

CHAPTER IV

DATA DESCRIPTION OF RESEARCH RESULT

A. General condition of MI Walisongo Semarang

1. Historical Overview

The emergence of Madrasah Ibtida'iyah (elementary school) Walisongo, abbreviates as MI Walisongo, was firstly from the existence of Madrasah Diniyah (abbreviated as Madin) Al-Khairat in 1960. Initiated by some local public figures like Drs. H. Muhammad Toha, Muradi (Alm.), then it was motivated by KH. Siradj Khudlari, H. Abdul Manan, and H. Rifai to follow government's curriculum.

Some years later, Drs. Khalil Rahman proposed to change this school with the name Sekolah Dasar Islam (Islamic Elementary School), abbreviated as SDI, Al-Khairat with the consideration that the government would admit the status of this educational institution. He also proposed to apply the curriculum set by government.

Base on the consideration of Al-Khairat Foundation to make easy getting subsidy from and the existence of the graduates to be admitted by the government, at January 7 1985, the foundation decided to change the name SDI AL-Khairat with MI Walisongo. This alteration was registered by act of notary lead by Drs. Rifa'i Arif.

After Drs. Rifa'i Arif passed away, Dra. Hj. Alfiyah held the leadership of MI Walisongo since 1999. In her reign, the status of MI Walisongo changed to be Accredited, based on the letter issued by Ministry of religious Semarang with number MK.01/sb/pp.03/3665/2002 at May 27 2002.

Since February 1 2004, the leadership shifted to Drs. Darlin up to now.

Not so long after it, MI Walisongo promoted its status with Accredited A at November 2005.

2. Geographic position

Geographic position means a region where this school is placed to function as educational institution. It is important to know well and clearly the position of this school, considering that environment influences the process of learning. MI

Walisongo is a private school under management of Al-Kahirat Foundation. The address of this school is:

Road : Stasiun RT 03 RW 20
 District : Jerakah
 Sub district : Tugu
 City : Semarang
 Province : Central Java

Based on the result of observation held at November 3 2009, this school is geographically appropriate, communication and transportation are at ease, and is not isolated from city. This location is specifically bordered by:

Northside : Abut on inhabitant's yard (Bapak Fahrudin)
 Southside : Abut on inhabitant's house (Bapak Kholis)
 Eastside : Abut on inhabitant's house (Bapak Tajuddin), and
 Westside : Abut on Stasiun Road Jerakah

The inhabitants around this school is progressive society and are Moslem in major, close with peasants, mushalla, and mosque, and strategic location near Pantura Road. Those are supporter factor to the success of learning process in MI Walisongo.

3. Organizational Structure

Organization is considered as a tool to achieve any purpose and a coordination to conduct educational activities defined earlier with relatively permanent structure without avoiding any possibilities of reorganization, if it is needed, for the acceleration of striving purposes or effort of enhancement, efficiency, affectivity and productivity.

School organization must be exist in educational institution. This is because of the reality that all components inside school environment must run integratedly, so that the attainment of purposes is well conducted.

Organizational structure is a serial, interaction system from knowledge or operations.

MI Walisongo Semarang is a unit of organization in formal education. For the sake of idealism mentioned above, MI Walisongo Semarang aimed to attain national, instructional, and curricular as it arranged in the following organizational structure:

Chairman	:	Ahmad Izzuddin, M.Ag
Headmaster	:	Drs. Darlin
School Committee	:	Drs. Nur Kholis
Treasurer	:	HM. Lazim
Administrator	:	Muhammad Ghozali, S.Pd.I
Curriculum Section	:	Silvia, M.Ma
Student Affairs Section	:	Dra. Zaenab
Social Section	:	Dra. Saidah
Economic Section	:	Dra. Nur Aini

4. Teachers and Students Condition

a. Teachers Condition

The number of teacher in MI Walisongo Semarang is 10. Those eleven consist of permanent and non-permanent teacher. The former is 8 and the latter is 2. See the following recapitulation:

