AN UNDERGRADUATE THESIS

IMPROVING THE DESCRIPTIVE WRITING ABILITY BY USING THE PICTURE WORD INDUCTIVE MODEL (PWIM) AT THE EIGHTH GRADE STUDENTS OF SMP KARYA BHAKTI RANTAU JAYA IN THE ACADEMIC YEAR OF 2017/2018

By:

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Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

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Presented as Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.P.d)
in English Education Department

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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IMPROVING THE DESCRIPTIVE WRITING ABILITY BY USING THE PICTURE WORD INDUCTIVE MODEL (PWIM) AT THE EIGHTH GRADE STUDENTS OF SMP KARYA BHAKTI RANTAU JAYA IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT

BY : ENDANG SRI WAHYUNI

Writing is the expression of language in the form of letters, symbols, and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to the other people. In teaching learning process, the teacher should be able to create or choose the suitable and good strategy. Picture Word Inductive Model (PWIM) is one of the strategy that can be applied in the teaching English, especially teaching writing ability in descriptive text. The objective of the study is to find out whether the use of Picture Word Inductive Model (PWIM)strategy will be able to improve the students writing ability in descriptive text at the SMP Karya Bhakti Rantau Jaya Udik II East Lampung.

The research uses classroom action research which was done in two cycle. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is eighth class. In collecting the data the researcher used test (pre test, post test 1 and post test 2), observation and documentation.

The result of this research showed that *Picture Word Inductive Model as strategy* had positive result in improving students' writing ability in descriptive text at the eighth grade of SMP Karya Bhakti Rantau Jaya Udik II East Lampung. It can be proven by the students' average score from pre-test to post test. The average score in pre-test was 46,29, post-test 1 was 54,34 and post-test 2 was 68,32. It mean that the using of Picture Word Inductive Modelas a strategycould improve the student's writing ability in descriptive text.

Keyword:Writing,descriptive Text , and Picture Word Inductive Model (PWIM)

PENINGKATAKAN KEMAMPUAN MENULIS DESKRIPTIF
DENGAN MENGGUNAKAN *PICTURE WORD INDUCTIVE MODEL (PWIM)*
PADA SISWA KELAS DELAPAN SMP KARYA BHAKTI
TAHUN AJARAN 2017/2018

ABSTRAK

BY : ENDANG SRI WAHYUNI

Menulis adalah ungkapan bahasa dalam bentuk tulisan,simbol, dan kata-kata. Seseorang dapat berbagi pengetahuan, menyampaikan ide, perasaan dan perhatian kepada orang lain. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah strategi yang baik dan sesuai dengan keadaan siswa. Picture Word Inductive Model (PWIM) merupakan salah satu strategi yang biasa digunakan dalam pembelajaran bahasa inggris khususnya mengajarkan kemampuan menulis siswa pada descriptive teks.Tujuan peneilitian ini adalah untuk mengetahui apakah penggunaan dari strategi Picture Word Inductive Model (PWIM) akan dapat meningkatkan kemampuan menulis descriptive teksdi SMP Karya Bhakti Rantau Jaya Udik IILampung Timur.

Penelitian ini menggunakan metode penilitian tindak kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penilitian ini adalah kelas delapan. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 and post test 2), observasi dan dokumentasi.

Hasil dari penelitian ini menunjukan bahwaPicture Word Inductive Model (PWIM) sebagai strategi memiliki hasil positif dalam meningkatkan kemampuan menulis siswa di descriptive teks kelas delapan SMP Karya Bhakti Rantau Jaya Udik II Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 46,29, post-test 1 adalah 54,34 dan post-test 2 adalah 68,32. Ini berarti bahwa pengguanaan Picture Word Inductive Model (PWIM) sebagai strategi dapat meningkatkan kemampuan menulis siswa pada descriptive teks.

Kunci: Menulis, Teks descriptive,dan Picture Word Inductive Model (PWIM)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Jurusan : Pendidikan Bahasa Inggriss

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Metro, 15 Desember 2017

Yang Menyatakan

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MOTTO

وَاتَّقُوْا اللّٰهَ صلى وَيُعَلِّمُكُمُ اللّٰهُ قلى وَاللّٰهُ بِكُلِّ شَيْءٍ عَلِيْمٌ ﴿﴾٢٨٢

“Obedient to Allah and Allah will teach you. Verily, Allah knows all things”. (Q.S Al-Baqarah: 282)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to :

My beloved parents (Mr.Sardi And Mrs.Lamiyem)There are no words to express what is in my heart just only thanks, thanks always giving me everything (your love, patience, prayer, support, suggestions, trust, and motivation). My beloved Sisters (Sutarni and Nyari Astuti) Thanks for your support, suggestions and motivation.

My Beloved Friends (Dian Anggraini, Anas Mutoharoh, Ana Mardiana, Wiji Soviana, Siti Fatimatulzahro And Soon**)** Absolute (SOLLER) Class Of TBI 2013 and My Beloved Campus IAIN Metro.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles "IMPROVING THE DESCRIPTIVE WRITING ABILITY BY USING THE PICTURE WORD INDUCTIVE MODEL (PWIM) AT THE EIGHTH GRADE STUDENTS OF SMP KARYA BHAKTI RANTAU JAYA IN THE ACADEMIC YEAR OF 2017/2018."

Regarding to the undergraduate thesis , the writer offers her big thank to the Dra. Umi Yawisah, M.Hum as the sponsor and to Syahreni Siregar, M.Hum as the co-sponsor . May Allah SWT give them His better reward for their spending time to support and guide during the undergraduate thesis writing process.

As human being, the writer completely realizes that this undergraduate thesis still has a plenty of weaknesses . The writer do apologizes for all mistake he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally .

Metro, 25 October 2017

The Writer,

Endang Sri Wahyuni
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CHAPTER I

INTRODUCTION

A. Background of the study

Language is the primary instrument of the communication among human beings in community. In other word, Language is tool of communication. Language is can said an system to send or exchange information and to interact with the others. Language is used by all people in the world as means of communication. Anyone cannot interact with others without language, thus it is very important to learn language.

English is one of international language. English is regarded as the first foreign language in indonesia which is taught in informal or formal education. There are four language skills in teaching english : listening, speaking, reading and writing. Generally, language can be spoken and writen, so it is necessary to learn writing. Writing is one of the language skills that should be mastered by students. In writing skill, the students have to mastery vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspects of life. Through writing, students are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. There are many types of text taught in Junior High School. One of the texts taught for the eighth grade students of Junior High School is descriptive. Descriptive is a type of text

whose function is to describe a particular person, place or thing. Descriptive writing also consists of generic sructure in range as : identification that is to identify the phenomenon to be described. Description is to describe parts, qualities, and characteristics of the person of something that is the described.

According to the information from the English teachers of SMP Karya Bhakti Rantau Jaya, in learning descriptive, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic. The other factor that may be influence to determine the apropriate word to write. They have lack of vocabulary. They also didnot understand to put the good organization of descriptive.

Students need to be able to write the descriptive clearly. Students should choose the correct word in every sentence to make their description more real. Therefore, English teachers should be able to encourage and motivate students to learn English by using their strategy. The use of appropriate learning strategies can affect students' achievement in learning, especially in descriptive writing ability. The following is students' test result of writing test at class VIII SMP Karya Bhakti Rantau Jaya .

Table 1
The Data Of Students' Writing Score

No	Name	Score
1	ADA	38
2	AT	53
3	DI	37
4	DF	69
5	DS	30
6	EA	38
7	EH	36
8	HP	42
9	IF	33
10	IS	33
11	JR	48
12	JI	32
13	K	44
14	M.S	45
15	NYS	47
16	NA	33
17	NH	61
18	RIW	64
19	RS	54
20	RR	44
21	RF	54
22	R	36
23	SS	53
24	SA	62
25	VJS	42
26	WS	31
27	WS	51
28	YS	59

Source: *Teacher's archive*, English Writing Score at the Eighth Grade of SMP Karya Bhakti Rantau Jaya, on November 24th, 2016.

The evidence is with the result of the test that there is 28 of students, 80 % of them (around 24 students) got under 60. It can be concluded that students' writing score among the eighth grade is still low.

Based on the problem and the students' writing score above, the student still confuse to write although know the topic and choose the appropriate word because the students are limited vocabulary. Considering of the problem, the reseacher is interested to use strategy that is Picture Word Inductive Model (PWIM) to teach english process in SMP Karya Bhakti Rantau Jaya .

Picture Word Inductive Model (PWIM) is an appropriate strategy in descriptive writing which uses the advantage as picture of the learning media in teaching and learning process. Picture Word Inductive Model (PWIM) consists of picture which are familiar to the students. It is to make the students able to identify it easily. PWIM is interesting and enjoyable activity where the students can enjoy gaining object and events through picture to write descriptive.

Based on explanation above, the researcher can be used the Picture Word Inductive Model (PWIM) in teaching writing among the eighth grade students of SMP Karya Bhakti Rantau Jaya.

B. Problem Identification

Based on background above, some problems can identifying as follows:

1. The vocabulary of the students is limited.

2. The students are confused to choose the correct word to make their description.
3. Most students still confuse to determine the appropriate word to write descriptive.
4. The students do not understand to put the good organizatition of descriptive.

C. Problem Limitation

Looking at the identification of the problems, researcher realizes that many problems, there are many issues to be limited in the discussion in this undergraduate thesis.

Researcher uses an appropriate strategy to help students improve their descriptive writing ability that is easier. The researcher assumes that by using Picture Word Inductive Model (PWIM) to teach descriptive writingamong the eighth grade students, the students can accept the material easily and enjoyable. Because of all the limitations described, researcher will focus on the problem of improving the students' descriptive writing ability by using Picture Word Inductive Model (PWIM).

D. Problem Formulation

Based on the background of the study above, the reseacher formulates the problem as follows:

Can the Picture Word Inductive Model (PWIM) improve the students' descriptivewriting ability among the eighth grade students of SMP Karya Bhakti Rantau Jaya?.

E. Objectives and Benefits of the Study

1. Objective of the Research

According to the problem formulation above, the goal or the objectives of the study are as follows :

To know whether the Picture Word Inductive Model (PWIM) can effectively improve students' descriptivewriting ability in SMP Karya Bhakti Rantau Jaya.

2. Benefits of the Research

The result of the study are expected to provide useful information for english teachers in teaching descriptive writing using Picture Word Inductive Model (PWIM) at SMP Karya Bhakti Rantau Jaya, for the writers and for the next researcher as a reference who are interested in conducting similar studies in the next time. This study is also expected can contribute to all people who involved in developing quality of English education.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Writing Ability

1. The Definition of Writing Ability

According to Earl Pravette "ability" is the capacity to act, the quality of state of being able. It is the power to perform, wheter physical, moral intelectual, or legal. Ability cannot be developed all at once. It is like building a house one brick must be laid atime. The same principle applies to ability we must build a little each day. The ability enlightens and enlarges itself through its own applications. Therefore, the first way to develope ability is application. Then the second ways is to lay down a challenge.[1]

Writing is one of the important skill that should be mastered by a learner, because it is applied in many aspect of lesson. Talking about writing ability there are so many explanantion of experts. According to Lucy, wrtiting is a productive skill and, as such, the way we treat it in class has some similarities with the teaching and learning of speaking.[2]

In other definition, writing is primarily a mental activity, but it relies on physical tools and resources from pens and paper to word

[1] Earl Pravette. *How to Turn Your Ability in The Cash*. (USA : American Book Startford Press.1949). Second Edition.P.15

[2] Lucy pollard, *Lucy Pollard's Guide to Teaching English*, (All Rights Reserved: 2008), p. 49

processors.[3]Mike Fleming and David Stevens, defined that writing is an important controlling mechanism, a means of achieving orderly discipline in many lessons.[4] While Donn Byre proposed that writing can be said to be the act of forming these symbols : making mark on a flat surface of some kind. But writing is clearly much more than the production graphic symbols, just as speech is more than the production of sounds.[5]Moreover, M.F. Patel, writing is a kind of linguistic behaviour. It presents the sounds of language through visual symbols. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern.[6]

Robert P. Yagelski explains, writing ability is innate or exclusively the result of individual effort. This myth leads many students, to believe that they don't have the ability to write or writing is something that they have figure out exclusively on their own. Neither belief is true, in fact many social factor shape an act of writing. Individual skill and experiance along with effort and motivation do matter, but many other influence outside a writer's individual control affect of writing. In this sense, writing ability is as much a function of how writer respond to spesific rethorical situation, which are inherently social, as it is a result of individual skill.[7]

---

[3] Mike Sharples, *How We Write: Writing As Creative Design,* (London: Routledge, 1999), p.6.

[4] Mike Fleming and David Stevens, *English Teaching in the Secondary School,* (New York: Routledge, 2010), p.89.

[5]Donn Byre, *Teaching Writing Skills* ,(New York: Longman Group, 1988), p.1.

[6] M.F. Patel Praveen, *English Language Teaching,* (Jaipur : Sunrise Publisher, 2008), p.125.

[7]Robert P. Yagelski. *The Essential of Writing Ten Core Concepts*. (USA: CengageLearning.2015).p.48

Based on the explanation above the researcher concludes that writing ability is the capacity to act the quality or the result of individual effort to express their ideas, thoughts, and fellings to other people in the written form to make the readers understandthe ideas convey in the texts.

2. Types of Writing

Types of writing performance : four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories,as always, reflect the uniqueness of the skill area.

1) Imitative. To produce written language, the learner must attain skills in the fundamental, basic of writing letters, word, punctuation, and very brief sentences. This category includes the ability to spell corectly and to percieve phoneme-grapheme correnpondence in the english spelling system. It is a level at which learners are trying to master the mechanic of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2) *Intensive (controlled).* Beyond the fundamental of imitative writing are skill in producting appropriate vocabulary within a context, collocation and idioms, and corretc grammatical features up to the lenght of a sentence. Meaning and context are of some importance in determining correctness and appropriatness, but most assesment tasks

are more concerned with a focus on form, and are rather stricly controlled by the test design.

