebih jelas cara nulisnya*"

(The descriptive text is simple, not like other text I think. And think the picture used just now for the assignment make it easier to understand)

S: "*Saya lebih suka materi barusan dari pada materi teks sebelum- sebelumnya. Bingung kalau yang kemaren sama pilihan katanya banyak yang asing juga tensesnya susah menurut saya*"

(I like the descriptive text more than the other text because it's easier than the other text, sometimes the other text type I learnt makes me confused because of the words and the tenses are complicated for me)

S: "*Iya mbak saya piker ya seneng gitu soalnya nggak susah menurut saya kalo nulis kayak tadi tentang foto artis, saya suka soalnya sama Bu Peny diarahkan cara nulisnya bertahap. Fotonya tadi ya gampang dideskripsikannya nggak aneh2 gambarnya kayak yang di buku biasanya gambar tempat- tempat kayak candi gitu*".

(Yes I think descriptive text is easy if describing photo like that, I like when Bu Peny tell us how to do the assignment step by step. The vocabulary is easy maybe, most of them familiar compared to the text book which usually using the picture of places like temple)

From those extracts above, it can be identified that the students can understand the materials easily which was taught by teacher if the teacher used personal photograph as the supporting media in learning writing descriptive text. Meanwhile, the researcher also found the other information perceived by the students about the teacher which used personal photograph in teaching writing descriptive text can make them easier to understand the materials and doing the assignment in learning. It can be identified in the following extracts:

S: " *Iya saya merasa belajarnya jadi lebih gampang pakai foto yang tadi. Tugasnya juga terasa mudah, saya disuruh tulis tentang penampilan*

orang yang difoto tadi, saya dapat Najwa shihab dan tulis juga tentang yang saya tau tentang Mbak Nana saya nggak terlalu mengikuti ya soalnya biasa saja nggak ngefans tapi emang belakangan sering lewat fyp tiktok rame ajdi ya sedikit- sedikit tau".

(Yes it is easy. The picture used just now make me understand better, also it makes me easier to do the assignment. I only need to write about how the person looks like on the picture and remember something about the figure, I am not the big fan of her but she is really famous in Indonesia for the past few years so I knew some about her)

The positive responses from the students stated towards the implementation of personal photograph as the media in teaching and learning descriptive text.

c. **The learning become interesting**

Dealing with the researcher question which is "do you think the learning using personal photograph is interesting?" some of the students answers positively. The students mostly stated that the learning using personal photograph was catching their interest so that they became motivated to learn. The statement above supported by students' response below based on the interview.

S: Student

S: "*Suka kak menarik soalnya penasaran sama fotonya juga, boleh kerja kelompok juga jadi lebih pd mau nulis. Kalo biasanya cukup*

bosen sama pusing soalnya Cuma baca dan mengerjakan tugas

dari buku paket sama LKS".

(Yes I like the learning kak, because I did not feel bored because usually we only learn using the text books)

S: *" Menarik menurut saya karena biasanya saya Cuma nonton di*

youtube karena gabut tapi sekarang untuk belajar"

(I interested to the learning especially the picture because I usually watch the figure on screen, but now I just learn using their picture)

S: "*Saya rasa pelajarannya jadi menarik soalnya belum pernah pakai*

foto gitu sebelumnya dan menurut saya materinya jadi lebih

mudah"

(I think the learning become interesting because we never use the picture for learning before, and i thing the material become easier)

S: "*Saya suka belajar kayak tadi ya pakai foto soalnya saya dapat*

fotonya Jerome polin, ngefans saya ke jerom, juga tadi Bu Peni

suruh berdiskuis sama temen sekelompok kalu bingung jadi lebih

gampang"

(I like the picture kak it was interesting because I am a fan of Jerome Polin, and also the way pak Sugiono allowed us to do discussion while doing assignment make it easier)

d. **The writing become easier**

Some of students answer with the positive response towards the question from the researcher which is Do you think you have any improvement in writing by using personal photograph? The students' answers can be seen from the extract below:

S: Student

S: "Kayaknya ada ya kak, soalnya biasanya saya pusing pas pelajaran yg ada nulisnya tapi barusan enggak, cukup bisa ngikutin dan menikmati pelajarannya, nggak bosen"

(I think I have because I always felt dizzy for the writing assignment but just now I was enjoying the material and the assignment and I did not get bored)

S: "*Iya saya merasa ada peningkatan kak soalnya biasanya saya merasa sangat kesulitan pas nulis, biasanya saya butuh waktu yang lama mikir harus nulis apa dulu gitu kalo dikasih foto dari buku biasanya gambar tempat gitu paling nanti akhirnya browsing kalo mentok. Tapi barusan Bu Peny ngajarin nulisnya satu- satu harus nulis apa dulu jadi bisa ngikutin. Tapi ya masih ada kesusahan di kata- katanya banyak yang saya nggak tau soalnya*"

(Yes I felt like I got improved in writing because I have never been this easy to write, I always spent a lot of time thinking what to write with only a topic from the teacher or the text book. Just

now Pak Sugiono guided the process of the writing step by step so that I can follow him easily. But still I got a little difficulty in vocabulary because I don't know some of the meaning.
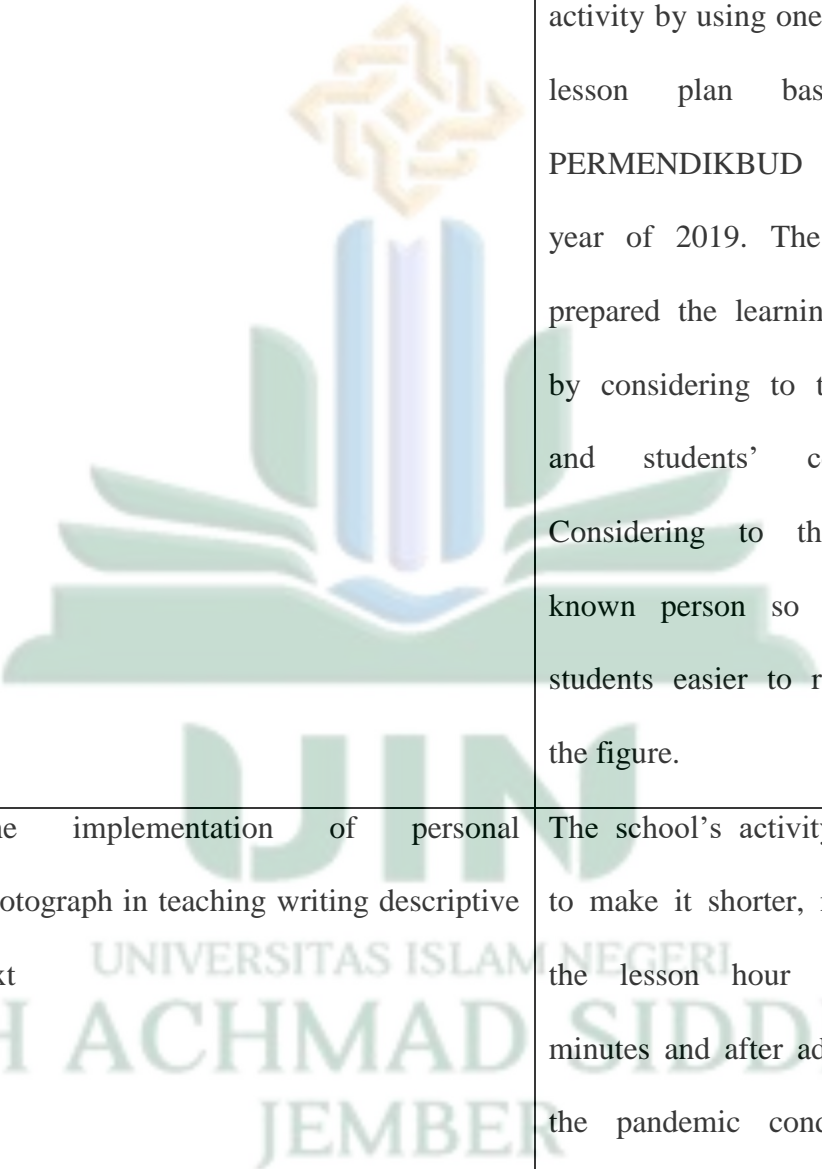
S: "*Iya ada sedikit kayaknya kak, untuk cara nulisnya nggak bingung kan soalnya diarahkan dari awal tadi sama Bu Peni tapi saya bingung dan susahnya di kosa kata, saya harus ribet cari dulu di kamus, di google translate soalnya saya banyak yang nggak hafal*".