Table 2.2

TEACHERS OF MI WALISONGO

No	Name	Reg. Number	Diploma	Subject/Class
1	Drs. Darlin	150271166	S.1	Bahasa Jawa, NU
2	Drs. Zaenab	-	S.1	Wali Kelas 1, Bahasa Arab 4,5,6
3	Marfuah	-	S.1	Wali Kelas 2, Ktk/3
4	Dra. Fatimah Yuniwati	-	S.1	Wali Kelas 3
5	Dra. Saidah	-	S.1	Wali Kelas 4
6	Dra. Nur Aini	-	S.1	Wali Kelas 5
7	Silvia, A. Ma	150298881	D.III	Wali Kelas 6

8	M. Ghozali, S.Pd. I	-	S.1	Tata Usaha, Bahasa Arab/1,2,3, Aqidah Akhlak/6, SKI/6, Qur'an Hadits/3,6
9	Abdul Jalil, S. Pd. I	-	S.1	Olah Raga/ 1-6, Fiqh/ 3, TIK/ 4,5,6
10	Mutohirin, S. Pd. I	-	S.1	Bahasa Inggris/ 1-6

b. Students Condition

The number of student at MI Walisongo for academic calendar 2009/2010 is 112 students. Those 112 divided into six classes, from class I till class VI. See the table below for detail:

Table 2.3
NUMBER OF STUDENTS

No	Class	Boy	Girl	Sum
1	I	7	4	11
2	II	8	6	14
3	III	9	14	23
4	IV	6	8	14
5	V	13	10	23
6	VI	12	15	27
	SUM	55	57	112

B. Result of the Study

This study was conducted by using a classroom action research. It consisted of several activities. First activity was the preliminary research. In this phase, the writer interviewed the English teacher and did the observation to find out the problem faced the student. It was held on 13th of October 2009. After did the preliminary research, the writer held the cycle I, cycle II and cycle III.

1. Preliminary Research

A preliminary research was conducted at the beginning of the research. It was done by interviewed the English teacher and observed the classroom activity during the English lesson before being taught using pictures. First activity was interview. The writer interviewed the English teacher to find out the problems faced by the students. Mr. Mutohirin said that the students' interest and ability toward English were low and the students' understanding on vocabulary is less. Sufficiency, especially in adjectives. It might be caused of some possibility reasons, such as the limited time of lesson and the less facility supported in English, lesson for example there is no media in teaching learning process.

Besides the interview the writer also did the observation. And observation checklist was used in this activity.

From the observation, the writer found some facts that happen in the classroom during in English lesson. It could be described as bellow : the English teacher explained the material still use conventional method, the teacher only uses LKS and books during learning process, but the teacher explained the material systematically and communicatively. When the teacher explained the material there were some did not pay attention to the teachers' explanation. In the teaching learning process, the students did not being active in asking the teacher related to the material learn. They just kept and did the exercise from the teacher. They are not understand with vocabulary that asking by teacher, especially in adjectives.

From the description above, it can be conclude that the students; attention, participation, activity were low during the English lesson. Then, the researcher hopes that the use of pictures in teaching English will make can improve students' understanding adjective.

2. Cycle I

a. Planning

The researcher introduces picture as media in teaching learning process. The researcher determines materials and arranges learning plan to use in learning process. In cycle I, the teacher will introduce some vocabulary about shapes through picture.

b. Acting

The acting of the first cycle was done in the second and third meeting.

1) First Meeting

In the first meeting was conducted on 14th of October 2009. The writer began with the teaching learning process using pictures. In this activity pictures were introduced to the students. The aims of the used pictures were:

- a. To help the students in comprehending the vocabulary presented by the pictures.
- b. To encourage the students to be more active.
- c. To give more opportunities to students in order to make them more communicative each other.

In this study, Mr Mutohirin as the English teacher. He is introduces materials about “Shapes”. Then, the teacher delivers question to students about kinds of form by pointing to picture to motivate students answering the question. Next, the teacher writes students’ answers on the board, then reads it loudly while the students follow the teacher’s pronounce. The teacher repeat again reads it and the students follow it. After that, the teacher divide students into four groups consist of six students for each. The teacher distributes pictures to the students. Each group gets three pictures. The task of every group is to stick the pictures, write vocabularies and translations on paper provided for each groups. After all the pictures have been adhered as well as the vocabularies and translations, the teacher reads off every vocabulary loudly, while the students follow the teacher’s pronounce. Then, the teacher gives example how to describe pictures and example of dialogues. Next, the teacher read a dialogue and students are asked to repeat after her. Afterwards, the teacher divides students in pairs based on their bench-mate and gives pictures to each. The students practice conversation with their couple. The teacher asks students to memorize and understanding on dialogue.