3) *Responsive.* Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraph. Tasks responds to pedagogical directives, lists of criteria, outlines, and other guidelines. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly as the discourse level, with a strong emphasis on context and meaning.

4) *Extensive.* Extensive writing implies succesful management of all the processes and strategies of writing for all purposes, up to the lenght of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demostraring syntatic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.[8]

[8] Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman, 2003), p.220.

3. Writing Process

The five-step process writing approach described by Donald Graves is presented here.

Step 1: Prewriting. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step (Donald Graves calls these hot topics).

Step 3: Revising. This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around.

Step 4: Editing. This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas

and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

Step 5: Publishing and sharing. This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.[9]

4. The Measurment of Writing Descriptive Text Ability

The indicators of evaluation of students' writing ability as follows[10]:

Table 2
The Test proficiency of Writing ability Scores

No	Writing Ability Specification	Score	Standard
1	Content	0-24	thesis statement, related ideas, development of ideas though personal experience, illustration, fact, and opinion, use of description, cause/effect, comparison/contrast and consistant focus.
2	Organization	0-20	effectivenessof introduction, logical sequence of ideas, conclusion and appropriate

[9] Andrew P. Johnson, *Teaching Reading and Writing*, (USA: Rowman & Littlefield Education, 2008), p.179-180.

[10]H Douglas Brown.*Teaching by Principle.*(California : Addisen wesley,2000),p. 357-358

			lengh
3	Discourse	0-20	topic santence, peregraph unity, transition, discourse markers,cohesion, rhetorical conventions,reference,fluency, economy and variation.
4	Syntax	0-12	effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
5	Vocabulary	0-12	effective word or idiom choice and usage, word form mastery, appropriate register
6	Machanics	0-12	spelling, punctuation, citation of refences, neatness and appearance.
total score		100	

B. The Concept of Descriptive

Description is writing that creates a clear and vivid impression of the topic. Description translates your experince of a person, place, or thing into words, often by appealing to the physical senses : sight, hearing, smell, taste, and touch.[11]

[11] Susan Anker, *Real Writing With Readings*, (Boston: Bedford/st, 2004), p.155.

According Gayle and lawrence that effective description creates image in the reader's mind by using specific details.[12]

Meanwhile, Dorothy and Lisa explain that descriptive text explains how someone or something looks or feels.[13]

Moreover, according Susan Anker in his book, there are four basics of good description :

1) It creates main impression (An overall effect, feeling, or image the topic).
2) It uses specific examples to supports the main impression.
3) Supporting those examples with detail that appeal to the five senses : sight, hearing, smell, taste, and touch.
4) Bringing a person, place, or physical object to life for the reader.[14]

In other definition, descriptive text is a text which describes a particular person, place or thing. In the descriptive text consists of the following structure.

1. Identification, identifies the thing to be described.
2. Description, describes parts, qualities, characteristics of something to be described.[15]

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[12] Gayle Feng, and Laurance Checkeet, *The Write Start Sentence To Paragraph*, (Boston: Wadsworth, 2010), p.159.

[13] Dorothy E Zemach, and Lisa A Rumisek, *Academic Writing From Paragraph to Essay*, (Oxford: Macmillan, 2003), p.25.

[14] Susan Anker, *Real Writing With Readings.*, p.155.

[15] Nur Zaida, *Bright*, (PT.Gelora Aksara Pratama: Erlangga, 2013), p.151.

Based on the explanation above, the researcher concludes that descriptive is text which describes person, place and thing. The purpose of this text is tranferring the experience what they see, read, or feel.

C. The Concept of Picture Word Inductive Model (PWIM)

1. Definition of Picture Word Inductive Model (PWIM)

According Calhoun in his book, The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers used the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading and writing.[16]

PWIM can help student notice phonetic principles of word and expand their sight word knowledge. Many young children have a rather wide range of words in their speaking and listening vocabularies, and this strategy seeks to get those words into their writing and reading vocabularies.[17]

According to Adams, Johnson, & Connors,in Calhoun's book say that "the concept of using pictures as a stimulus for language experience

[16] Emily.F.Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*, (Alexandria, VA: association for supervision and curriculum development, 1999), p.21.

[17] Jennifer L. Altiely, *Powerful Content Connectio*, (New York: International Reading Association, 2014), p.70.

activities in the classroom was developed specifically for teaching young students to read and write well.[18]

Whereas, according to Rowena Douglas, Picture Word inductive Model (PWIM) is a language arts strategy teacher uses with two or three units a year. Teacher put up a picture or poster that relates the topic the class is discussing.[19]

Moreover, Picture Word Inductive Model (PWIM) is designed to teach reading, writing, and the language system. It is designed to help students develop as independent learners and independent readers and to foster confidence based on knowledge that they secure for themselves as learners.[20]

2. The Principles of Picture Word Inductive Model (PWIM)

The priciple of PWIM is to build on children's growing storehous of words and syntactic forms and to accelerate the transition to writen forms. Besides, an essential principle of the PWIM is that the model respect the children's language development : their words are used and their ability to make associations is cultivated.[21] Thus, a major principle of the model is that students have the capability make generalizations that can help them to master the conventions of language.[22]

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[18] *Ibid.*, p.24-25.

[19] Rowena Douglas, et.al, *Linking Science & Literacy,* (USA:National Science TeacherAssociation, 2006), p.185.

[20] Emily.F.Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*., p.30.

[21] *Ibid*., p.26

[22] *Ibid.*, p.22.

3. The Advantages of Picture Word Inductive Model

The Picture Word Inductive Model (PWIM) is a satisfying and pleasurable activity. They enjoy finding objects and action in the picture, seeing the words and sentences the generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalization. The PWIM motivates students because most become successful learners. Learners succeed when using the model because the PWIM is based on inquiry into how children learn and how to enhance their learning, including their development of language, the process of learning to read and write, and the reading and writing connection. [23]

PWIM is that it approaches the development of sight vocabulary directly.[24] Therefore, it can add vocabulary students to make descriptive text.

4. Strengths of the Picture Word Inductive Model (PWIM)

The basic moves of the PWIM stress this components of phonics, grammar, mechanics and usage:

- Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduce or taken mastery).

[23]*Ibid*., p.24.
[24]*Ibid*., p.27.

- Students hear and see letters identified and written correctly many times.
- Students hear the words spelled correctly many times and participate in spelling them correctly.
- In writing the sentences, the teacher uses standard english (transforming students sentences if necessary) and uses correct punctuation and mechanics (e.g, commas,capital letter). As different mechanical and grammatical devices are used, the teacher decribes why the device is used . after many lessons and experiences with the teacher modeling the devices, the students learn how to use them too.[25]

5. The Application of Picture Word Inductive Model to Improve Writing Descriptive

Application of Picture Word Inductive Model in writing descriptive text, there can be a cycle or a series for the teaching process. The teacher should do some activity that as follow are:

a) Select a picture.
b) Ask the student to identify what they see in the picture.
c) Label the picture parts identified. (Draw a line from the identified objector area, say the word, write the word; ask students to spell the word aloudand then to pronounce it).
d) Read and review the picture word chart aloud.

[25] *Ibid*., p.27

e) Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

f) Read and review the picture word chart (say the word, spell it, say it again).

g) Add words, if desired, to the picture word chart and to the word banks.

h) Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.

i) Ask students to generate a sentence, sentences, or a paragraph about picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.

j) Read and review the sentences and paragraphs.[26]

PWIM (Picture Word Inductive Model) to develop students' vocabulary, as well as sentence and paragraph structures. Our classroom used a PWIM poster, but not in the usual way. Rather than "shaking out" words, categorizing words, writing sentences, organizing them, and writing paragraphs, we used them to practice the skill of fact and opinion. Our science bulletin board had a PWIM poster on it of elephants in their environment. Students could easily "shake out" elephant structures (ears, tusks, trunks, etc.), but they didn't know the functions of these structures.

[26] Emily.F.Calhoun, *Teaching Beginning Reading And Writing With Picture Word Inductive Model*., p.23.

Students used nonfiction text to research the structures and discover the functions that help them survive in their environment. Rather than write words on the poster, fact statements were written about an elephant's structures and functions during their research process.[27]

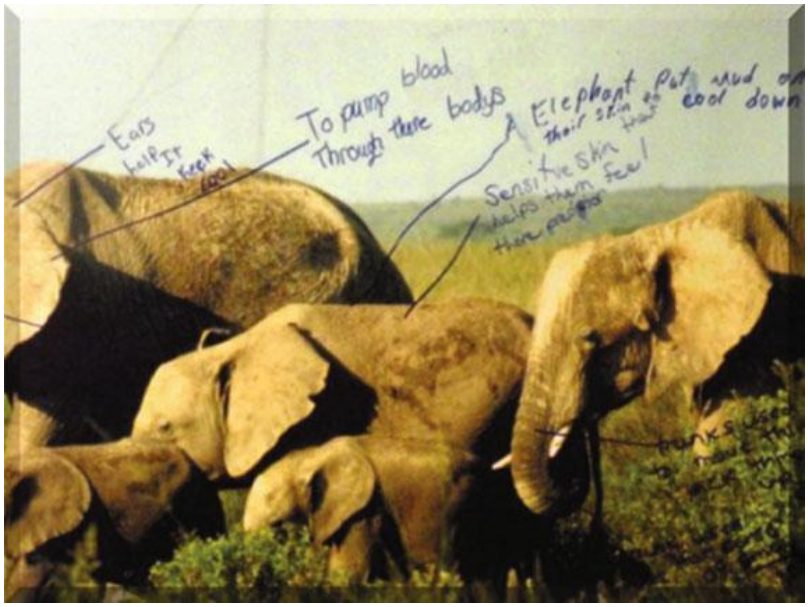


Figure 10-7. PWIM poster used for finding unique elephant structures and functions.

Based on the set of the procedure above, finally the researcher can conclude that these rules is very important to the teacher. It can help the teacher when teaching writing in the classroom by using Picture Word Inductive model (PWIM) to improve their descriptive writing.

D. Action Hypothesis

Based on the frame of the theories and assumption above,the reseacher formulated the hypothesis was as followed "By Using Picture

[27] Briand hand, *Voices From The Classroom*, (Netherlands : Sense Publisher,2011),p.117.

Word Inductive Model (PWIM), the students would be able to improve their Descriptive Writing abilityamong the eight graders of SMP KARYA BHAKTI Rantau Jaya.

CHAPTER III

RESEARCH METHODOLOGY

A. Operational Definition of Variable

Operational definition of variable is explained about variables that used in this research. The indicators included in a variable are result of the synthesis theory which is used on the theoretical review.

The object in this research included 2 variables, they are independent variable and dependent variable.

1. Dependent Variable

   Dependent variable of this research is the variable which is observed and measure to determine the effect of the independent variable. Dependent variable of this research is descriptive writing ability.

2. Independent Variable.

   Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is the usePicture Word Inductive Model (PWIM) which can be defined as thestrategy a simple strategy to develop the children's confidence in descriptive writing ability.PWIMitself is teaching strategy that can be used to teach writing. Actually to increase students writing, it because PWIMcan make the students more enjoy the learning process, also the

students more easy understand the materials.Moreover, indicator of this variable is the students can write well in the class for descriptivewriting ability.

B. Setting of the Research

This research would be conductingSMP Karya Bhakti. It was located in Rantau Jaya, East Lampung.Total of the students from the seventh up to ninth graders were 102 students. This research was about the use of Picture Word Inductive Model (PWIM) into improve students' descriptive writing ability at SMP Karya Bhakti Rantau Jaya. The researcher choose the eighth grader with the total students were 28 students because their descriptive writing ability had low. It was based on the result of pre survey score of students at the eighth graders of SMP Karya Bhakti Rantau Jaya.

C. Subject of the Research

Subject of the research is the eighth grader of SMP Karya Bhakti Rantau Jaya. This class consists of 28 students. They are 14 boys and 14 girls. The researcher chose this class because from the fact and the result of pre-observation, it was shown that the students' interest and achievement of writing still low. The researcher find some students has difficulties to understand how to write descriptive, because they do not know to determine the apropriate word about the topic. The strategy that use by teacher is not interested, so the researcher tried using Picture Word

Inductive Model (PWIM) to improve students descriptive writing ability.After usingPicture Word Inductive Model (PWIM) in learning process, it would be hoped that would be able to increase learning result and studies activity.

D. Procedure of The Research

1. The Concept of Classroom Action Research

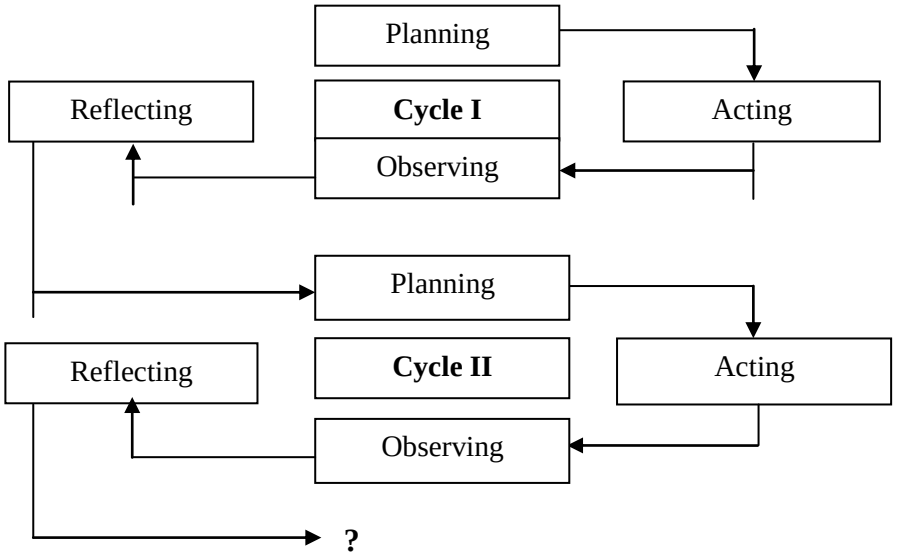
This research is classroom action research. Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Those involved in action research generally want to solve some kind of day-to-day immediate problem, such as how to decrease absenteeism or incidents of vandalism among the student body, motivate apathetic students, figure out ways to use technology to improve the teaching of mathematics, or increase funding.[28] It means action research is a strategy to find out the problems in the learning process in order to change either technique or strategy that is suitable.