(A little bit I guess kak, for the step of writing I am not confused but still I have to open the dictionary and google translate for too many times because I am not memorizing the English vocabularies that much).

From the interview above the researcher can conclude that the statements stated by all the students are the positive responses, such as the students become happy and enjoy the learning because they knew the figure, the material become easy to understand, the learning become interesting, and the writing become easier.

Table 4.1
Research Findings

No.	Research focus	Research Findings
1.	The teacher plan the implementation of personal photograph in teaching writing descriptive text	The lesson plan divided into two kinds of lesson plan they are, direct lesson plan for the face to face learning in school

		and the non- direct lesson plan for the online learning. The teacher plan the class activity by using one meeting lesson plan based on PERMENDIKBUD no 14 year of 2019. The teacher prepared the learning media by considering to the need and students' condition. Considering to the well-known person so that the students easier to recognize the figure.
2.	The implementation of personal photograph in teaching writing descriptive text	The school's activity timing to make it shorter, normally the lesson hour was 45 minutes and after adapted to the pandemic condition it become 20 minutes per lesson hour. The class divided into three activities the first one is pre- teaching, main activity,

		and post- teaching. The implementation of personal photograph is in the second phase which is main activity. The personal photograph used as the media for teacher teaching and explaining the material and also the personal photograph used as the media for the students doing their assignment.
3.	The students' perception towards the use of personal photograph in teaching and learning descriptive text	There are some positive feedbacks from the students towards the use of personal photograph in teaching and learning descriptive text, those are, the students being happy, the second one is the students feels the material become easy to understand, the third one the students feel the vocabulary use in descriptive text they made

		based on the personal photograph are easy or they familiar with the words, the fourth the students feel the learning become interesting

C. Discussions

1. The teacher plan the implementation of personal photograph in teaching writing descriptive text

Based on the data from interview, observation, and documentation every teacher in MAN 2 Banyuwangi ruled to prepare the lesson plan before teaching in the class. The teacher is playing the important role for achieving the learning goal as written in the syllabus. The purpose of forming the lesson plan before teaching is for the effective learning which can be fun and also challenging and motivating at the same time for the students. For the English class, the English teacher of MAN 2 Banyuwangi already prepared the lesson plan based on the syllabus. For the lesson plan the teacher ruled to make the complete lesson plan for the whole semester and then compile it, usually the time of the lesson plan made is in the beginning of the semester along with the PROTA of yearly plan, PROMES or semester plan and the syllabus. All the teaching devices mentioned being compiled into a bundle and all of the teacher in MAN 2 Banyuwangi have it.

As the condition of pandemic of Covid-19, the government only allowed some percent of students that come to school and the rest of them need to learn from home. There are two ways of learning happened in one time so the teacher needs to deliver material into the two groups of studnets. According to Bu Faiq as the academic staff or the co- head master of MAN 2 Banyuwangi, the teachers ruled to make two kind of lesson plan they are for the direct learning in school, or the not direct learning or learning from home. For the lesson plan it already ruled by the government to make the two kind of lesson plan judging by there are two types of learning at the same time they are direct learning and online learning. The material that students deliver should be the same between the students who attend the direct learning or the students who stay at home. In terms of collecting the assignment Bu Faiq stated it must be based on the teachers' decision whether they told the direct students to collect the assignment offline and the stay at home students online, or both of the groups collect the assignments offline, or it is also possible to both of students' group to collect the assignments online. The one who make a difference between the previous teaching devices with the recent is the lesson plan.

For the implementation the teacher usually adjust the lesson plan based on their needs. The teacher changed the general lesson plan from the bundle into a one meeting lesson plan. The teacher made the one meeting lesson plan based on the newest rules from the government in

PERMENDIKBUD number 14 year of 2019 which the lesson plan should consist some elements such as school identity, class/semester, major, lesson, material, lesson year, time allocation, learning goals, base competencies, indicator, learning material, method, learning media, learning activities and assessment. For the descriptive material the teacher changed the lesson plan in some point because the teacher feels some of them need to be adjusted as the English teacher explained on the interview with the researcher.

The teacher stated if following the original lesson plan he won't be able to achieving his goal which is implementing the personal photograph with his planned method. The teacher adjusting the main activity, he also changed the time allocation where originally the time for teaching was more than the assignment time allocation. The teacher prepared the learning material from the text book that the students have. For the material the teacher also need some adjustment in delivering it because the material in the text book originally related to the describing place but the teacher planned to teach the students to describing people by using the personal photograph.

The learning media which is personal photograph, the teacher prepared it together with the lesson plan as well. The teacher took some considerations before choosing the pictures. The teacher stated in the interview with the researcher that she picked the medium difficulty level of photo. The picture should contain some clear information and easy to

describe for the students such as the person in a picture should has a describe able shape, colors, or the facial expression should be clear is the person smiling, frowning, laughing, etc. the clothes of the figures also needed to be in a describe able colors, shape or else. The teacher also added that she picked the colorful picture with the good resolution of picture so that the students become interested into the learning.

The statement and the things happened in field in line with the theory from Sudjana where he stated that a picture is one of the interesting media to use for teaching yet it is so full of information that can help students to express their ideas in written form and developing their vocabularies. Personal photograph is interesting learning media where it caught students' attention because it has various colors. [58]

The teacher use the material from the text book related to the descriptive text material. She planned to only point out the key points of the descriptive text such as the generic structure and the language features. More of it the teacher explained it by using the personal photograph. Teacher explained that she wanted to make the students learning by doing so the teacher decided to only explain the prepared material generally in a mind mapping. Mind maps are great approach to use in teaching because it made the students brain make association of the keyword given by the teacher. The teacher explained that for the descriptive material she prefer

[58] Nana Sudjana, *Media Pengajaran* (Bandung: Sinar Baru algesindo, 2005, p. 32

the students doing more practice than only listening to the teacher delivering material in front of them.