2) Second Meeting

In the second meeting was conducted on 21st of October 2009. The teacher taught the students same material. Before starting the lesson, the writer asked the students to brush up on the previous topic. After that, the students were asked to practice speaking by using picture with their friends. In pairs, then the students performed a dialogue based on their branch-mate whereas the teacher assessed students' speaking and understanding on descriptive adjectives.

c. Observing

The writer with help of Mr. Mutohirin as an English teacher of MI Walisongo Semarang did the observation in the classroom. This step was done in the same time with acting. The observation focused on the students' activity during the teaching and learning process. The observation result, it can described as follows: for the greater part the students' paid attention the teacher explanation, student were not actively and the did not understand the material.

d. Reflecting

The result of observation was analyzed and evaluates to get the description of the action that had been done. The writer also gave a test to know the result of using picture in first cycle.

Based on the result of observation during learning process, the use of pictures is sufficient influencing students' activities in class. When the teacher introduces picture, best part of them are interested in and pay their attention to the delivered subject, tough some of them is still enjoy playing. When they are divided into groups and given pictures, they seem to be enthusiastic in learning. But the teacher not gives clear explanation and not gives motivation to students, so for the greater part students do not understand what the meaning by teacher. Most of students are able to understand the vocabularies represented by the pictures, although there still mistakes in pronouncement. Student's activity during learning process is still less since most of them refusing to try speaking

using English. Some of them are afraid of making mistake; while some other is still in doubt.

In this step, the students practice dialogue about shapes. The students accurate on understanding adjectives (kinds of shapes) and pronounce of each words. Pictures give students stimulation to learn and give them to practice communicative in conversation.

The computation of the students' test score can be seen as follows:

- Score of students' test

$$\begin{aligned} \text{The mean of test } (\bar{X}) &= \frac{\sum \text{Score of All Students}}{\sum \text{Students}} \\ &= \frac{1450}{23} \\ &= 63,04 \end{aligned}$$

Based on the result of test, average of score on students' achievement of study is reach 63,04 (added). Because, the students not yet able to understand on descriptive adjective. So, the implementations of understanding on descriptive adjectives at the fifth grade of MI Walisongo Semarang have to doing learning in cycle II.

3. Cycle II

a. Planning

Based on the result of Cycle I, that during learning process, there are still some students, who do not pay their attention and enjoy playing with the pictures they got. The researcher and the teacher discussing to motivated students with give clear explanation, so the students more understand on materials. In addition, when the teacher asks students to practice conversation in front of the class, most of them are still in doubt to expressing in their dialogues, so that they have to repeat for what they want to say.

b. Acting

The acting of the second cycle was done on the third and fourth meetings. The topic of second cycle was similar. But considering the result of

the first cycle was not satisfactory, there were some teaching steps which were revised. The revisions were intended to improve the result of previous test.

1) Third Meeting

The third meeting was conducted on 28th of October 2009. The writer took several minutes to review the previous lesson before doing the activity. The writer introduced new material related to the previous one. In this opportunity the students learn about “colour” using the same media. The teacher delivers question to students about kinds of colour by pointing to pictures to motivate students answering the question. Next, the teacher writes students’ answers on the board, then reads it loudly while students follow the teacher’s pronounce. The teacher repeat again reads it and the students follow it. After that, the teacher divide students into groups like in cycle I. The teacher gives pictures to students, write vocabularies and translation on paper provided for each groups. After all the pictures have been adhered as well as the vocabularies and translations, the teacher reads off every vocabulary loudly, while the students follow the teacher’s pronounce. Then, the teacher gives example how to describe pictures and example of dialogues. Next, the teacher read a dialogue and students are asked to repeat after her. Afterwards, the teacher divides students in pairs based on their bench-mate and give pictures to each. The students practice conversation with their couple.