From the explanation above, it could be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.It means collaboration between teachers and researchers to know the problems that exist with the aim to improve the learning process.

[28] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*. (McGraw-Hill: New York. 2009) p.589.

Figure 1

Here is step of classroom action research design:



This research would be conducted in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The improvement of research could be seen from a series of cycles, each incorporating lesson from previous cycles.

2. The Advantages of Classroom Action Research

We can think of at least five advantages of doing action research.

a. First, it can be done by almost any professional, in any type of school, at any grade level, to investigate just about any kind of problem. It can be carried out by an individual teacher in his or her classroom. It can be done by a group of teachers and/or parents, by

a school principal or counselor, or by a school administrator at the district level.

b. Second, action research can improve educational practice. It helps teachers, counselors, and administrators become more competent professionals. Not only can it help them to become more competent and effective in what they do, but it can also help them be better able to understand and apply the research findings of others. By doing action research themselves, teachers and other education professionals not only can improve their skills, they can also improve their ability to read, interpret, and critique more formal research when appropriate.

c. Third, when teachers or other professionals design and carry out their own action research, they can develop more effective ways to practice their craft. This can lead them to read formal research reports about similar practices with greater understanding as to how the results of such studies might apply to their own situations. More importantly, such research can serve as a rich source of ideas about how to modify and perhaps enrich one's own strategies and techniques.

d. Fourth, action research can help teachers identify problems and issues systematically. Learning how to do action research requires that individuals define a problem precisely (often operationally), identify and try out alternative ways to deal with the problem,

evaluate these ways, and then share what they have learned with their peers. In effect, action research "shows practitioners that it is possible to break out of the rut of institutionalized, taken-for-granted routines and to develop hope that seemingly intractable problems in the workplace can be solved."

e. Fifth, action research can build up a small community of research-oriented individuals within the school itself. Action research, when systematically undertaken, can involve several individuals working together to solve a problem or issue of mutual concern. This can help reduce the feeling of isolation that many teachers, counselors, and administrators experience as they go about their daily tasks within the school. One of the current authors, before becoming a university professor, taught high school social studies. During his first year of teaching, he was assigned a class of particularly difficult students. Some of the other teachers in the school had been working systematically as part of an action research project to test and evaluate various strategies for dealing with such students. They shared what they had learned (through their own action research). Their support and sharing of information proved invaluable to a somewhat overwhelmed beginner.

3. Action Plan

Classroom Action research (CAR) Cycles are:

a. Cycle I

1) Planning

Planning is the first step in every activity, Researcher explained about what, why, when, where, who and how the action was done. Without planning, the researcher's activity would not focus. The planning would be reference in doing action. Here are the steps that the researcher did in planning:

a) The researcher identified the problem causes and finds the problem solving.
b) The researcher made a lesson plan.
c) The researcher prepared the material, approach and technique of teaching.
d) The researcher prepared the source of learning
e) The researcher prepared format to observe
f) The researcher prepared the instrument of evaluation.

2) Acting

Doing action is the second step in activity. It was the realization from the planning the researcher has made. Without the action the planning just imagination that never could be real. After finishing the planning, the learning process had done in the eighth grade of SMP Karya Bhakti Rantau jaya. It

described about teaching procedures of the research. There are the steps that the researcher did in the action:

a) The teacher applied the lesson plan
b) The teacher explained the advantages of using Picture Word Inductive Model (PWIM) strategy in teaching Writing Descriptive text.
c) The teacher explained the strategy of learning to write descriptive text well.
d) The teacher asked the students to discuss with their group about the lesson or materials.
e) The teacher guided the students in teaching learning process based on the lesson plan.

3) Observing

Observing is the activity of recording the event and action.Based on the observation, the researcher could determine whether there was anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher want. The observation was done in teaching learning process. In this step, the researcher observed the process of teaching learning by using form of observation.

4) Reflecting

This step is reflection and evaluation to acting was done. The reflecting is the fourth steps that researcher was done. The

researcher tried to see and amuse again something that researcher has done. It was also know whether there was effect to the students' learning process. By reflection, the researcher analyzed and discussed result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decided that the next cycle focused on the weakness in preview cycle.

b. Cycle II

1) Planning

a) The researcher identified the problem and found the problem from the first cycle

b) The researcher prepared a lesson plan

c) The researcher prepared the material, method and strategy of teaching

d) The researcher prepared the source of learning

e) The researcher prepared format to observe

f) The researcher prepared the instrument of evaluation.

2) Acting

This stage designed on the basis of result of planning of cycle II.

3) Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

4) Reflecting

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Technique

In collecting the data, the writer used the following technique:

1. Observation

Observation is a monitoring and recording systematically to the phenomeonon that is investigates. Its mean that observation is a data. collection strategy in which the activities of subjects are visually examined

The purpose of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

2. Test

In this research the writer used test as data collection method to measure both of variables. The test was using students' writing. The

test was about descriptive text. In this research there are two kinds of test, they are pre-test and post-test. The material in pre-test and post-test are different but have same difficulties. The type of the test is written test.

a) Pre test

Pre test wasadministered before treatment was given to know how far the students writing descriptive text, especially for the material would be taught by the writer in this research. The researcher gave the students pretest by asking the students to answer the questions about descriptive text with used place as an object for describing tp assess the students' writing.

b) Post-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. This step was done after the treatment to know the improving of students' writing descriptive text by using Picture Word Inductive Model (PWIM). The test was similar to pre-test where the students were asked to describe object, but the topic which was given in the post-test and it was different with in the pre-test.

3. Field Notes

The writer used field notes to record activities during the teaching and learning of writing through Picture Word Inductive Model (PWIM) in the classroom. Including description of classroom atmosphere, students' attitude, and teacher's creativity in presenting the materials of writing.

4. Documentation

The researcher used documents which were taken from the data of the school such as total of the students, the teachers and the condition of the school.

F. Data Analysis method

1. The Analysis of Learning Result Data

After setting the data from the result of pre test and post test the researcher would analyze the data based on the limitation of the problem and objective of the research. To know whether there was any improving or not for the students writing descriptive text with using Picture Word Inductive Model (PWIM) strategy. After the students was given treatment. Then, the results were matched with the minimum mastery criteria (KKM) in the school. At the eighth graders of SMP Karya Bhakti Rantau Jaya, the minimum mastery criterion (KKM) for English subject is 68.

There some students were not successful in cycle 1, the researcher continued to conduct the cycle 2. In cycle 2 the students were

successful, so the cycles stopped because the students had achieved the minimum mastery criteria. its mean that, in cycle 2 all of the students were successful. It was not continue to other cycle. To found the average score, the data was analyzed by using:[29]

$$X = \frac{\sum X}{\sum N}$$

Explanation:

X = Mean or average score

∑N = the total number of cases

∑X = the number of students

G. The Indicator Of Success

The indicator of the successful took from the process and the result of the action research. The students ware called success if 60% students got 68 and 60% active in learning process.

[29] Donald, Ary, et.al, *Introduction to Research in Education*, (All Right Reserved: 2010), p.108.

CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

In this chapter, the reseacher would be present the result of the research. It includes the dokumentation of SMP Karya Bhakti Rantau Jaya Udik II, the result of the research and the interpretation of the research.

C. Description of Research Location

6. The History of SMP Karya Bhakti Rantau Jaya Udik II

SMP Karya Bhakti Rantau Jaya Udik II established in 2014 , For the first time SMP Karya Bhakti Rantau Jaya Udik II receive 2 classes with the total students are 60 students. The located of SMP Karya Bhakti Rantau Jaya Udik II is in desa Rantau Jaya Udik II , Sukadana, East Lampung.

The Head of SMP Karya Bhakti Rantau Jaya Udik II is Riza Andrian Zen, S.Pd.

Since SMP Karya Bhakti Rantau Jaya Udik II was established , he has been lead by the following principal;

Table 3

The principal of SMP Karya Bhakti Rantau Jaya Udik II

No	Name Of Headmaster	Period
1	Riza Andrian Zen, S.Pd.	2014-2017
2	Wahid Hasyim, S.Pd.I	2017-now

7. The Profil of SMP Karya Bhakti Rantau Jaya Udik II

Name of school : SMP Karya Bhakti Rantau Jaya Udik II

NPSN / NSS : 69921521/-

Province : Lampung

Regency : Kab. East Lampung

Sub district : Sukadana

Village : Rantau Jaya Udik II

Street : Desa Rantau Jaya Udik II

RT / RW : 003 /001

Post Code : 34194

Phone number : 082371046829

E-mail : smpkaryabhakti1@gmail.com

8. The Condition of Teacher and Official Employer in SMP Karya Bhakti Rantau Jaya Udik II

The total of teacher and official employer of SMP Karya Bhakti Rantau Jaya Udik II was 17 that could be identified in the table bellow:

Table 4

1. The Condition of Teacher and Official Employer in SMP Karya Bhakti Rantau Jaya Udik II in academic year 2017/2018

No	Teacher name	Level	Position
1	Wahid Hasyim, S.Pd.I	S1	HEADMASTER
2	Jumanto, S.Pd.	S1	Teacher
3	Marleny, S.Pd.I	S1	Teacher
4	Dewi Halimah, S.Pd.I	S1	Teacher
5	Endang Sriwahyuni, S.Pd.	S1 process	Teacher
6	Yulia fransisca Devi, S.Pd.	S1	Teacher
7	Evi Fitriana, S.Pd.	S1	Teacher
8	Eka Susiani,S.Pd.	S1	Teacher
9	Dyah Meita Sari,S.Pd.	S1	Teacher

10	Suladi,S.Pd.I	S1	Teacher
11	Rizki Riantina, A.Md.	D3	Teacher
12	Yesi Ariska, S.Pd.	S1	Teacher
13	Ary Marya Kristianasari	S1 process	Teacher
14	Made Harmini, S.Pd.	S1	Teacher
15	Drs. Istanto Sigit Triono	S2	Teacher
16	Siti Husnah, S.Pd.	S1	Teacher
17	Dhea Ayu Fatmarimba, S.Pd.	S1	Teacher

2. The students Quantity of SMP Karya Bhakti Rantau Jaya Udik II in Academic Year 2017 / 2018

The students quantity of SMP Karya Bhakti Rantau Jaya Udik II in academic year 2017/ 2018 is 100 that can be identified as follow:

Tabel 5

The students quantity of SMP Karya Bhakti Rantau Jaya Udik II in academic year 2017/ 2018

No	Class	Total
1	VII	20
2	VIII	28
3	IX	52
Total		100

3. The Building of SMP Karya Bhakti Rantau Jaya Udik II

SMP Karya Bhakti Rantau Jaya Udik II has following Buildings:

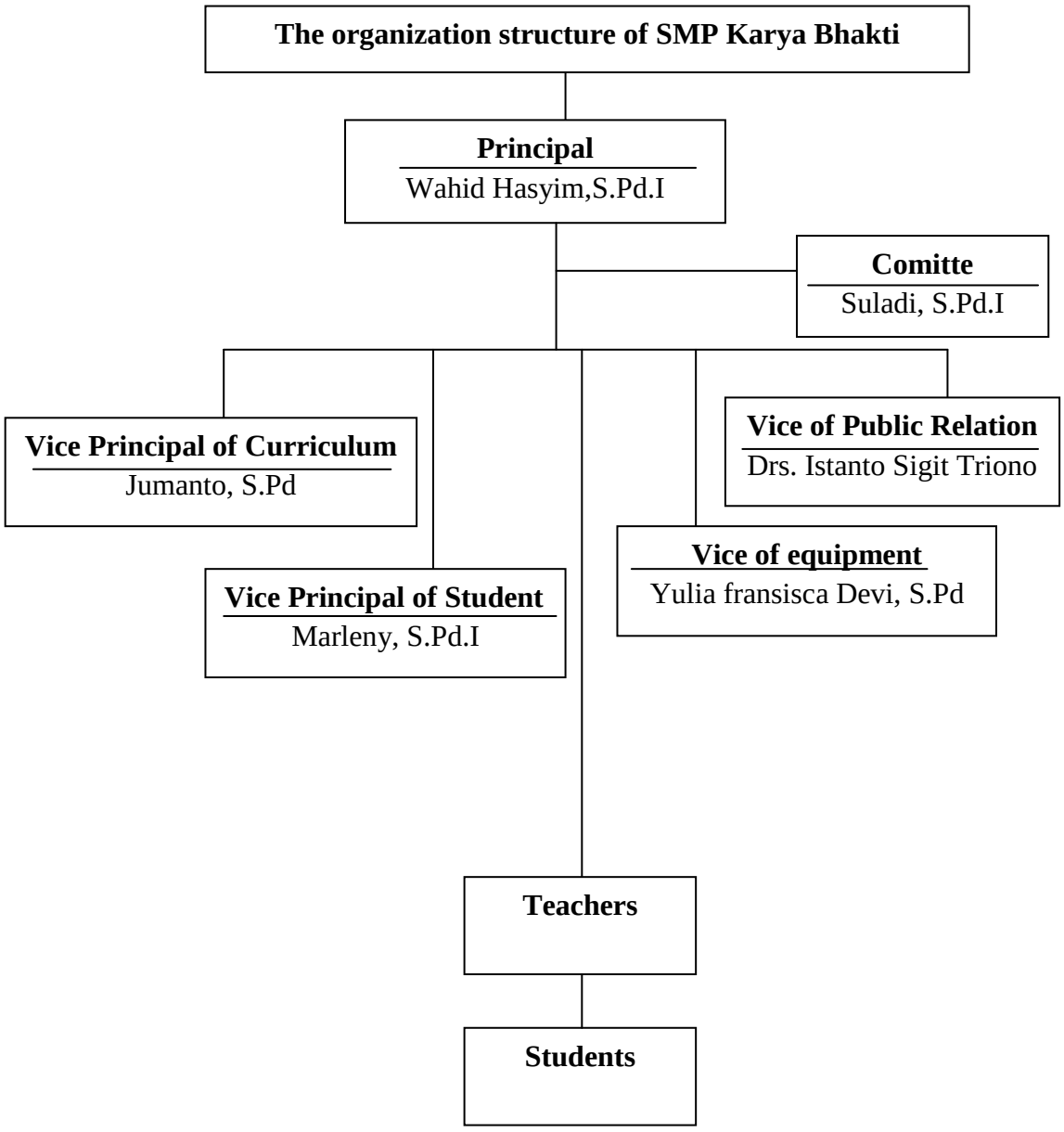
Tabel 6

The total Building of SMP Karya Bhakti Rantau Jaya Udik II

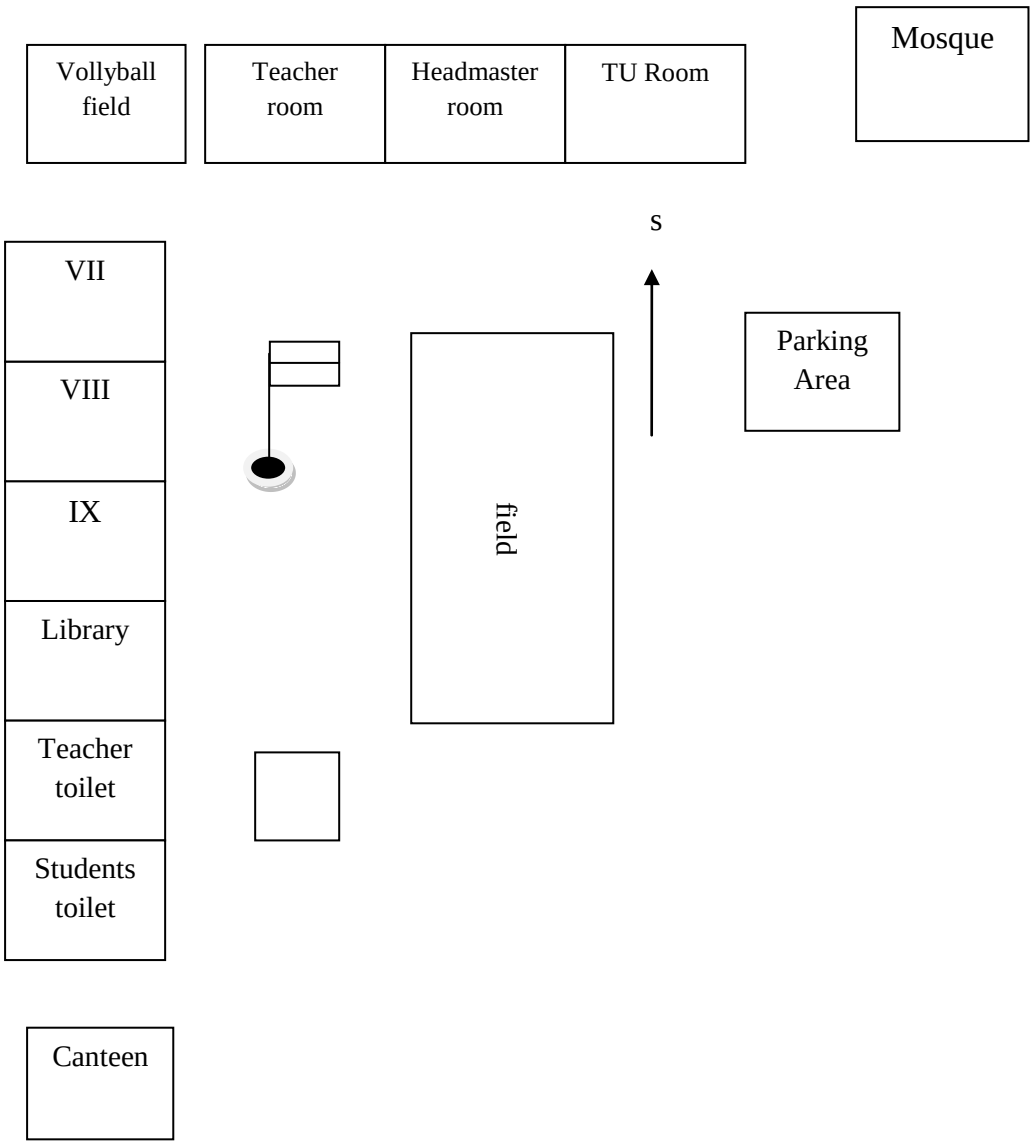
No	Facilities	Total (room)	size	Condition
1	Headmaster room	1	3 x 3	Good
2	Teacher room	1	6 x 6	Good
3	TU room	1	3 x 3	Good
4	Library	1	6 x 6	Good
5	UKS Room	1	3 x 3	Good
6	Mosque	1	10 x 10	Good
7	Teacher toilet	2	1,5 x 2	Good
8	Student toilet	2	2 x 1, 5	Good
9	Parking area	1	9 x 8	Good
10	Canteen	1	5 x 7	Good
11	Classroom	3	7.3 x 9	Good

4. The Organization Structure of SMP Karya Bhakti Rantau Jaya Udik II

figure 2



5. Skema SMP Karya Bhakti Rantau Jaya Udik II
figure 3



D. Description of the Research

This research used the action research approach, that had purpose to improve the activity and the study result of SMP Karya Bhakti Rantau Jaya Udik II is conducted in 2 cycles. The improving of the activity and the study result in this research is by using Picture Word Inductive Model (PWIM). The study result was gotten through test that was given to the students in the begin research and in the end every cycle, while the activity data was gotten from the observation when the learning activity was happened. The research conducted pre-test to know the students ability in writing descriptive text before giving treatment and it used as the comparison score with post-test. The students were given task to write a descriptive text. After they finished the pre-test , the researcher asked them to study about the material more . The result of the pre-test could be seen on the table below:

Table 7
Students' English writing score at the class VIII

No	Name	Pre-Test	Note
1	ADA	37	failed
2	AT	69	passed
3	DF	69	passed
4	DS	38	failed
5	DI	37	failed
6	EA	63	failed
7	EH	39	failed
8	HP	39	failed
9	IF	32	failed
10	IS	37	failed
11	JR	38	failed
12	JIW	29	failed

13	K	52	failed
14	LN	41	failed
15	MS	32	failed
16	NYS	49	failed
17	NA	50	failed
18	NH	64	failed
19	RS	37	failed
20	RR	57	failed
21	RF	46	failed
22	R	52	failed
23	SS	57	failed
24	SA	39	failed
25	VJS	42	failed
26	WS	43	failed
27	WS	41	failed
28	YS	67	failed
total score		1296	
Average		46,29	
highest score		69	
lowest score		29	

Based on the pre-test table, it can be inferred that all of the students got < 68. Here students mark of writing ability in descriptive text, as follow:

Table 8

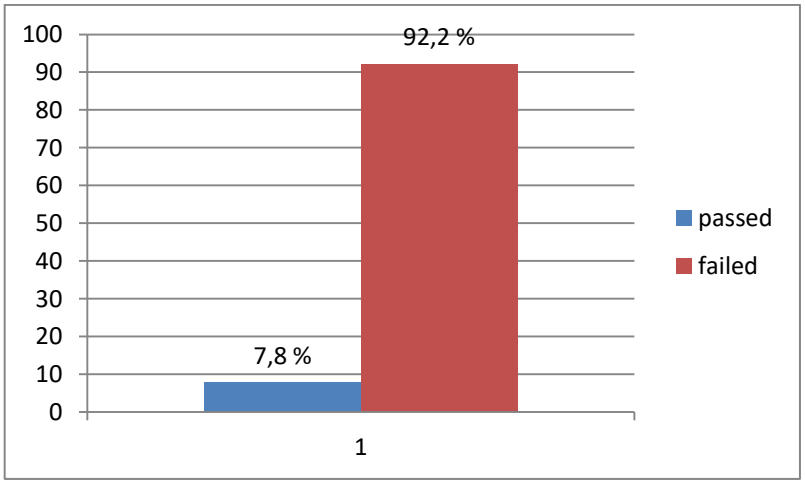
Students Mark of writing ability in descriptive text pre-test

No	Mark	Frekuency	Percentage	Category
1	≥68	2	7,8%	Passed
2	≤68	26	92,2%	Failed
Total		28	100%	

Based on the table above, it could be analyzed that there were 2 students (7,8%) who get a minimum score and 26 students (92,2%) who failed the pre-test. The lowest score in pre-test (29) and

the highest score was (69). It mean that the students did not fulfill the minimum score at SMP Karya Bhakti Rantau Jaya Udik II and the students writing ability in descriptive text was low. Bisedes, from the result of pre-test the research got avarege score 46. Therefore , it was the reason why the researcher used Picture Word Inductive Model (PWIM) as a strategy to improve the students' writing ability.

Figure 4
Graph of The Pre test



a. Cycle 1

Cycle 1 consist of planning, acting , observing and reflecting.

The following step of pre-test that did by the researcher ;

1. Planning

The first meeting was done on (october, 11 2017), it was open by praying, greeting , checking attendance list, and introducting the reseacher as a teacher for the students. At the day, the researcher has taken the students pre-test score.

Based on the pra-survey score, the researcher has identified and found there are some problem after taking the students pre-test score.

Therefore, the researcher and collabolator prepared several thing related the teaching and learning process such as the English subject lesson plan, material , media, writing test and observation sheet that contains about list of the students' names and activity during the English learning process.

2. Acting

The second meeting was treatment and the third meeting was post test 1. The researcher conducted the treatment and post test 1 on (october, 18 2017). in this meeting the researcher as an English teacher and Mrs Evi Vitriana,S.Pd as a collabolator. The researcher stated the meeting by praying , greeting , checking attendence list and asking the condition of the students'. Afterwards, the researcher gave the material of descriptive text.

At the beginning of teaching learning process, the researcher asked the students' about descriptive text. Someone of the students' knew about descriptive text. Secondly, the researcher explain about descriptive text. After that, the researcher gave the students' an example of descriptive text.

After that, the reasearher explain about the rule of Picture Word Inductive Model (PWIM) strategy. The researcher showed picture that represented a content topic. The researcher asked the students to tell what they saw in the picture. The researcher drew a line from the identified objectore area and led students into creating a title for the

picture word chart. After finishing, The researcher asked students to generate a sentence, sentences or paragraps about picture word chart related to the topic. The researcher students' guided the students' more active in learning process. The researcher gave some tema such as; tiger, rose , apple, forest, etc. After that the students just gave one tema. In the and meeting of meeting, the researcher gave feedback to the students' of learning process. The researcher gave motivation and informed to the students' about the activities in the next meeting.

After did the treatment, the researcher gave post test 1 to the students'. Then the researcher continued to give treatment again to the students', it was conducted (october, 19 2017), the post test was done to know how the students' writing ability after giving treatment.

In the post test 1, (october, 18 2017) students' who got good mark, but the result of the students' was better than the students' test before giving treatment. In this season, the researcher got the result of students' post test 1 in cycle 1. The result can be seen, as follow;

Table 9
Post test 1 score of writing ability in descriptive text.

no	Name	post test 1	Note
1	ADA	45	Failed
2	AT	69	Passed
3	DF	70	Passed
4	DS	43	Failed
5	DI	46	Failed
6	EA	69	Passed

7	EH	43	Failed
8	HP	68	Passed
9	IF	34	Failed
10	IS	60	Failed
11	JR	48	Failed
12	JIW	47	Failed
13	K	57	Failed
14	LN	49	Failed
15	MS	36	Failed
16	NYS	69	Passed
17	NA	45	Failed
18	NH	41	Failed
19	RS	44	Failed
20	RR	69	Passed
21	RF	59	Failed
22	R	55	Failed
23	SS	68	Passed
24	SA	68	Passed
25	VJS	53	Failed
26	WS	51	Failed
27	WS	47	Failed
28	YS	69	Passed
total score		1522	
average		54,34	
highest score		70	
lowest score		34	

Based on the table above, there were (9) students' ≥ 68 and (19) students' got < 68, the following were the table of students' score mark of post test 1 :

Table 10

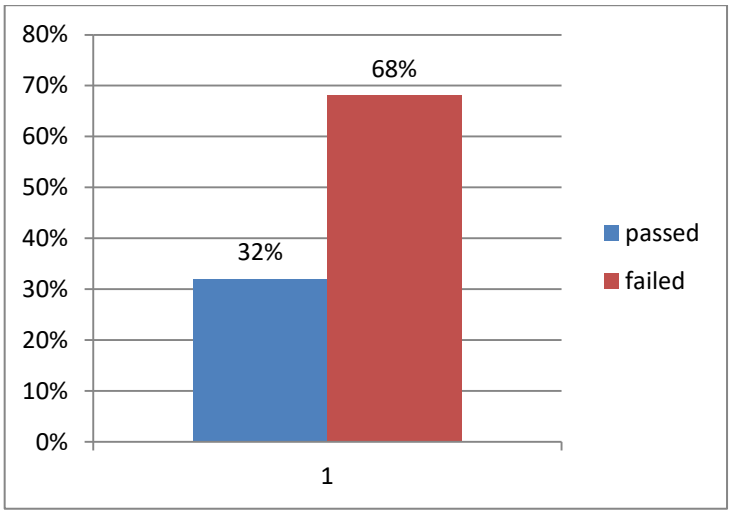
Students' Mark of post-test 1 of writing ability in descriptive text

No	mark	frequency	precentage	Category
1	≥68	9	32%	Passed
2	<68	19	68%	Failed
total students'		28	100%	

From the table above, it could be analyzed that the students' average score was (54,34). the higest score (70), and the lowest score was (34). based on the minimum mastery criterion (KKM), there was (9) on post test 1 got score ≥ 68. It mean that in cycle 1 the students' achievment could improve enough, but it was not successfull yet.