Lesson plan can be considered as the important part of the class activities, the teaching and learning process will be running well0 structured based on the plan. The teaching and learning process should be achieving the learning goals so the technique, the time management and the learning media are become the important part, the statement stated by the English teacher shown that the teacher agreed that the main learning goals based on lesson plan must be achieved and the teacher added the goals for her class which is she wanted the students enjoy the class and being able to follow her guidance to write a descriptive paragraph based on the worksheet and the media she prepared.

In this term, the teacher ability to plan the teaching and learning in class really important so the learning process can be in a right direction and well- structured to achieving the targeted goals. The lesson plan is the projection for the upcoming class and related with what the things needed for achieving the learning goals. Indeed the conception of the class really depends on what teacher planned in the lesson plan, this case in relation with the theory stated by Hayati[59] related to the function of lesson plan. Lesson plan consist the whole activities that must be done in class so if the lesson plan well done by the teacher it can be said that half of the teaching and learning process is successfully completed.

---

[59] Hayati, M, *Desain Pembelajaran Berbasis Karakter* (Pekanbaru: Lembaga penelitian dan pengadian kepada masyarakat Universitas Negeri Sultan Syarif Kasim Riau, 2014), p. 121.

The main purpose in teaching and learning in class is for achieving the learning goals so the technique, the time management and the learning media are become the important part. Based on the observation it can be concluded that the teacher already got the syllabus from the school and they also made a complete lesson plan but sometimes the teacher adjust the lesson plan so that it can be suit for their students' condition and the teacher needs.

2. **The implementation of personal photograph in teaching writing descriptive text**

Before conducting the personal photograph as the media in teaching descriptive text, teacher must be preparing the lesson plan. The lesson plan that will be applied must be in line with the learning goals that formulated in syllabus, the needs, the situation, and the condition. The lesson plan also must be having the complete component of the lesson plan such as basic competence, indicator, learning materials, etc. lesson plan play an important role in the implementation of personal photograph as the media in teaching descriptive text, it will direct all the learning activities in class.

Due to the pandemic condition the school changes the school's activity timing to make it shorter, normally the lesson hour was 45 minutes and after adapted to the pandemic condition it become 20 minutes per lesson hour. Based on the data from the observation and interview it can be known that:

a. There was only 50% of the students' each class who attend the PTM (*Pembelajaran Tatap Muka*) or direct learning in school. The rest 50% of the students doing the online learning from home. From the reality in field the researcher can conclude that only the students attended the direct learning who got the direct treatment in learning from teacher, and the students who learned at home only got the material without any treatment from the teacher. In this case only 50% of the students' know how to write step by step by the guidance of the teacher.

b. The English lesson in MAN 2 Banyuwangi divided into two types of English, they are general English and secondary English. For the general English there are two meetings where each meeting two hour lesson long. For the secondary English there is only one meeting a week which the timing is same with the genera English time meeting, two our lesson which is forty minutes.

c. Personal photograph implemented only as the media in teaching descriptive text. The teacher prepared the personal photograph.

d. The time was the first time for the students of X IPA 6 of MAN 2 Banyuwangi learning using personal photograph.

The English teacher prepared by himself for the media used in teaching descriptive text which is personal photograph. The well- known people pictures such as politician, athlete, artist, etc. chosen because the teacher ever tried to use the students' personal photograph and the result did not meet the teacher's expectations. The teacher explained the

students' writing result for writing using their own personal photograph was lacking in some points, mainly in content. The teacher guided the students to write but they felt shy to describe their own picture so that the writing result turned out lacking in term of content and quantity.

The implementation of personal photograph in X IPA 6 of MAN 2 Banyuwangi divided into three stages they are pre-teaching, main activity, and post activity.

a. Pre-teaching

The teacher open the class by greet the students with salam and a little chit and chat with the students, the activity continue with the teacher checking the students' presence list. The teacher introduced the material that they learnt for that day along with mentioning the learning advantages and the learning goals. Personal photograph firstly introduced to the students in this stage, the teacher showed the picture to the students and made them guess and brainstorm about the difference between photo, picture, photograph, and personal photograph.

In the beginning of the class the students prepared themselves to learn, they prepared the English books, dictionary, and their cell phone because the teacher allowed them to access the Google translate every English class.

b. Main activity

The activity continued with the teacher divide the students into several groups and then the teacher distribute the personal photograph

into each group which the pictures were different from one to the other group. The teacher started to explain the material while the students paid their full attention to the teacher. The teacher explained the whole material started from the definition until the generic structure of descriptive text in a relative quick time. The lesson continue with the teacher explaining the material while showing the descriptive text, teacher and students analyzing the text together started from the language features, the structure and the generic structure. After analyzing the text together the teacher showed the students a personal photograph and explained to them how to start writing a descriptive text.

After the whole material delivered the teacher gave the students assignment which writing a descriptive text based on the personal photograph that their group get. The teacher guide the students to write starting from compiling all the information into a list and then make the introduction, body, and concluding paragraph for the finishing step the teacher ask students to review their friend's work and the teacher allow them to discuss it together.

c. Post-teaching

For the post-teaching as the last activity for the English class was the teacher asking the students to submit their assignments to the teacher along with the personal photograph. the chaotic scene happened in this stage, it was because the students rushed to checking their assignments to their friends. The students' chaotic scene also added by the school bell

rang as the sign that the learning time ended. After all the assignment submitted and the class back condusive and less chaotic the teacher gave the students quick review related to the descriptive text, the teacher also guide the students to draw the conclusion together with the teacher. The teacher close the class by giving the students motivation to keep studying and before leaving the class the teacher ask the students to pray du'a together.

From the result of observation, interview, and documentation, for the implementation of personal photograph as the teaching and learning media in X IPA 6 of MAN 2 Banyuwangi researcher found some positive advantages in relation with Trianto's theory in advantages of using personal photograph in learning such as the teacher able to know the students' English level, train the students' critical thinking, give the students' freedom to express their opinion, and motivate the students to learn.[60]

The advantages:

a. The teacher being able to know each students English level

The English teacher stated that she can judge the students' ability in English both during the lesson in class and based on their writing result. Judging from the students' facial expressions, body languages, and behavior the teacher can guess whether the students are capable for

[60] Trianto, Mendesain Model Pembelajaran Inovativ Progresif, (Surabaya: Kencana, 2009),p. 12

the material taught or they still have any confusion, based on the level

of students' activeness in class also show how is the student's ability.

b. Train the students' critical thinking

At the beginning on the prewriting step, the teacher asked students

to analyze the pictures given by the teacher. In this step the students

doing the observation with their groups and discuss the result of their

own findings. The process of it trained the students critical thinking to

find out every detail on the picture along with the idea related to it.

c. Make the students have freedom to express their opinion

During the lesson the teacher always reminded the students to

being confidence with their idea and their writing. The teacher

explained that some of the students may have different way to see the

picture, some of them may say the figure on the picture was grumpy but

the other may say it just having a flat face. The teacher said that it was

okay to have this can of differences to one another. This term making

the students less worry to make mistakes and make them having

freedom to express their ideas and opinion.