2) Fourth Meeting

The fourth meeting was conducted on 4th of October 2009. The teacher still discussed the previous material to know students understanding to vocabularies and their ability in practice speaking. The teacher divides students in pairs order to practice conversation in front of the class. While the teacher records and appraises their conversation.

c. Observing

This step was done in the same time with acting. The writer observed second action with focus on students' activities during the teaching and learning process. The students activity and participation during the lesson were improved than the preliminary research / before cycle. And their understanding about adjective are improved. It can be said that the use of picture can improve the students' understanding on descriptive adjectives.

d. Reflecting

Based on the result of observation during learning process, that during teaching learning process, students' activities in cycle II are more active rather than in cycle I. most of students have understood vocabularies. So that when they are asked to practice dialogue, they felt more enjoy. However there still one student who does not want to practice dialogue in front of the class.

In this step, the students practice dialogue about colors. The students accurate on understanding adjectives (kinds of colors) and pronounce of each words.

The computation of the students' test score can be seen as follows:

- Score of students' test

$$\begin{aligned} \text{The mean of test } (\bar{X}) &= \frac{\sum \text{Score of All Students}}{\sum \text{Students}} \\ &= \frac{1590}{23} \\ &= 69,13 \end{aligned}$$

Based on the result of test average of score on students' achievement of study is reach 69, 13 (added). In this cycle the researcher concludes that the target of using picture as media of learning almost achieved. Because the students are able to understand vocabularies represented by pictures, the students are doing more active to practice conversation in English.

4. Cycle III

a. Planning

Based on the result of cycle I and cycle II that during learning process, there are understanding progress on descriptive adjectives. So the teacher and researcher want to join between shapes and colors. Then, they were recorded while practicing their dialogue.

b. Acting

The acting of third cycle was done on the fifth meetings was conducted on 11th of November 2009. The students have to practicing on conversation like previous lesson.

In this meeting, the writer took several minutes to review the previous lesson before doing the activity. In this opportunity the students have to practicing on conversation about shapes and colors using the same media. After that, the teachers divide students into groups like in before cycle. The teachers gives picture to students, the teacher gives example how to describes two pictures on one dialogue. After words, the teacher to order students to practice conversation in front of the class.

c. Observing

This step was done in the same time with acting. The writer observed this action with focus on students' activities during the teaching and learning process. The students activity and participation during the lesson were improver than the preliminary research / before cycle. And their understanding about adjective are improved. It can be said that the use of picture can improve the students' understanding on descriptive adjectives.

d. Reflecting

Based on observation conducted by the teacher and the observer that during teaching learning process, student's activities in cycle III are more active rather than before cycle. Most of students have understood vocabularies and have will to pronounce without hesitate. So that when they are asked to practice dialogue, they feel more relax and enjoy. All students to practice dialogues in front of the class.

The computation of the students' test score can be seen as follows:

- Score of students' test

$$\begin{aligned} \text{The mean of test } (\bar{X}) &= \frac{\sum \text{Score of All Students}}{\sum \text{Students}} \\ &= \frac{1750}{23} \\ &= 76,08 \end{aligned}$$

Based on the result of test, average of score on students' achievement of study is reach 76, 08 (added). In this cycle, the researcher concludes that the target of using pictures as media of learning has been achieved. Because most of the students are able to understand vocabularies represented by pictures. The students are being more active and having will to practice conversation in English. The last, pictures give stimulation to students to learning English, so that their interest to learn is increasing.

C. The Problem in Teaching Learning Process Using Pictures

After using pictures as media in teaching descriptive adjectives to the fifth grades of MI Walisongo Semarang, the writer found some problems in the teaching learning process. First was the management of the class. The writer found some students was noisy and there were also some students played with the pictures. While two students were performing the dialogue, not all of them paid attention. To overcome this problem, the teacher came to the students who made problems and asked them some questions related to the topic. The second one was when the students were asked to do the description on dialogue; they refused it because they could not memorize it. It needed

much time for them to do it. To overcome this problem, the teacher asked the students to bring their book when they performed the dialogue, and also she promised to give present for them who can perform the dialogue without bringing the book.