Figure 5

Graph of The Post test 1



3. Observing

In the observing of the researcher action, the collabolator observed the students' activities. The reseacher as the teacher gave material about write a descriptive text and trained the by using Picture Word Inductive Model (PWIM) as a strategy in learning process.

In learning process, there were five measurment used and mentioned to know the students' activy. Every students who has

active in learning process gave thick in observation sheet. Then, the students who didnot active in learning process, let the observation sheet empty.

It could be seen on appendix, the indicators of the students activies were :

a. The students pay attention of the teacher explanation
b. Giving respond
c. Participating in learning process
d. Following teacher instruction
e. Making notes

The result of the students' learning activities could be seen, as follow ;

Table 11
The students activities in cycle 1

No	Students Activities	Frequency	Precentage
1	pay attention to teacher explanation	16	57,7
2	Giving respond	5	17,9
3	Participating in learning process	6	21,4
4	Following teacher instruction	14	50
5	Making notes	26	92,8
total students		28	

The table showed that not all the students active in learning process. There were 16 students' (57,7%) who gave attention to the teacher explanation 5 students'(17,9%) who gived respond, 6 students' (21,4%) Participating in learning process , 14 students' (50%) followed teacher instruction, and 26 students' (92%) could make descriptive text.

4. Reflecting

Based on the result, it can be said that Picture Word Inductive Model (PWIM) has positive effect to the students' in teaching learning process, and it can be seen from cycle 1 although the students' who got the score more than 68 only, but there was an improvement.

Although there were improvement of the result from cycle 1, but the teaching learning process by using Picture Word Inductive Model (PWIM) strategy had achived criteria mastery learning process of the research yet. This failure can be seen who got score more than 68 were less 50%. It can be concluded that cycle 1 was not successful yet because the indicator succes was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle 2

The cycle 2 was semilary with cycle 1. It devided into planning, acting, observing and reflecting. It would be explained more, as follows;

1) Planning

Based on observation and reflection in cycle 1, it showed that cycle 1 was successful yet. Therefore, the researcher and collabolator tried to revise the learning process in cycle 2. The research prepared lesson plan, material, media, answer sheet, observation sheet and the test for post test II.

2) Acting

The description of teaching and learning process in cycle 2 was not different from the previous cycle. In each treatment, the research tried to make students' more active. The implementation of this step was conducted in two meetings, namely: treatment and post test.

The treatment in cycle 2 was conducted on october 25 2017. It was started by greeting and asking the sudents' condition. The resercher as a teacher explained the material about descriptive text. The teacher asked to the students' to mention about example of descriptive text, the generic stucture of descriptive text and the leanguage feature of descriptive text. The teacher explained more about descriptive text to the students and the teacher tried to make an example of descriptive text with the students. The teacher tried again applied Picture Word Inductive Model (PWIM) strategy for the students', then teacher asked them to make descriptive text based on the theme that they have choosen. In the and of meeting, teacher closed the meeting and give motivation to the students' to study hard.

After giving treatment in cycle 1 and 2 , the researcher conducted post test on october 25 2017. It was same type in cycle 1. After students' finish the test, the researcher analyzed the result of the students' in post test 2. The result of post test 2 could be seen on table bellows;

Table 12

The result of post test 2 of students' writing ability in descriptive text.

no	Name	post test 2	Note
1	ADA	61	Failed
2	AT	77	Passed
3	DF	75	Passed
4	DS	57	Failed
5	DI	61	Failed
6	EA	74	Passed
7	EH	69	Passed
8	HP	69	Passed
9	IF	59	Failed
10	IS	72	Passed
11	JR	69	Passed
12	JIW	60	Failed
13	K	75	Passed
14	LN	60	Failed
15	MS	72	Passed
16	NYS	71	Passed
17	NA	68	Passed
18	NH	70	Passed
19	RS	57	Failed
20	RR	71	Passed
21	RF	74	Passed
22	R	68	Passed
23	SS	73	Passed
24	SA	70	Passed
25	VJS	69	Passed
26	WS	64	Failed
27	WS	73	Passed
28	YS	75	Passed
total score		1913	
Average		68,32	
highest score		77	
lowest score		57	

Based on the table bellow, there was 20 students' got ≥ 68 and 8 students' got < 68. The following were the table of the students' score mark of post tes II

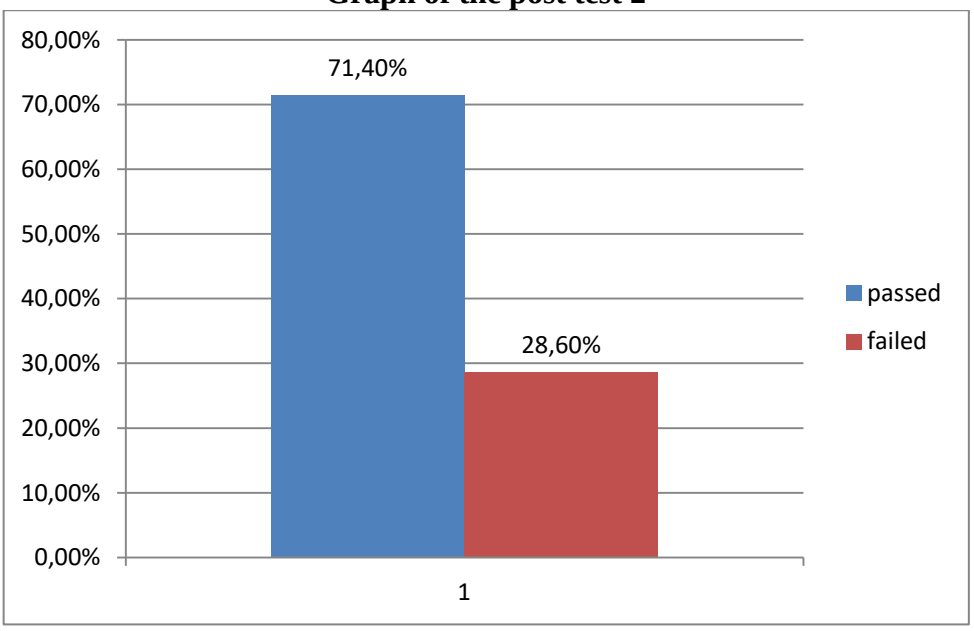
Table 13
Students' mark of post test II

No	Mark	Frekuency	Percentage	Category
1	≥68	20	71,4%	passed
2	<68	8	28,6%	failed
Total		28	100%	

Based on the table above, it could be seen that the students' average score in post test II was 68,32 the highest score was 77 and the lowest score was 57 most of the students' could improve their writing ability in descriptive text. It mean that cycle 2 was succesfull.

Figure 6

Graph of the post test 2



3) Observing

The observation on the students' activity is conducted when the learning process was continuing. It was conducted by the collabolator

by using the observation sheet. The data of the observation sheet can be seen from the result of the observation students' activities which has been improving poin from cycle 1 to cycle 2.

The data of the students' activity can be seen in the table bellow;

Table 14
The result of the students' activity in the learning process in cycle 2

No	Students Activities	Frequency	Precentage
1	pay attention to teacher explanation	26	92,85
2	Giving respond	10	35,71
3	Participating in learning process	13	46,42
4	Following teacher instruction	18	64,28
5	Making notes	28	100
total students		28	

The data above explained that who paid attention to the teacher explanation were 26 (92,85%). Students were Giving respond, they were 10 (35,71%). The students' activity in learning process and followed teacher instuction had 13 (46,42%%) and 18 (64,28%) students'. The most improving reached out of all the students' 28 (100%) could make descriptive text .

4) Reflcting

According the result of the observation above, it can be inferred that the result of using Picture Word Inductive Model (PWIM) strategy was good. The researcher checked the students' score before and after using Picture Word Inductive Model (PWIM) as the strategy for teaching learning process. The researcher found the significant improvement in students' score in writing ability aspicially in descriptive text. The comparison between the students' score at pre-

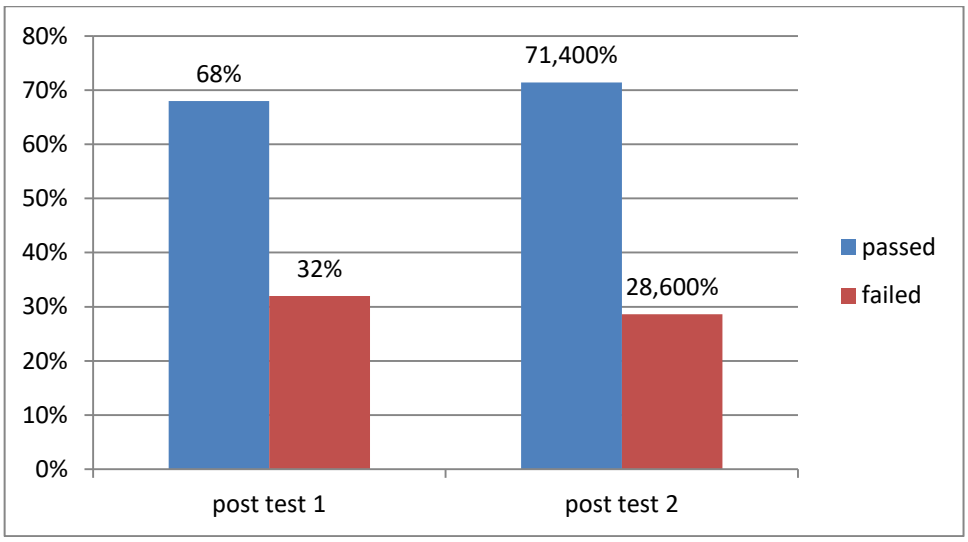
test, post-test 1 and post test 2 has taken. All students' got improvement score in cycle 2.

Table 15
The comparison between the students' score at post-test 1 and post-test 2.

no	Name	post test 1	post test 2	Increasing	increasing presentage	Explanatiom
1	ADA	45	61	16	57,14	Improved
2	AT	69	77	8	28,57	Improved
3	DF	70	75	5	17,85	Improved
4	DS	43	57	14	50	Improved
5	DI	46	61	15	53,57	Improved
6	EA	69	74	5	17,85	Improved
7	EH	43	69	26	92,86	Improved
8	HP	68	69	1	3,57	Improved
9	IF	34	59	25	89,28	Improved
10	IS	60	72	12	42,85	Improved
11	JR	48	69	21	75	Improved
12	JIW	47	60	13	46,42	Improved
13	K	57	75	18	64,28	Improved
14	LN	49	60	11	39,28	Improved
15	MS	36	72	36	128,57	Improved
16	NYS	69	71	2	7,14	Improved
17	NA	45	68	23	82,14	Improved
18	NH	41	70	29	103,57	Improved
19	RS	44	57	13	46,42	Improved
20	RR	69	71	2	7,14	Improved
21	RF	59	74	15	53,57	Improved
22	R	55	68	13	46,42	Improved
23	SS	68	73	5	17,85	Improved
24	SA	68	70	2	7,14	Improved
25	VJS	53	69	16	57,14	Improved
26	WS	51	64	13	46,42	Improved
27	WS	47	73	26	92,85	Improved
28	YS	69	75	6	21,42	Improved
total score		1522	1913	391	1396,31	
average		54,34	68,32	13,96	49,87	

Based on the table of the comparion of students' score in post-test 1 and post-test 2 above, shows that the result of the students' writing ability in descriptive text in post test 2 was successful and the cycle able to stoped until cycle 2.

Figure 7
Graph of post-test 1 and post test 2



3. **Interpretation**

A. Cycle 1

In this research, a researcher gave the students pre-test individually for the purpose to investigate the students' writing ability in descriptive text before giving a treatment. In the pre-test, there were 2 students' (7,8%) who get a minimum score and 26 students' (92,2%) who failed the pre-test. Futhermore, the lowest score in pre-test was 29 and the highest score was 69.

After did the pre-test, the researcher gave the treatment to the students' in cycle 1. The treatment was coonducted by teaching the

students' by using Picture Word Inductive Model as the strategy. Futhermore, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterward, by analizingg the result of the post-test 1, the researcher conducted there ware 9 students' (32%) students' passed the post-test 1, the lowest score was 34 and the highest score was 70 and the average score was 54,34 .

From the result of students' score in pre-test and post-test 1, there was an improvment from the result score. It could be seen from the average score in pre-test 46,29 and post-test 1 was 54,34. Although there was an improvement of the students' achievement, cycle 1 was not successful yet because only 9 students' (32%) who passed in post-test 1. It means that cycle 1, the students' achievement could improve enough but it was not successful because the indicator of successful was not reached yet.

B. Cycle 2

After analyzing the students' score in the post-test of cycle 1, the research had to conduct the next cycle because only 9 students' (32%) passed the test and got the score ≥68.

In the next cycle, the researcher gave the treatment then post-test 2. Futhermore, the researcher analyzed the result of post-test 2 and inferred that there were 20 students' (71,4%) passed the test because they got >68. In this post test, the lowest score was 57, the higghest score was 77, and the average score was 68,32.

From the result of the students' score from post-test 2, it could be conducted that there were improve score. The average score could be seen on the average score. The average score in the post-test 1 and post-test 2 54,34 were and 68,32. In the pre-test, post-test 1 and post-test 2, the total students' who got the score ≥ 68 were 2, 9, and 20 students'. Because the achievement of the students' had improved enough and the indicator of successful was reached, the researcher was successful and could stop in cycle 2.