d. Motivate the students to learn

The use of interesting media in learning can boost the students'

motivation in learning. The use of picture which colorful and the figures

on the pictures fame encourage the students' excitement and curiosity to

the learning. As Sudjana stated that the use of picture as the media in

teaching and learning is interesting and can catch students' attention because picture has various colors.[61]

The teaching and learning process in class almost impossible to be said that always perfect, there must be some trouble and lacks in the field do to several factors both from the environment or the students and it also can be the teacher. Come along with the advantages found in field related to the implementation of personal photograph the researcher also found some trouble and lack in the class. Based on the observation the researcher found some disadvantages for the implementation of the personal photograph as the teaching media for descriptive text that can be seen from the class during the observation, they are:

a. The implementation needed a lot of time

In managing the class the teacher needed a lot of time, starting from dividing the class in to some groups continued with the distribution of the pictures which made the students being noisy. The pretty much amount of time also needed to do some steps of writing completely based on the theory stated by Alice Oshima starting from the pre- writing step which is planning where the students generating and making is about the idea, writing where the students start to make their first draft and the last step which is post- writing where the students revise and edit their writing, and the final step where the students reviewing the final drafts of each other. The teacher needed a

---

[61] Nana Sudjana, Media Pengajaran (Bandung: Sinar Baru Algensindo, 2005), p. 32

lot of time at least the normal timing for the lesson. In fact, the school implemented the pandemic lesson plan where the timing of the learning cut off in half. Based on the observation the teacher run out of time before the planned activity finished until the last step. The teacher skipping the finishing part where the students should be revising each other's writing.

b. There were several students that lost interest being passive in class

There were some students that didn't catch up with the class interaction during the lesson. The teacher stated that there must be several students that being quite in class whether the media used is interesting or not. On the other hand, beside the external factor of learning that affect students such as teacher teaching method and media used, this term related to the internal factor from the students that made the students behave that way.

c. The class being chaotic

As the first time of the implementation of personal photograph in teaching and learning descriptive text, the excitement of the students at the beginning of the lesson when the teacher shown the students the personal photograph can be seen by how the facial expressions of the students and the their loud noise. The students were so excited to see the picture and guessing who the figures in the pictures. The chaos also happened at the last time of the lesson where the student rushing to do their writing when the last bell rang. The students' chaotic scene being

worst because of the other students from other class making loud noise to go home.

Based on the result of research above it can be concluded that the implementation of the learning media which personal photograph was good but there were some lacks in the implementation. The happened disadvantages were out of the teachers' control and in the lesson plan the teacher did not prepared any other way to solve them. Judging by the lacks happened the main problem was the time, the applied lesson time changed due to the pandemic condition where the school law obliged to cut the half of each lesson time. Originally the lesson time before the pandemic era was 45 minutes but when the new normal era came and the students come back to school, the lesson time only became 20 minutes each.

In this case, the teacher always made up with students by giving the additional materials in form of slides, Youtube video links, or any other learning sources to the students after the class, and sent it into the online group chat. The teacher felt the learning become less effective because of the situation happened. To overcome the problem the teacher always give the students additional material for them to learn autonomously at home, but the teacher stated that no one can guarantee the students will read and learn the additional material or not.

3. The students' perception towards the use of personal photograph in teaching and learning descriptive text

The implementation of personal photograph in X IPA 6 of MAN 2 Banyuwangi was the first time for the students. The students also responded that it was also their first time to learn with personal photograph, they never got it at junior high school. Implementing the new technique and the new media for the teaching and learning in class must be making the students have some vary perceptions towards it. Based on the interview conducted by the researcher most of the students stated positive perceptions towards the media used by the teacher in teaching English in the classroom.

In accordance with Robbins' theory related to the indicator of perception which is reception, where the process of acceptance and understanding is an indicator of perception, as the human senses to catch stimulating from the outside. The stimulations and treatment that the teacher gave towards the students successfully influence the students' perceptions toward the teaching and learning activity, it can be seen from the result of the interview where almost all of the responses from the students were positive responses.

a. Being happy

Being happy in learning is necessary to achieve positive learning process. The result of the interview indicated that teacher's media which personal photograph created positive relation and learning

situation toward the students. When the students feeling happy in teaching and learning process it concluded as the acceptance perception where the students can follow the materials that being taught by the teacher. This case is in a line with the statement stated by Robbins where the perception and the perceptions of the students can become the indicator of how the process of them gathering information.

The students stated that they were happy because they knew some of the people on the picture. It made them excited because they can relate the picture with their everyday life. The students used to watch their serial on television, watch the show on Youtube, and followed their social media. This excitement of the students made a new teaching and learning atmosphere.

b. The material is become easy to understand

Based on Robin, the indicator of human perceptions or understanding is the way to know how the process of gathering information. Related to the theory the researcher found out that the students were easier to understand the material taught by personal photograph. In line with this theory, in the research findings that the students were easier to understand materials when the teacher used the personal photograph as a media in teaching and learning process. The teacher intended to use personal photograph as the media for the students to learn easier by learning and doing. The teacher explained the material while showing the personal photograph to the students. It

helped the students to get more interesting in learning writing and also to get better understanding and the learning become more effective.

By using the picture as the media the teacher can transform the material and the information better to the students. The teacher showing the picture which in relation with what he talked about made the student got the point easily because they saw directly what their teacher talked about. This case is in relation with Sulaeman's statement that human will be getting more interested and having motivation to know more when they see what they need. A picture as the visual media can give the people urge to get to know and observe more and for the result the students will get understand.

c. The learning become interesting

The implementation of personal photograph as the learning media in class was the first experience for the students of X IPA 6. Due to it the students got the excitement. The people chosen by the teacher also added up the students' excitement in learning because most of the people on the pictures were the well-known people that got viral nowadays. The students can relate the picture with their everyday life because they often saw them on the internet.

The use of picture ass the media made the students think that they found a new idea for learning English especially writing. The students have never been this excited to learn English especially writing. The use of picture really changed the students' perception

towards learning writing. This case is in relation with the theory form Ruis where the words usage inadequate to explain something, the picture can attract attention and stimulate interest.

d. The writing become easier

Some of students answer with the positive response towards the question from the researcher which is "Do you think you have any improvement in writing by using personal photograph?". The students' answered with mostly positive responses. The students felt like the writing process become easier than the other writing assignment that their teacher gave them. The students explained that they can express their idea better with using the photograph. With the help of teacher guidance and the personal photograph the students can write from making a simple list about the idea of the picture, they write down the person in picture physical appearance and continued with the experiences they got related to the person in picture.

It was easier for the students since they can easily relate the picture with their everyday life. They used to saw the figure on many televisions program, some youtube shows and also the students followed their social media.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestions of this research. The conclusion were taken from the research questions, while suggestions provided some ideas addressed to English teachers and further researcher related to the English teacher's performance in teaching and learning process.