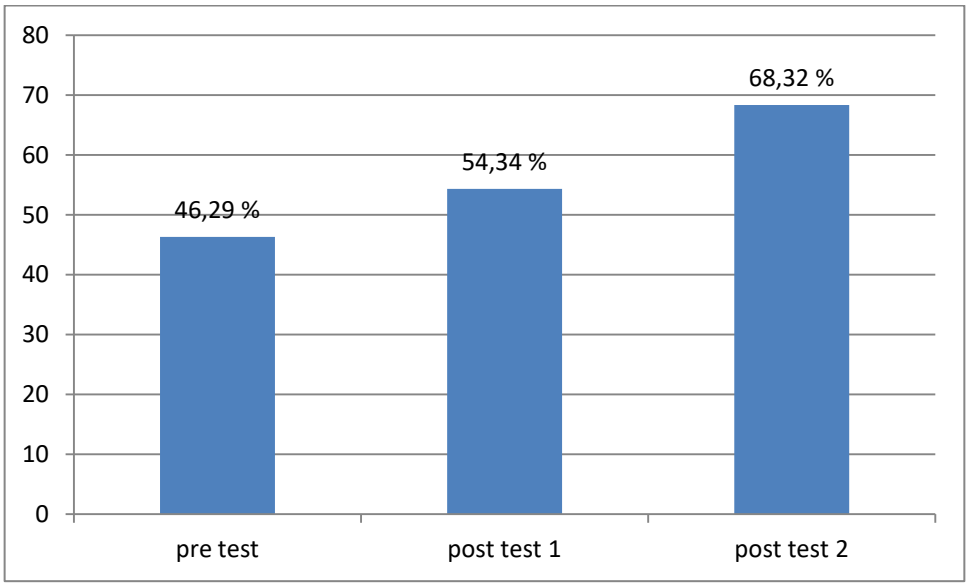
Table 16
Students score in pre-test, post-test 1 and post-test 2

No	name	pre-test	post-test 1	post-test 2	criteria
1	ADA	37	45	61	Improved
2	AT	69	69	77	Improved
3	DF	69	70	75	Improved
4	DS	38	43	57	Improved
5	DI	37	46	61	Improved
6	EA	63	69	74	Improved
7	EH	39	43	69	Improved
8	HP	39	68	69	Improved
9	IF	32	34	59	Improved
10	IS	37	60	72	Improved
11	JR	38	48	69	Improved
12	JIW	29	47	60	Improved
13	K	52	57	75	Improved
14	LN	41	49	60	Improved
15	MS	32	36	72	Improved
16	NYS	44	69	71	Improved
17	NA	50	45	68	Improved
18	NH	64	41	70	Improved
19	RS	37	44	57	Improved
20	RR	57	69	71	Improved
21	RF	46	59	74	Improved

22	R	52	55	68	Improved
23	SS	57	68	73	Improved
24	SA	39	68	70	Improved
25	VJS	42	53	69	Improved
26	WS	43	51	64	Improved
27	WS	41	47	73	Improved
28	YS	67	69	74	Improved
total score		1296	1522	1913	
average		46,29	54,34	68,32	

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improvement of the students' score. It could be seen from the average 46,29 pre-test. In post-test 1 the average was 54,34 and the average in post-test 2 became 68,32. Therefore, the researcher concluded that the research was successful bacause the indicator of successful in this research has been achieved. The graph of the result of pre-test, post-test 1 and post-test 2.

Figure 8
Graph of the result of pre-test, post-test 1 and post-test 2



Based on the graph above , it can be conclude that using Picture Word Inductive Model (PWIM) as a strategy can improve the students' writing ability in descriptive text. It can be seen from the improvement score of pre-test, post-test 1 and post-test 2.

The students' learning activities in cycle 1 and cycle 2.

The students' learning activities data was gotten from the whole sudents' learning activities on observation sheet. The table as bellow:

Table 17
The table of students' activities in cycle 1 and cycle 2

No	Name	cycle 1		cycle 2		increasing
		f	precentage	f	precentage	
1	pay attention to teacher explanation	16	57,7	26	92,85	35,15
2	Giving respond	5	17,9	10	35,71	17,81
3	Participating in learning process	6	21,4	13	46,42	25,02
4	Following teacher instruction	14	50	18	64,28	14,28
5	Making notes	26	92,8	28	100	7,2

Based on the result above, it could be concluded that there was an improvement of students' learning activities during the study time cycle be cycle by using Picture Word Inductive Model (PWIM) strategy. It could be seen from the average result oof students' observation sheet in cycle 1 and cycle 2. In cycle 1 the average 47,13 and became 80,76 in cycle 2. It means that Picture Word Inductive Model (PWIM) strategy had positive effect toward the teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering all data gathered from this classroom action research, the researcher has drawn up some conclusion of the research and some suggestion that support the research result.

A. CONCLUSION

Based on the result of the result and interpretation, the research would like to conclude the research as follow:

Using Picture Word Inductive Model (PWIM) as a strategy especially English subject was very effective to improve the students' writing ability in descriptive text at the eighth grade of SMP Karya Bhakti Rantau Jaya Udik II east lampung. Even though in cycle 1 the students' writing ability in descriptive text still poor in their score, but on the cycle 2 most of the students' could achieve the target of CMI.

It can be seen from the average score from pre-test was 46,29, post-test 1 was 54,34 and became 68,32 in post-test 2. In other word the students' result improved 13,98 from cycle 1 to cycle 2. From the students' result observation sheet, it can be seen that the result of observation sheet in cycle 1 67 became 95 in cycle 2. In other word the students' result of observation sheet improved 28 from cycle 1 to cycle 2. It means that by using Picture Word Inductive Model (PWIM) students' can improve their writing ability in descriptive text.

B. SUGGESTION

Referring to the data and the documentation in the previous chapter, the researcher finally comes the following suggestion:

a. For the students'

1. Writing is practice, don't be shy to express idea when the teaching learning was done.
2. By using Picture Word Inductive Model (PWIM) strategy, the students' are hoped more active in group to express their writing.

b. For the teacher

Teacher as motivator should always encourage their students' to produce better writing by giving much exercise to write a descriptive text. Teacher should always remember that only by practicing make students' writing well.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMP Karya Bhakti
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan	1. Teks fungsional pendek berupa : • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa • Kalimat sederhana - mengundang - mengumumkan - menyampaikan pesan 3.Kosa kata - Kata terkait	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang Menyusun kata acak Essay	*1. Complete the following sentence / text using suitable word / words* *2. Arrange the word into good senten-ces.* *3. Write simple sen-tences based on the situation given* *4. Write an invita-tion/ an announ-cement / messa-ge based on the situation given.*	4 x 40 menit	1. Buku teks yang relevanContoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
sekitar 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk	tema dan jenis teks 4.Tanda baca 5. Spelling 1. Teks rumpang berbentuk - *descriptive* - *recount* 2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense 3. Kosa kata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb 4. Tanda Baca,	berdasarkan konteks 1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount. 2. Menulis kalimat yang berdasarkan yang terkait jenis teks descriptive dan recount gambar/realia. 3. Melengkapi rumpang dalam teks descriptif dan recount	1. Melengkapi rumpang teks essai pendek berbentuk *descriptive* 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptivedan recount.* 3. Menulis teks essai dalam bentuk a. *descriptive dan recount* .	Tes tulis Tes tulis Tes tulis	*1. Completion* *2. Jumbled sentences* *3. Essay*	*1. Complete the paragraph using the suitable words.* *2.Rearrange the Following sentences correctly.* *3.Write an essay* *a. describing something or a certain place.* *b. Telling what you did last*	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
descriptive dan *recount*	Spelling	dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu. 5. Membuat draft teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.				*Sunday*		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Rantau Jaya Udik II, Juli 2017

Mengetahui
Guru Mata Pelajaran

EVI VITRIANA

Guru Praktikan

ENDANG SRI WAHYUNI
NPM. 13107167

Mengetahui
Kepala SMP Karya Bhakti

YAYASAN KARYA BHAKTI * RANTAU JAYA UDIK II * SMP KARYA BHAKTI LAM-TIM

WAHID HASYIM, S.Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP KARYA BHAKTI
Kelas/Semester : VIII / 1
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive text
Alokasi Waktu : 2 x 40 menit (2 x pertemuan)

A. Kompetensi Dasar

Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

B. Indikator Pencapaian Kompetensi

1. Mengidentifikasi informasi/makna yang terdapat dalam text berbentuk descriptive dan recount.
2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks descriptive dan recount.

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi informasi/makna yang terdapat dalam text berbentuk descriptive dan recount.
2. Siswa mampu mengidentifikasi tujuan komunikatif dan langkah retorika teks descriptive dan recount.

D. Materi Ajar

Teks tulis yang menggunakan ungkapan untuk menyatakan keberadaan orang, benda dan binatang.

Struktur teks

- Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
- Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (Enam) kalimat.

Unsur kebahasaan

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*).
- Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.
- Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
- Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata,
- Intonasi, Ejaan dan tanda baca
- Tulisan tangan

E. Metode Pembelajaran

1. Pendekatan : Diskusi

F. Media, Alat and Sumber Pembelajaran

- **Alat : Boardmarker, Whiteboard**
- **Sources :**
  - **LKS Bahasa Inggris Galileo**
  - **Internet**

H. Kegiatan Pembelajaran :

1. Kegiatan Pendahuluan

- **Apersepsi and Motivation :**
  - Guru memberi salam dengan senyuman.
  - Guru menanyai kabar siswa.
  - Guru mengecek kehadiran siswa.
  - Guru memberikan motivasi sebelum memulai pelajaran.
  - Guru menghubungkan pelajaran dengan pengalaman siswa dengan kehidupan siswa sehari-hari.

2. Kegiatan Inti

- ***Exploration***
  - Guru meminta siswa untuk mengamati, Siswa melihat gambar di buku wajib siswa, mendengar dan menyimak guru menjelaskan tentang keberadaan orang, benda, dan binatang.
  - Guru bertanya kepada siswa tentang pertanyaan yang berkaitan dengan materi tentang keberadaan orang, benda, binatang, dan dengan bimbingan guru, peserta didik bertanya tentang kata-kata baru yang mereka temukan.
  - Guru meminta siswa untuk mengumpulkan Informasi mendengarkan dan menyimak banyak contoh dari macam-macam ungkapan terkait keberadaan orang, benda, binatang,
- ***Elaboration***
  - Guru meminta siswa untuk menirukan contoh-contoh dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
  - Guru menjelaskan dan membimbing siswa dalam mengidentifikasi ciri-ciri (fungsisosial, strukturteks, dan unsure kebahasaan) terkait keberadaan orang, benda, binatang, keberadaan orang, benda, binatang, dengan tepat dan benar.

- Guru meminta siswa berusaha menggunakan bahasa Inggris untuk menyatakan keberadaan orang, benda, binatang, keberadaan orang, benda, binatang, yang terjadi secara rutin.
- Guru meminta siswa membandingkan membuat ungkapan keberadaan orang, benda, binatang, menggunakan bahasa Inggris dengan Bahasa Indonesia.

➢ ***Confirmation***

- Guru memberikan feedback kepada siswa dengan memberikan point nilai bagi yang telah mempresentasikan deskriptifnya.
- Guru menyempurnakan teks descriptive yang telah dibuat siswa.
- Guru menanyai siapa siswa yang belum paham tentang materi deskriptif.

3. Kegiatan Penutup

- Siswa diminta untuk membuat kesimpulan tentang materi yang disampaikan guru.
- Guru meminta siswa mendeskripsikan gambar yg terdapat di lembar kerja post-test
- Guru meminta siswa mengumpulkan lembar kerja post-test
- Guru memberi kesimpulan tentang materi pembelajaran.
- Guru memberi motivasi siswa agar giat belajar.
- Guru menutup pelajaran dengan mengucap salam dan see you.

Penilaian Hasil Pembelajaran

Kriteria Penilaian

1. Tingkat ketercapaian fungsi social tentang menyatakan kemampuan melakukan suatu tindakan serta responnya.
2. Tingkat ketepatan unsur kebahasaan: keaslian penulisan, pilihan kosa kata, penulisan kosa kata, dan kerapihan tulisan.
3. Sikap peduli, disiplin, percaya diri dan kerjasama yang menyertai tindakan yang menyatakan kemampuan melakukan suatu tindakan serta responnya.

Cara Penilaian

1. Kinerja (praktik)

   Simulasi atau bermain peran (role play) dalam bentuk interaksi dengan menyatakan tentang kemampuan melakukan suatu tindakan beserta responnya.

2. Tes Tertulis

   Membaca dan menulis percakapan yang menuntut pemahaman dan kemampuan yang menghasilkan teks dialog tentang tindakan yang menyatakan kemampuan melakukan suatu tindakan serta responnya.

Mengetahui
GURU MATA PELAJARAN

EVI VITRIANA

Rantau Jaya Udik II, Juli 2017
GURU PRAKTIKAN

ENDANG SRI WAHYUNI
NPM. 13107167

Mengetahui
Kepala SMP KARYA BHAKTI, Rantau Jaya Udik II

WAHID HASYIM, S.Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP KARYA BHAKTI
Kelas/Semester : VIII / 1
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive Text
Alokasi Waktu : 2 x 40 menit (2 x pertemuan)

A. Kompetensi Dasar

Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount.*

B. Indikator Pencapaian Kompetensi

1. Mengidentifikasi informasi/makna yang terdapat dalam text berbentuk descriptive dan recount.
2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks descriptive dan recount.

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi informasi/makna yang terdapat dalam text berbentuk descriptive dan recount.
2. Siswa mampu mengidentifikasi tujuan komunikatif dan langkah retorika teks descriptive dan recount.

D. Materi Ajar

Descriptive Text is a text which describes a particular person, place or subject. A descriptive text consists of:

- Identification which identifies the person, place or object described.
- Description which describes parts, qualities and characteristics of the person, place or object.