A. Conclusion

Based on the findings of the research, the researcher would make conclusion by showing the results of the observations conducted in MAN 2 Banyuwangi and interview towards the students and the teachers. There were positive effects for the students regarding the implementation of personal photograph for teaching and learning writing descriptive text.

1. Based on the data from interview, English teacher of MAN 2 Banyuwangi already prepared the lesson plan based on the syllabus. For the lesson plan the teacher ruled to make the complete lesson plan for the whole semester in two types, they are for the direct learning and online learning. For the implementation the teacher usually made the one- meeting lesson plan and develop the general lesson plan by adjusting the lesson plan based on their needs.

2. Researcher found some positive advantages and disadvantages due to the implementation of the personal photograph, they are: a. the teacher being able to know each students English level based on their writing result and judging from the students' behavior and the level of activeness in class. b.

The use of personal photograph can train the students' critical thinking by doing analyzing the picture. c. Make the students have freedom to express their opinion and writing based on their point of view. d. Motivate the students to learn. Beside of the advantages of the implementation of the personal photograph as the media in teaching writing descriptive text, there were also some disadvantages that can be seen, they are: a. The implementation needed a lot of time. The teacher run out of time before the planned activity finished until the last step. b. There were several students that lost interest being passive in class. c. The class being chaotic at the last time of lesson

3. Based on the interview conducted by the researcher most of the students stated positive perceptions towards the media used by the teacher in teaching English in the classroom which are necessary in effective teaching and learning process for the students. The first perception is the students being happy in learning, the second is the material become easy to understand, the third one is the learning become interesting, and the last one is the writing become easier.

B. Suggestions

From the findings of the research which presented earlier in chapter four, there are some suggestions that can be taken to be a consideration for English teacher and the students.

1. For the English teacher

It is suggested to the English teacher to use and provide the media used which is personal photograph from various level of difficulty from the lowest level of difficulty to the advance level of difficulty. It is also considering to the various level in understanding English for several students. In this case the teacher can be well prepared for the upcoming and the sudden problem that can be appear in the class such as the students' boredom in learning due to the gap of understanding level of each students.

2. For the students

In learning every lesson especially English it is suggested to the students that they should make their own moves besides just waiting for the school and the teacher's lesson. There are a lot of good resources in learning English which spread widely on the internet and the students can access it easily. Also there are a lot of fun ways to learn English such as watching movies, listening to music or playing games that can improve their English level especially increasing their vocabulary. It will be so hard and difficult for students to developing any skills if they only depend on school activity, the students need to have the initiative to do the autonomous learning besides the school' The passive students that only rely on the school activity for their educational and knowledge resource will be left out from other students that have the self-consciousness to do the autonomous learning besides in school.

REFERENCES

Ahola, S.K. 2005. *Using Personal Photographs to Spark Narrative Writing*. America: McGraw-Hill.

Angell, J. An Intriductory Study of the Structure and Function of Human Conscious. New York: Henry Holt and Company. 2015.

Ary, D.,Jacobs. Introduction to research in education (8ed.). New York, NY: Hult Rinchart & Wiston. 2010.

Bimo, Walgito. Pengantar Psikologi Umum. Yogyakarta: C.V Andi. 2010

Bullock, Richard. 2006. *The Norton Field Guide to Writing*. United States of America: W.W. Norton & Company.

Creswell, John W. 2009. *Research design, Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar. 2010.

Daryanto, 2013. *Media Pembelajaran*. Yogyakarta: Gava Media.

Denzin, Lincoln. 2009. *Handbook of Qualitative Research*. Yogyakarta : Pustaka Pelajar.

Depdiknas. Kurikulum Berbasis Kompetensi (Ringkasan Kegiatan Belajar Mengajar). Jakarta : Depdiknas. 2002

Ersih, Hanapi. *The Use of Pictures in Teaching Descriptive Text to Improve Students' Writing Skill*. 2018

Harmer, Jeremy. *The Practice of English Language Teaching Edinburg Gate: Pearson Education* Limited. 2004

Heaton, J.B. 1988. *Writing English Language Test*. New Edition. Hongkong: Longman Group.

Hughes, Arthur. 2003. *Testing for Language Teacher*. Cambridge: Cambridge University Press.

Jeremy Harmer.2002. *How to Teach Writing*. Edinburg: Pearson Education Limited.

Kane, Thomas S. 2000. *Essential Guide to Writing*. New York: Oxford University Press.

Langan, John. 2011. *College Writing Skills*. United States of America: 8th Ed; McGraw Hill.

M.F. Patel & Praveen M. Jain. 2008. *English Language Tecahing: Methods, Tools, & Technique*. Jaipur: Sunrises Publishers & Distributors.

Miles,M.B, Huberman,A.M, Saldana,J. *Qualitative Data Analysis, A* New York: Cambridge University

Musfiqon, Panduan lengkap *Metodologi Penelitian Pendidikan*, (Jakarta: Prestasi Publik Publisher, 2012), p. 56

David Nunan. *Second language teaching and learning*. Boston: Henle & Henle. 1999

Raimes, A. *Techniques in Teaching Writing*. New York: Oxford University Press. 1983

Richard, I. Arends and Kilcher Ann. *Teaching for Student Learning: Becoming an Accomplished Teacher*. New York: Routledge. 2010.

Richards, Jack C. *Methodology in Language Teaching, An Anthology of CurrentPractice*. 2002.

Smith, C. *Phenomenology of Perception*. London and New York: Gallimard. 2017.

Streubert, H.J and Carpenter, D.R, Qualitative research in Nursing. *Advancingn the Humanity Imperative Third Edition*. Philladelphia: Lippincots Williama & Wilkins. 2003.

Sudjana, N. d. 2005. *Media Pengajaran*. Bandung: Sinar Baru Algensindo.

Sufatmi Suriyanti. Exploring Teacher Strategies in Teaching Writing Descriptive Text in Indonesia. Journal of Learning and Instruction, *Vol. 13 No. 2* (2016): 71-95.

Taksuriya Madsa, Motivating Students' Speaking Skill Through Simulation in English for Specific Purposes, Mae Fah Luang University International Conference, no.1, 2012.

Trianto. Mendesain Model Pembelajaran Inovatif progresif. Surabaya: kencana. 2009.

Tribble, C. *Writing*. Oxford: Oxford University Press. 1996.

LAMPIRAN 1

SURAT PERNYATAAN KEASLIAN

Yang bertanda tangan dibahawah ini:

Nama   : Nur Alifah

NIM   : T20186097

Jurusan/ Prodi : Tadris Bahasa Inggris

Fakultas   : Tarbiyah Ilmu Keguruan

Menyatakan dengan sungguh- sungguh bahwa skripsi yang berjudul " **Implementing Personal Photograph in Teaching Writing Descriptive Text in MAN 2 Banyuwangi"** adalah benar- benar hasil karya saya sendiri, kecuali kutipan- kutipan yang disebut sumbernya. Apabila terjadi kesalahan di dalamnya, akan sepenuhnya menjadi tanggung jawab saya.

Demikian surat ini saya buat dengan sungguh- sungguh.