My Shaun the Sheep Bolster

identifiction

I got a surprise this morning. My uncle visited our house and he brought me a bolster with the head of Shaun the sheep on it. The head is completed with its long ears and wide stupid eyes. I bet you know about this funny character.

description

This new bolster is made of soft fabric. When I touch it, it feels like touching woolly fabric, soft and fluffy. The lenght of the bolster is about a meter. The lower parts's colour is black,while the upper part is white. The bolster has two front legs, but strangely it doesn't have back legs.

E. Metode Pembelajaran

1. Pendekatan : Diskusi

2. Strategi : Picture Word Inductive Model (PWIM)

F. Media, Alat and Sumber Pembelajaran

- **Alat : Boardmarker, Whiteboard**
- **Sources :**
  - **LKS Bahasa Inggris Galileo**
  - **Internet**

I. Kegiatan Pembelajaran :

1. Kegiatan Pendahuluan

- **Apersepsi and Motivation :**
  - Guru memberi salam dengan senyuman.
  - Guru menanyai kabar siswa.
  - Guru mengecek kehadiran siswa.
  - Guru memberikan motivasi sebelum memulai pelajaran.

- Guru menghubungkan pelajaran dengan pengalaman siswa dengan kehidupan siswa sehari-hari.

2. Kegiatan Inti

- ***Exploration***
  - Guru menunjukan gambar dan meminta siswa untuk Menyebutkan ciri-ciri/bentuk yg terdapat dalam gambar tsb.
  - Guru mengajak siswa membaca text tentang My Shaun the Sheep Bolster
  - Guru bersama siswa mencari kata-kata yang sulit untuk dilafalkan dan murid menirukan pengucapan.
  - Guru membahas contoh descriptive text yang telah dibaca bersama-sama.
- ***Elaboration***
  - Guru memberikan materi descriptive text
  - Guru memberikan contoh singkat descriptive text**.**
  - Guru memberikan vocabularies tentang kharakteristik people, animal, thing atau place.
  - Guru mengajak siswa untuk mendeskripsikan binatang kesayangannya (describe your pet).
  - Guru memberikan kesempatan kepada siswa untuk mempresentasikan contoh deskripsi teks yang telah siswa buat di depan kelas.
- ***Confirmation***
  - Guru memberikan feedback kepada siswa dengan memberikan point nilai bagi yang telah mempresentasikan deskriptifnya.
  - Guru menyempurnakan teks descriptive yang telah dibuat siswa.
  - Guru menanyai siapa siswa yang belum paham tentang materi deskriptif.

3. **Kegiatan Penutup**
   - Siswa diminta untuk membuat kesimpulan tentang materi yang disampaikan guru.
   - Guru meminta siswa mendeskripsikan gambar yg terdapat di lembar kerja post-test
   - Guru meminta siswa mengumpulkan lembar kerja post-test
   - Guru memberi kesimpulan tentang materi pembelajaran.
   - Guru memberi motivasi siswa agar giat belajar.
   - Guru menutup pelajaran dengan mengucap salam dan see you.

J. Penilaian

1. **Tehnik** **:** Tes tertulis, Performance.
2. **Tipe** **:** Test
3. **Instrument** **:**Mendeskripsikan tentang orang, hewan, dan buah buahan.

Choose one of three topic and create a descriptive text based on the picture you choose!

a. My lovely family	b. My lovely pet	c. My Favorite fruit

Create your descriptive text based on the generic structure

Answer : ……

……

……

……

……

……

Instrument Penilaian Tertulis

No	Aspek penilaian	Nilai	Hasil akhir
1.	Content	0-24	
2.	Organization	0-20	
3.	Dicourse	0-20	
4.	Syntax	0-12	
5.	Vocabulary	0-12	
6.	Mechanics	0-12	
	Jumlah	**100**	

Hasil Penilaian

Penilaian Tertulis = ---------- x 100 =

100

Mengetahui

GURU MATA PELAJARAN

EVI VITRIANA

Rantau Jaya Udik II, Juli 2017

GURU PRAKTIKAN

ENDANG SRI WAHYUNI

NPM. 13107167

Mengetahui

Kepala SMP Karya Bhakti Rantau Jaya Udik II

WAHID HASYIM, S.Pd.I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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Kelas/Semester : VIII / 1
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B. Indikator Pencapaian Kompetensi

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E. Metode Pembelajaran

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  - **Internet**

K. Kegiatan Pembelajaran :

1. Kegiatan Pendahuluan

- **Apersepsi and Motivation :**
  - Guru memberi salam dengan senyuman.
  - Guru menanyai kabar siswa.
  - Guru mengecek kehadiran siswa.
  - Guru memberikan motivasi sebelum memulai pelajaran.
  - Guru menghubungkan pelajaran dengan pengalaman siswa dengan kehidupan siswa sehari-hari.

2. Kegiatan Inti

- ***Exploration***
  - Guru menunjukan gambar dan meminta siswa untuk Menyebutkan ciri-ciri/bentuk yg terdapat dalam gambar tsb.
  - Guru mengajak siswa membaca text tentang My Shaun the Sheep Bolster
  - Guru bersama siswa mencari kata-kata yang sulit untuk dilafalkan dan murid menirukan pengucapan.
  - Guru membahas contoh descriptive text yang telah dibaca bersama-sama.
- ***Elaboration***
  - Guru memberikan materi descriptive text
  - Guru memberikan contoh singkat descriptive text**.**
  - Guru memberikan vocabularies tentang kharakteristik people, animal, thing or place.
  - Guru mengajak siswa untuk mendeskripsikan binatang kesayangannya (describe your pet).
  - Guru memberikan kesempatan kepada siswa untuk mempresentasikan contoh deskripsi teks yang telah siswa buat di depan kelas.
- ***Confirmation***
  - Guru memberikan feedback kepada siswa dengan memberikan point nilai bagi yang telah mempresentasikan deskriptifnya.
  - Guru menyempurnakan teks descriptive yang telah dibuat siswa.
  - Guru menanyai siapa siswa yang belum paham tentang materi deskriptif.

3. Kegiatan Penutup

- Siswa diminta untuk membuat kesimpulan tentang materi yang disampaikan guru.

- Guru meminta siswa mendeskripsikan gambar yg terdapat di lembar kerja post-test
- Guru meminta siswa mengumpulkan lembar kerja post-test
- Guru memberi kesimpulan tentang materi pembelajaran.
- Guru memberi motivasi siswa agar giat belajar.
- Guru menutup pelajaran dengan mengucap salam dan see you.

L. Penilaian

1. **Tehnik** **: -** Tes tertulis, Performance.
2. **Tipe** **:** Test
3. **Instrument** **:**Mendeskripsikan tentang orang, hewan, dan buah buahan.

Choose one of three topic and create a descriptive text based on the picture you choose!

a. My lovely family	b. My lovely pet	c. My Favorite fruit

Create your descriptive text based on the generic structure

Answer : ……
……
……
……
……
……

Instrument Penilaian Tertulis

No	Aspek penilaian	Nilai	Hasil akhir
1.	Content	0-24	
2.	Organization	0-20	
3.	Dicourse	0-20	
4.	Syntax	0-12	

5.	Vocabulary	0-12	
6.	Mechanics	0-12	
	Jumlah	**100**	

Hasil Penilaian

Penilaian Tertulis = ---------- x 100 =
100

Mengetahui
GURU MATA PELAJARAN

EVI VITRIANA

Rantau Jaya Udik II, Juli 2017
GURU PRAKTIKAN

ENDANG SRI WAHYUNI
NPM. 13107167

Mengetahui
Kepala SMP Karya Bhakti Rantau Jaya Udik II,

WAHID HASYIM, S.Pd.I

WRITING ABILITY OBSERVATION GUIDANCE

Day/Date : Wednesday/11 october 2017..... Meeting : I.....

Class : .VIII..... Cycle : .....

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Apri Dwi Ardiansyah	7	6	6	6	6	6	37
2	Ashifa Turahmah	15	14	10	10	10	10	69
3	Devi Ferliana	16	12	12	10	9	10	69
4	Dewi Safitri	7	7	7	6	6	6	38
5	Dimas Irvansyah	7	6	6	6	6	6	37
6	Enjel Anggraini	14	12	10	10	9	8	63
7	Erdi Hermawan	8	7	6	6	6	6	39
8	Hengki Pratama	8	7	6	6	6	6	39
9	Imam Faisal	6	6	5	5	5	5	32
10	Ismail Saputra	8	7	6	6	5	5	37
11	Jaja Rusmana	8	7	6	6	5	6	38
12	Jefri Indra Wijaya	6	4	5	5	5	4	29
13	Kaprima	10	9	9	8	8	8	52
14	Laili Nursafitri	8	7	8	6	6	6	41
15	Muhamad Sulisno	6	6	5	5	5	5	32
16	Nabella Yunita Sari	8	8	9	8	8	8	49
17	Neli Agustin	10	8	10	8	7	7	50
18	Nurul Hidayah	14	12	10	10	9	9	64
19	Rendi Saputra	7	6	6	6	6	6	37
20	Rio Riadin	11	10	10	9	9	8	57
21	Riska Fitriani	8	8	8	8	8	6	46
22	Rismawan	10	10	9	7	8	8	52

23	Sindi Santika	16	15	14	10	9	9	73
24	Siti Aisyah	15	15	12	10	10	9	70
25	Viona Junia Sari	14	13	12	10	10	10	69
26	Wahyu Supriono	13	12	11	10	9	9	64
27	Wiji Safitri	15	14	14	10	10	10	73
28	Yunita Sari	17	15	14	10	10	9	75
Total Score								1913
average								68,32
Highest Score								77
Lowest Score								57

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Sukadana, October 2017

English Teacher

Researcher

Evi Vitriana

NIY.014930313010

Endang Sri Wahyuni

St. ID 13107167

WRITING ABILITY OBSERVATION GUIDANCE

Day/Date : Thursday/ 19 october 2017..... Meeting : III.....

Class : VIII..... Cycle : I.....

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Apri Dwi Ardiansyah	9	8	8	7	7	6	45
2	Ashifa Turahmah	15	14	11	10	9	10	69
3	Devi Ferliana	15	14	11	10	10	10	70
4	Dewi Safitri	8	8	8	7	7	5	43
5	Dimas Irvansyah	10	8	8	7	7	6	46
6	Enjel Anggraini	15	14	10	10	10	10	69
7	Erdi Hermawan	8	7	8	6	7	7	43
8	Hengki Pratama	15	11	13	10	10	9	68
9	Imam Faisal	6	6	6	6	5	5	34
10	Ismail Saputra	13	12	11	9	8	7	60
11	Jaja Rusmana	10	9	8	7	7	7	48
12	Jefri Indra Wijaya	10	9	8	7	7	6	47
13	Kaprima	10	10	10	9	9	9	57
14	Laili Nursafitri	9	9	9	8	7	7	49
15	Muhamad Sulisno	7	7	6	6	5	5	36
16	Nabella Yunita Sari	16	14	11	9	9	10	69
17	Neli Agustin	9	8	8	7	7	6	45
18	Nurul Hidayah	9	8	7	6	6	5	41
19	Rendi Saputra	9	7	7	7	7	7	44
20	Rio Riadin	14	13	13	10	10	9	69
21	Riska Fitriani	12	10	10	9	9	9	59
22	Rismawan	10	9	9	9	9	9	55

23	Sindi Santika	15	14	11	10	9	9	68
24	Siti Aisyah	15	13	11	10	9	10	68
25	Viona Junia Sari	11	10	10	8	7	7	53
26	Wahyu Supriono	10	9	8	8	8	8	51
27	Wiji Safitri	10	8	8	7	7	7	47
28	Yunita Sari	16	13	11	10	9	10	69
Total Score								1522
Average								54,34
Highest Score								70
Lowest Score								34

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Sukadana, October 2017

English Teacher

Researcher

Evi Vitriana

NIY.014930313010

Endang Sri Wahyuni

St. ID 13107167

WRITING ABILITY OBSERVATION GUIDANCE

Day/Date : .Thursday/25 october 2017..... Meeting : ....V.....

Class : ..VIII..... Cycle : .....II.....