Banyuwangi, 20 Maret 2022

Penulis,

<u>Nur Alifah</u>

NIM: T20186097

LAMPIRAN 2

Surat Ijin Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 1 Mangli, Telp. (0331) 487550 Fax (0331) 427005, Kode Pos 68136
Website : http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B-2466/In.20/3.a/PP.009/03/2022
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN 2 Banyuwangi
Jl. Kh. Wachid Hasyim No. 06, Dusun Kopen, Genteng Kulon, Kec. Genteng, Kabupaten Banyu
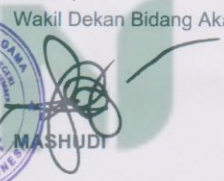
Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20186097
Nama	:	NUR ALIFAH
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Implementing Personal
Photograph in Teaching Writing Descriptive Text" selama 15 (lima belas)
hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Moh. Anwar, M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Maret 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

LAMPIRAN 3

Surat Keterangan Selesai Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH ALIYAH NEGERI 2 BANYUWANGI
Jl. Kh. Wakhid Hasyim 06 Genteng
Telepon (0333) 845019 ; Faksimile (0333) 845019
Email : mangtg1658@gmail.com

SURAT KETERANGAN
Nomor : 203/Ma.13.30.02/PP.00.6/03/2022

Yang bertanda tangan di bawah ini :

Nama	: Drs. Saeroji, M.Ag.
NIP	: 19680202 200112 1 003
Pangkat	: Pembina (IV/a)
Jabatan	: Guru Madya / Kepala MAN 2 Banyuwangi Kab.Banyuwangi

Menerangkan dengan sebenarnya :

Nama	: NUR ALIFAH
Tempat, Tanggal Lahir	: Banyuwangi, 31 Mei 2000
NIM	: T20186097
Jurusan	: TADRIS BAHASA INGGRIS

Adalah mahasiswa UIN KH Achmad Siddiq Jember yang telah selesai melaksanakan Penelitian dalam rangka penyelesaian skripsi pada tanggal 04 Maret 2022 - 14 Maret 2022 di Madrasah Aliyah Negeri 2 Banyuwangi dengan judul "Implementing personal photograph in teaching writing descriptive text"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Banyuwangi, 16 Maret 2022
Kepala

Saeroji

LAMPIRAN 4

LESSON PLAN

Level   : **Senior High school**

Subject   : **General English**

Grade/semester   : **X/2**

Language focus   : **Writing**

Theme   : **Describing People**

Time allocation   : **2 x 20 minutes**

I.   Kompetensi Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, santun percaya diri, peduli, dan bertanguung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar,bangsa, Negara, dan kawasan regional.

KI 3   : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4   : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

II.   Basic competence and indicator

Basic competence	Indicator
1.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	1. Showing enthusiasm in every class activity

	transaksional dengan guru dan teman		
3.10	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana sesuai dengan konteks penggunaannya	3.10.1	Identify text structure and linguistic elements of descriptive text by stating and asking about descriptions of people
4.11	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana	4.11.1	Identify the structure and linguistic elements in the text
4.12	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1	Composing short written text about people with paying attention to the social function, text structure, and linguistic elements.

III. Learning objectives

1. The students are able to observe and identify the photos of people given by the teacher

2. The students are able to answer the questions related to the photos orally

3. The students are able to accurately identify information from descriptive text

4. The students are able to identify the general structure of descriptive text

5. The students are able to write description based on teacher guidance

IV. Learning materials

The materials are enclosed

V. Media

a. Media : Personal photograph

b. Learning source: BTP (Buku Teks Pelajaran)

VI. Learning strategy

    1. Approach   : Scientific process approach

    2. Method   : Mind maps, group work

VII. Teaching and learning activity

Learning stages	activity	Time allocation
Pre-teaching	a. Greeting the students b. Recite Al-fatihah and prayer before learning c. Checking the attendance list d. Giving leading question to the topic that will be learned (do you have any favorite celebrities? Can you tell me how is he/she?) e. Conveying the purpose and the goal of the learning to the students f. The teacher divide the students into some groups	**3 minutes**
Main activity	1. Observing The students observing the personal photograph given by the teacher with their groups and pay attention to the teacher's explanation related to the descriptive material 2. Asking The teacher give the students' chance to ask 3. Gathering information The teacher asks students to make a list related to the information and idea they	**34 minutes**

	found related to the pictures. The students can have a group discussion and sharing information 4. Writing The teacher guide the students to write the paragraph	
Post teaching	a. The teacher ask the students to study more at home and learn the material that the teacher sent on whatsapp group b. The teacher lead the students to draw the conclusion of the material together by mentioning the generic structure of descriptive text, etc. c. The teacher tells the students the upcoming material and tell the students to be prepared by learning the topic d. The teacher close the class by greeting and reciting surah Al-Ashr and Qiro'atul majlis together with the students	**3 minutes**

Worksheet

1. Ask the students to observe and analyze the picture
2. Ask the students to make list about their findings
3. Ask the students to write down their experience related to the picture
4. Ask the students to make a paragraph using the list by using some of the language features of descriptive text, using conjunction
5. Ask the students to check their writing
6. Ask the students to edit their writing
7. Ask the students to check each other's work
8. Ask the students to revise based on their friends' suggestion
9. Ask the students to collect the final draft of the writing

LAMPIRAN 5

Jurnal Penelitian

JURNAL KEGIATAN PENELITIAN

DI MADRASAH ALIYAH NEGERI 2 BANYUWANGI

No	Tanggal	Uraian Kegiatan	Tanda Tangan
1	16 Januari 2022	Studi Eksplorasi di Madrasah Aliyah Negeri 2 Banyuwangi	
2	4 Maret 2022	Penyerahan surrat permohonan izin penelitian kepada kepala Madrasah Aliyah Negeri 2 Banyuwangi	
3	5 Maret 2022	Wawancara dengan guru bahasa Inggris	
4	10 Maret 2022	Observasi dan dokumentasi kegiatan pembelajaran	
5	12 Maret 2022	Wawancara dengan siswa yang mengikuti kegiatan pembelajaran	
6	13 Maret 2022	Pelengkapan data	
7	14 Maret 2022	Pengurusan surat keterangan selesai penelitian	

Banyuwangi, 16 Maret 2022

Mengetahui,

Kepala MAN 2 Banyuwangi

Drs. Saeroji, M.Ag.

LAMPIRAN 6

Siswa MAN 2 Banyuwangi (3 Tahun Terakhir)

1. Jumlah Siswa berdasarkan program penjurusan pada tahun pelajaran 2021-2022

NO	KELAS	JUMLAH SISWA			TOTAL
		L	**P**	**JML**	
1	X AGAMA	15	20	35	
	X IPA	56	155	211	420
	X IPS	48	126	174	
2	XI AGAMA	31	36	67	
	XI IPA	52	124	176	427
	XI IPS	61	123	184	
3	XII AGAMA	25	49	74	
	XII IPA	57	125	182	441
	XII IPS	71	114	185	
	TOTAL	**416**	**872**	**1288**	**1288**

2. Jumlah Siswa berdasarkan program penjurusan pada tahun pelajaran 2020-2021

NO	KELAS	JUMLAH SISWA			TOTAL
		L	**P**	**JML**	
1	X AGAMA	31	36	67	
	X IPA	52	124	176	427
	X IPS	61	123	184	
2	XI AGAMA	25	49	74	
	XI IPA	57	126	183	442
	XI IPS	71	114	185	
3	XII AGAMA	21	46	67	
	XII IPA	38	154	192	450
	XII IPS	58	133	191	
	TOTAL	**414**	**905**	**1319**	**1319**

3. Jumlah Siswa berdasarkan program penjurusan pada tahun pelajaran 2019-2020

NO	KELAS	JUMLAH SISWA			TOTAL
		L	P	JML	
1	X AGAMA	26	49	75	444
	X IPA	57	127	184	
	X IPS	71	114	185	
2	XI AGAMA	22	46	68	451
	XI IPA	38	154	192	
	XI IPS	58	133	191	
3	XII AGAMA	11	30	41	435
	XII IPA	52	143	195	
	XII IPS	64	135	199	
	TOTAL	514	816	1330	1330

LAMPIRAN 7

Tenaga Pendidik dan Kependidikan

Keadaan Guru dan Karyawan Tahun 2021-2022

a. Guru : 62 Orang

b. Pegawai : 18 Orang +

Jumlah : 80 Orang

Dengan perincian:

No	S T A T U S	Jumlah Yang Ada		JML
		L	P	
1	Guru Tetap (PNS)	21	19	40
2	Guru Honorer (GTT)	14	8	22
3	Guru Bantu (Kontrak)	-	-	-
4	Pegawai Tetap (PNS)	3	2	5
5	Pegawai Tidak Tetap (PTT)	8	5	13
Jumlah		46	34	80

Tenaga pendidik dan kependidikan di Madrasah Aliyah Negeri 2 Banyuwangi meliputi unsur pimpinan, guru, karyawan dan komite Madrasah, berkomitmen sebagai berikut:

1. Selalu menampakkan sebagai seorang muslim dan mukmin yang baik di mana saja berada

2. Memiliki wawasan keilmuan yang luas dan profesionalisme yang tinggi

3. Kreatif, dinamis, dan inovatif dalam mengembangkan ilmu

4. Berperilaku jujur amanah dan berakhlak mulia

5. Berdisiplin yang tinggi dan selalu mematuhi kode etik profesi

6. Memiliki kesadaran yang tinggi dalam melakukan suatu pekerjaan

7. Kesungguhan dalam bekerja secara maksimal dan berupaya meningkatkan kualitas pribadi

8. Berwawasan yang luas dan bijak dalam menghadapi sesuatu dan menyelesaikan masalah

9. Mempunyai kemampuan antisipatif dan bersikap proaktif

10. Memiliki kredibilitas yang tinggi (bisa dipercaya dan mampu berbuat)

11. Mempunyai kecakapan managemen untuk menggerakkan potensi

12. Berorientasi pada kualitas pelayanan

13. Sabar, ramah, dan akomodatif

14. Mendahulukan kepentingan umum / orang banyak dari pada kepentingan pribadi dan atau golongan.

LAMPIRAN 8

Struktur Organaisasi MAN 2 Banyuwangi

STRUKTUR ORGANISASI MADRASAH
TAHUN PELAJARAN 2021 – 2022

STRUKTUR ORGANISASI MADRASAH
MAN 2 BANYUWANGI
TAHUN 2022

KEPALA MADRASAH
Drs. MOH. ANWAR, M.Pd.I
NIP. 19633102 199303 1 001

KETUA KOMITE
Drs. SUGIARTO, M.Pd.I
NIP. -

KEPALA TATA USAHA
ATIM SISWO NURHADI, S.Pd
NIP. 19710706 199803 1 002

Wa. Ka. KURIKULUM
FAIQOH, S.Pd
NIP. 19720128 200501 2 003

Wa. Ka. KESISWAAN
Drs. MUH. TASHIL, M.Pd.I
NIP. 19670827 200604 1 008

Wa. Ka. HUMAS
M. MUHIBULLAH, S.Pd
NIP. 19781205 200604 1 023

Wa. Ka. SARPRAS
BINTI MUDAKIROH, S.Pd
NIP. 19720319 200501 2 001

PENGEMBANG KURIKULUM
SAMSUL HADI, S.Pd
NIP. 19790523 200501 1 002

PEMBINA OSIS
NUR SALIM, S.Ag
NIP. 19731012 200710 1 003

BIMBINGAN KONSELING
Dra.SULESMIARTI
NIP. 19650510 200501 2 001

WALI KELAS

TENAGA PENDIDIK

SISWA

STRUKTUR ORGANISASI TATA USAHA

LAMPIRAN 9

THE ACHIEVMENTS OF MAN 2 BANYUWANGI

1. 1st winner poetry reading HAB Kemenag- 76 2022
2. Runner up poetry reading HAB Kemenag- 76 2022
3. 1st winner news reading STIKES Banyuwangi 15th anniversary 2021
4. Runner up news reading STIKES Banyuwangi 15th anniversary 2021
5. 1st winner essay opinion writing of Festival Sastra Nasional by Islamic University of Malang (UNISMA) 2021
6. 2nd runner up essay opinion writing of Festival Sastra Nasional by Islamic University of Malang (UNISMA) 2021
7. Runner up poetry reading of poetry reading competition by Islamic University of Malang (UNISMA) 2021
8. 1st winner traditional dance competition of Culture Festival by State Islamic University of Malang (UIN Malang) 2021
9. 1st winner poetry reading of poetry reading competition on national heroes day by ITBM 2021
10. 1st winner LKJ gymnastic (male team) gymnastic competition held by Dinas Pemuda dan Olahraga, Banyuwangi Regency
11. 1st winner Mimpee Writing Competition (MWC)
12. 3rd runner up news reading competition held by Mandala Radio Station
13. Runner up for Robithoh Ma'ahidil Islamiyyah (RMI) competition for National Santri's Day (HSN) held by RMI Banyuwangi
14. Second runner up for Robithoh Ma'ahidil Islamiyyah (RMI) competition for National Santri's Day (HSN) held by RMI Banyuwangi
15. 1st runner up short movie competition for RACANA PRAMUKA of State Islamic University of Sunan Ampel Surabaya (UINSA)
16. Runner up for female 800m running competition held by KONI Banyuwangi.

LAMPIRAN 10

Research Guide

OBSERVATION GUIDE

1. To find out the condition of the research's field
2. To know the location of the researh's field.
3. To know the teachers' of MAN 2 Banyuwangi condition.
4. To know the students' of MAN 2 Banyuwangi condition.
5. To know the find out the facilities at MAN 2 Banyuwangi.

DOCUMENTATION GUIDE

1. The history of MAN 2 Banyuwangi.
2. The profile of MAN 2 Banyuwangi.
3. The location of MAN 2 Banyuwangi
4. Vision and mission of MAN 2 Banyuwangi.
5. Organization structure of MAN 2 Banyuwangi.
6. Students' data.
7. Students of X IPA 6 learning activity of descriptive text at MAN 2 Banyuwangi.
8. Pictures during interview

INTERVIEW SHEET

1. Have your teacher ever used recount text learning using photograph method?

   (Apakah guru kalian pernah menggunakan recount text dalam metode photograph?)

2. Do you think personal photograph interesting?

   (Apakah menurut kalian personal photograph menarik?)

3. Do you think learing using personal photograph can improve your English writing skills?

   (Apakah menurutmu belajar menggunakan personal photograph dapat meningkatkan kemampuan menulis?)

4. Do you think photograph methods will make you easier to understand in English learning?

   (Apakah menurutmu belajar menggunakan personal photograph akan membuat kalian mudah paham dalam pembelajaran bahasa inggris?)

5. After using this photograph method do you think you got any changes in writing English?

   (Apakah sesudah menggunakan personal photograph kalian merasakan perubahan dalam menulis bahasa inggris?)
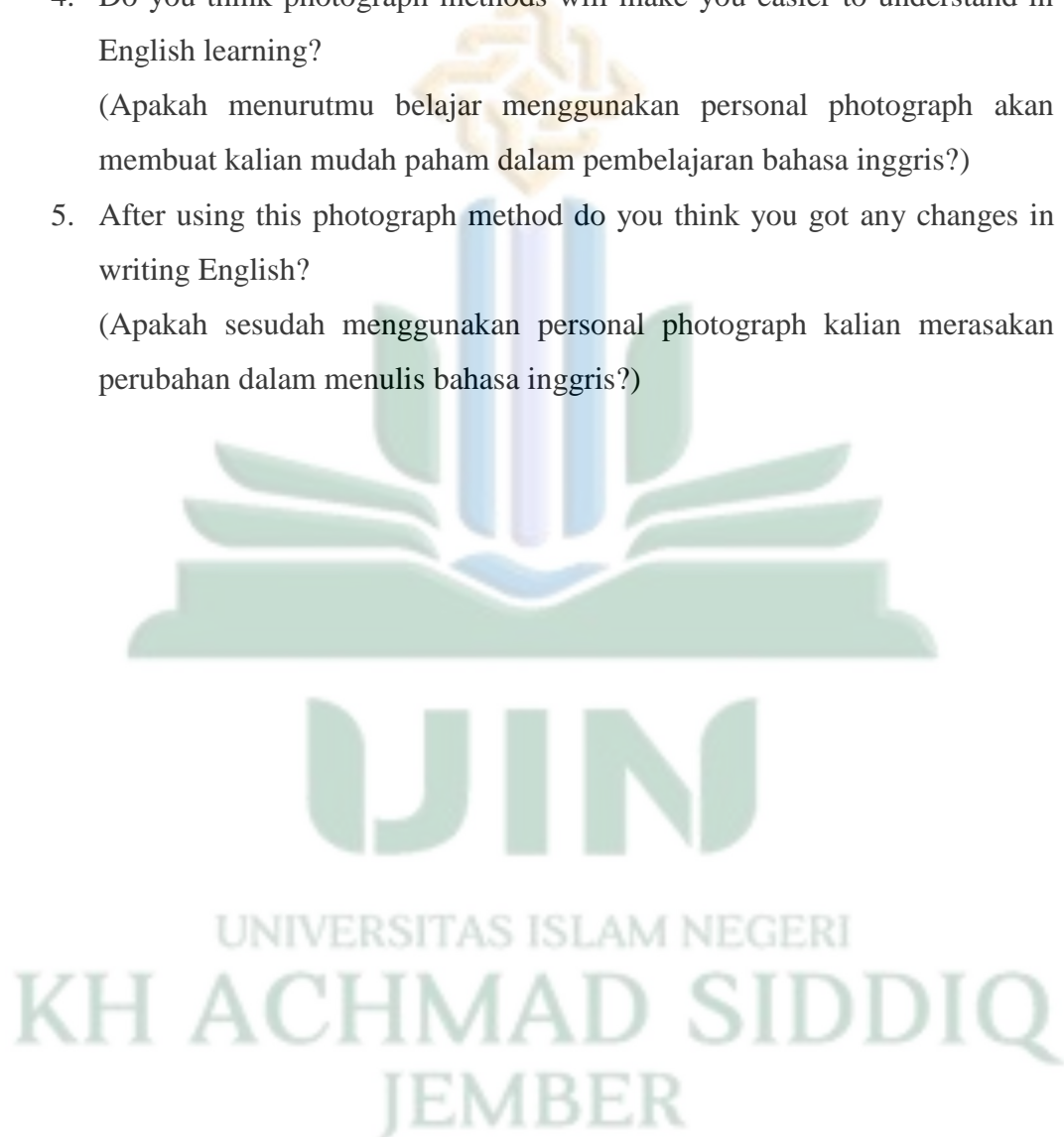
LAMPIRAN 11

KEGIATAN PENELITIAN

LAMPIRAN 12

<div align="center">

Media Pembelajaran

</div>

LAMPIRAN 12

Students' Work

LAMPIRAN 13

BIODATA PENULIS

Nama	: Nur Alifah
NIM	: T20186097
Fakultas/ Program Studi	: Fakultas Tarbiyah dan Ilmu Keguruan/ TBI
Tempat Tanggal Lahir	: Banyuwangi, 31 Mei 2000
Alamat	: RT 07/ RW 02 Dusun Maron, Desa Genteng Kulon, Kecamatan Genteng, Kabupaten Banyuwangi

Riwayat Pendidikan :

1. TK R.A. Perwanida   (2007)
2. SDN 1 Cluring   (2012)
3. SMP Muhammadiyah 1 genteng   (2015)
4. MAN 2 Banyuwangi   (2018)
5. UIN Kiai Haji Achmad Shiddiq Jember   (2018- sekarang)

Title	Variable	Sub Variable	Indicator	Data Resources	Research Methodology	Research Focus
Implementing Personal Photograph in Teaching Writing Descriptive Text in MAN 2 Banyuwangi	1. Personal Photograph 2. Writing Descriptive Text	a. Personal Photograph b. Students' perception a. Writing b. Descriptive text	• Definition of personal photograph • Advantages of personal photograph • Definition of perception • Types of perception • Factors that affect perception • Definition of writing • Purpose of writing • Component of writing • Process of writing • Definition of descriptive text	1. Source Person 　a. The staffs of MAN 2 Banyuwangi 　b. English Teachers of MAN 2 Banyuwangi 　c. X IPA 6 students of MAN 2 Banyuwangi 2. Observation 3. Documentation	1. Research Design: Qualitative 2. Setting of The Study: MAN 2 Banyuwangi 3. Research Subject: • The head master of MAN 2 Banyuwangi • The English teachers of MAN 2 Banyuwangi • The students of MAN 2 Banyuwangi 4. Data Collection Techniques • Observation • Interview • Document analysis 5. Data Analysis • Data collection • Data Condensation • Data Display	1. How does the teacher plan the implementation of personal photograph in teaching descriptive text? 2. How is the implementation of personal photograph in teaching descriptive text? 3. How are the students' perceptions towards the use of personal photograph in teaching and learning descriptive text?

| | | | Purpose of descriptive text Generic structure of descriptive text Kinds of descriptive text | | Conclusion Drawing
6. Validity of Data Methodological Triangulation | |