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	machanic 0-12	
1	Apri Dwi Ardiansyah	12	11	10	10	9	9	61
2	Ashifa Turahmah	18	15	14	10	10	10	77
3	Devi Ferliana	16	15	14	10	10	10	75
4	Dewi Safitri	12	11	10	8	8	8	57
5	Dimas Irvansyah	12	11	10	10	9	9	61
6	Enjel Anggraini	16	15	14	10	9	10	74
7	Erdi Hermawan	15	13	13	10	9	9	69
8	Hengki Pratama	14	13	12	10	10	10	69
9	Imam Faisal	12	11	9	9	9	9	59
10	Ismail Saputra	16	14	13	10	10	10	72
11	Jaja Rusmana	15	14	11	10	10	9	69
12	Jefri Indra Wijaya	12	11	10	9	9	9	60
13	Kaprima	15	14	13	10	10	10	75
14	Laili Nursafitri	11	10	10	9	10	10	60
15	Muhamad Sulisno	15	14	13	10	10	10	72
16	Nabella Yunita Sari	15	14	13	10	9	10	71
17	Neli Agustin	14	13	12	10	9	10	68
18	Nurul Hidayah	16	14	10	10	10	10	70
19	Rendi Saputra	11	10	10	9	9	8	51
20	Rio Riadin	16	14	12	10	10	9	71
21	Riska Fitriani	16	15	13	10	10	10	74
22	Rismawan	15	13	12	10	9	9	68

23	Sindi Santika	12	11	10	8	8	8	57
24	Siti Aisyah	8	7	7	6	6	5	39
25	Viona Junia Sari	8	8	7	6	6	7	42
26	Wahyu Supriono	8	8	7	7	6	7	43
27	Wiji Safitri	8	7	7	6	7	6	41
28	Yunita Sari	15	13	10	9	10	10	67
Total Score								1296
average								46,29
Highest Score								69
Lowest Score								29

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (machanic 0-12) = 100

Sukadana, October 2017

English Teacher

Researcher

Evi Vitriana

NIY.014930313010

Endang Sri Wahyuni

St. ID 13107167

ATTENDENCE LIST

Date : Meeting :

NO	NAME	SIGNATURE	
1	Apri Dwi Ardiansyah	1	
2	Ashifa Turahmah		2
3	Devi Ferliana	3	
4	Dewi Safitri		4
5	Dimas Irvansyah	5	
6	Enjel Anggraini		6
7	Erdi Hermawan	7	
8	Hengki Pratama		8
9	Imam Faisal	9	
10	Ismail Saputra		10
11	Jaja Rusmana	11	
12	Jefri Indra Wijaya		12
13	Kaprima	13	
14	Laili Nursafitri		14
15	Muhamad Sulisno	15	
16	Nabella Yunita Sari		16
17	Neli Agustin	17	
18	Nurul Hidayah		18
19	Rendi Saputra	19	
20	Rio Riadin		20
21	Riska Fitriani	21	
22	Rismawan		22
23	Sindi Santika	23	
24	Siti Aisyah		24
25	Viona Junia Sari	25	
26	Wahyu Supriono		26
27	Wiji Safitri	27	
28	Yunita Sari		28

ATTENDENCE LIST

Date : Meeting :

NO	NAME	SIGNATURE	
1	Apri Dwi Ardiansyah	1	
2	Ashifa Turahmah		2
3	Devi Ferliana	3	
4	Dewi Safitri		4
5	Dimas Irvansyah	5	
6	Enjel Anggraini		6
7	Erdi Hermawan	7	
8	Hengki Pratama		8
9	Imam Faisal	9	
10	Ismail Saputra		10
11	Jaja Rusmana	11	
12	Jefri Indra Wijaya		12
13	Kaprima	13	
14	Laili Nursafitri		14
15	Muhamad Sulisno	15	
16	Nabella Yunita Sari		16
17	Neli Agustin	17	
18	Nurul Hidayah		18
19	Rendi Saputra	19	
20	Rio Riadin		20
21	Riska Fitriani	21	
22	Rismawan		22
23	Sindi Santika	23	
24	Siti Aisyah		24
25	Viona Junia Sari	25	
26	Wahyu Supriono		26
27	Wiji Safitri	27	
28	Yunita Sari		28

ATTENDENCE LIST OF PRE-TEST

Date : Meeting :

NO	NAME	SIGNATURE	
1	Apri Dwi Ardiansyah	1	
2	Ashifa Turahmah		2
3	Devi Ferliana	3	
4	Dewi Safitri		4
5	Dimas Irvansyah	5	
6	Enjel Anggraini		6
7	Erdi Hermawan	7	
8	Hengki Pratama		8
9	Imam Faisal	9	
10	Ismail Saputra		10
11	Jaja Rusmana	11	
12	Jefri Indra Wijaya		12
13	Kaprima	13	
14	Laili Nursafitri		14
15	Muhamad Sulisno	15	
16	Nabella Yunita Sari		16
17	Neli Agustin	17	
18	Nurul Hidayah		18
19	Rendi Saputra	19	
20	Rio Riadin		20
21	Riska Fitriani	21	
22	Rismawan		22
23	Sindi Santika	23	
24	Siti Aisyah		24
25	Viona Junia Sari	25	
26	Wahyu Supriono		26
27	Wiji Safitri	27	
28	Yunita Sari		28

ATTENDENCE LIST OF POST-TEST 1

Date : Meeting :

NO	NAME	SIGNATURE	
1	Apri Dwi Ardiansyah	1	
2	Ashifa Turahmah		2
3	Devi Ferliana	3	
4	Dewi Safitri		4
5	Dimas Irvansyah	5	
6	Enjel Anggraini		6
7	Erdi Hermawan	7	
8	Hengki Pratama		8
9	Imam Faisal	9	
10	Ismail Saputra		10
11	Jaja Rusmana	11	
12	Jefri Indra Wijaya		12
13	Kaprima	13	
14	Laili Nursafitri		14
15	Muhamad Sulisno	15	
16	Nabella Yunita Sari		16
17	Neli Agustin	17	
18	Nurul Hidayah		18
19	Rendi Saputra	19	
20	Rio Riadin		20
21	Riska Fitriani	21	
22	Rismawan		22
23	Sindi Santika	23	
24	Siti Aisyah		24
25	Viona Junia Sari	25	
26	Wahyu Supriono		26
27	Wiji Safitri	27	
28	Yunita Sari		28

ATTENDENCE LIST OF POST-TEST 2

Date : Meeting :

NO	NAME	SIGNATURE	
1	Apri Dwi Ardiansyah	1	
2	Ashifa Turahmah		2
3	Devi Ferliana	3	
4	Dewi Safitri		4
5	Dimas Irvansyah	5	
6	Enjel Anggraini		6
7	Erdi Hermawan	7	
8	Hengki Pratama		8
9	Imam Faisal	9	
10	Ismail Saputra		10
11	Jaja Rusmana	11	
12	Jefri Indra Wijaya		12
13	Kaprima	13	
14	Laili Nursafitri		14
15	Muhamad Sulisno	15	
16	Nabella Yunita Sari		16
17	Neli Agustin	17	
18	Nurul Hidayah		18
19	Rendi Saputra	19	
20	Rio Riadin		20
21	Riska Fitriani	21	
22	Rismawan		22
23	Sindi Santika	23	
24	Siti Aisyah		24
25	Viona Junia Sari	25	
26	Wahyu Supriono		26
27	Wiji Safitri	27	
28	Yunita Sari		28

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date : Wednesday / 25 october 2017 Meeting : IV
Class : VIII Cycle : II

No	Name	The Students' Activity				
		1	2	3	4	5
1	Apri Dwi Ardiansyah	✓			✓	✓
2	Ashifa Turahmah	✓	✓	✓	✓	✓
3	Devi Ferliana	✓	✓	✓	✓	✓
4	Dewi Safitri	✓			✓	✓
5	Dimas Irvansyah	✓			✓	✓
6	Enjel Anggraini	✓		✓	✓	✓
7	Erdi Hermawan	✓	✓	✓	✓	✓
8	Hengki Pratama	✓		✓	✓	✓
9	Imam Faisal	✓			✓	✓
10	Ismail Saputra	✓		✓		✓
11	Jaja Rusmana	✓		✓		✓
12	Jefri Indra Wijaya	✓				✓
13	Kaprima	✓	✓		✓	✓
14	Laili Nursafitri	✓				✓
15	Muhamad Sulisno	✓				✓
16	Nabella Yunita Sari	✓	✓			✓
17	Neli Agustin	✓		✓		✓
18	*Nurul Hidayah*	✓	✓		✓	✓
19	Rendi Saputra				✓	✓
20	Rio Riadin	✓	✓	✓		✓
21	Riska Fitriani	✓			✓	✓
22	Rismawan	✓	✓	✓	✓	✓
23	Sindi Santika	✓		✓		✓
24	Siti Aisyah	✓	✓	✓	✓	✓
25	Viona Junia Sari	✓			✓	✓
26	Wahyu Supriono				✓	✓
27	Wiji Safitri	✓				✓
28	Yunita Sari	✓	✓	✓	✓	✓
Total		26	10	13	18	28

1. Attention to teacher explanation
2. Giving respond
3. *Participating in learning process*
4. Following Teacher Instruction
5. Making Notes

Collaborator	Researcher
EVI VITRIANA	**ENDANG SRI WAHYUNI** **NPM. 13107167**

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date : Thursday / 19 October 2017 Meeting : II
Class : VIII Cycle : I

No	Name	The Students' Activity				
		1	2	3	4	5
1	Apri Dwi Ardiansyah				✓	✓
2	Ashifa Turahmah	✓	✓	✓		✓
3	Devi Ferliana	✓	✓		✓	✓
4	Dewi Safitri				✓	✓
5	Dimas Irvansyah				✓	✓
6	Enjel Anggraini	✓		✓	✓	✓
7	Erdi Hermawan	✓	✓			✓
8	Hengki Pratama			✓	✓	✓
9	Imam Faisal	✓				✓
10	Ismail Saputra			✓		✓
11	Jaja Rusmana	✓				✓
12	Jefri Indra Wijaya					✓
13	Kaprima	✓				✓
14	Laili Nursafitri					✓
15	Muhamad Sulisno	✓			✓	✓
16	Nabella Yunita Sari	✓	✓			✓
17	Neli Agustin				✓	✓
18	Nurul Hidayah	✓				✓
19	Rendi Saputra					✓
20	Rio Riadin				✓	✓
21	Riska Fitriani	✓			✓	✓
22	Rismawan	✓			✓	✓
23	Sindi Santika	✓			✓	✓
24	Siti Aisyah	✓	✓	✓		✓
25	Viona Junia Sari				✓	✓
26	Wahyu Supriono				✓	✓
27	Wiji Safitri	✓				✓
28	Yunita Sari	✓		✓	✓	✓
Total		16	5	6	14	28

1. Attention to teacher explanation
2. Giving respond
3. *Participating in learning process*
4. Following Teacher Instruction
5. Making Notes

Collaborator	Researcher
EVI VITRIANA	**ENDANG SRI WAHYUNI**
	NPM. 13107167

TEACHER OBSERVATION SHEET

Day/ Date : Wednesday/ 25 October 2017	Meeting : IV
Class : VIII	Cycle : II

	Teacher's Activity	Good	Enough	Less
1	Pre Teaching			
	a.Preparing the lesson plan	✓		
	b. Preparing the media that will be used	✓		
	c. Ability in opening learning Process	✓		
2	While Teaching			
	a. Informing the material	✓		
	b. Explaning the material	✓		
	c. Guiding the students to follow the lesson	✓		
	d. *Motiving the students to do the task*	✓		
	e. Practicing the students to answer the question about the material	✓		
3	Post Teaching			
	a. Concluding the material result of learning	✓		
	b. Closing the learning process	✓		
	Tick (√) for each positive activity			

Sukadana, October 2017

Collabolator

Evi Vitriana
NIY.014930313010

Reseacher

Endang Sri Wahyuni
13107167

TEACHER OBSERVATION SHEET

Day/ Date : Thursday/18 october 2017	Meeting : II
Class : VIII	Cycle : I

	Teacher's Activity	Good	Enough	Less
1	Pre Teaching			
	a. Preparing the lesson plan	✓		
	b. Preparing the media that will be used		✓	
	c. Ability in opening learning Process		✓	
2	While Teaching			
	a. Informing the material		✓	
	b. Explaning the material		✓	
	c. Guiding the students to follow the lesson		✓	
	d. *Motiving the students to do the task*		✓	
	e. Practicing the students to answer the question about the material		✓	
3	Post Teaching			
	a. Concluding the material result of learning		✓	
	b. Closing the learning process		✓	
	Tick (√) for each positive activity			

Sukadana, October 2017

Collabolator

Evi Vitriana
NIY.014930313010

Reseacher

Endang Sri Wahyuni
13107167

POST-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : ASHIFA TURAHMAH
Class : VIII
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive text based on the result of interview related to the topics belows:
  a. Rabbit
  b. Elephant
  c. Joko Widodo
  d. My School (SMP Karya Bhakti)

Answer:

ELEPHant

- Identification

elephant usualy living in wood so that he poison eet food whith last.

- Description

elephant is animal eat has four which big and cruel he have body which big and ear which broad, and trunk wich long and elephant jga have tusk which shanp.

Conrent = 15

69

Organization = 19
discourse = 11
Syntax = 10
Vocabulary = 9
Mechanic = 10

POST-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : DEVI VERLIANA.
Class : VIII
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive text based on the result of interview related to the topics belows:
  a. Rabbit
  b. Elephant
  c. Joko Widodo
  d. My School (SMP Karya Bhakti)

Answer:

My school, SMP Karya Bhakti.

* I school in SMP Karya Bhakti since 2015 and SMP Karya Bhakti in to open since 2014 and four years ago
* SMP Karya Bhakti located in the region Rantau Jaya Udik II not far since SDN I Rantau Jaya.

70

Content = 15

Organization = 14

discourse = 11

Syntax = 10
Vocabulary = 10
Mechanic = 10

POST-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : Siti Aisah
Class : VIII
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive text based on the result of interview related to the topics belows:
  a. Rabbit
  b. Elephant
  c. Joko Widodo
  d. My School (SMP Karya Bhakti)

Answer:

< Joko widodo >

1) I yesterday met father Joko widodo in jakarta

2) father Joko widodo person his good and friendly He is President RI. father Joko widodo he make state RI independent.

68

Content = 15

Organization = 13

discourse = 11

Syntax = 10

Vocabulary = 9

Mechanic = 10

POST-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : VIONA JUNIA SARI
Class : VIII (delapan)
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive text based on the result of interview related to the topics belows:
  a. Rabbit
  b. Elephant
  c. Joko Widodo
  d. My School (SMP Karya Bhakti)

Answer:

Elephant

big body . they

Elephants have body big, have trunk long, and have ear which broad. coler black, have Elephant tusk which big, and coler white, have tail? Chich long, and also have foot which big.

53

Content = 11
Organization = 10
discourse = 10
Syntax = 8
Vocabulary = 7
Mechanic = 7

39
14
53

PRE-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : KARIMA
Class : VIII
Date :

Direction :
- Write your name, class, and date on your answer sheet!
- Write a descriptive paragraph based on the topics belows:
  a. Tiger
  b. Rose
  c. Apple
  d. Forest

Answer: TIGER

1. I ever look Tiger in FOREST. ~~She~~ It is wild animals.

2. Tiger has tall body, he has 100 cm. She has tuck long, claw sharp, mouth wide, skin table, feathers striped-striped, leg strong body big, and strong.

Content = 10

Organization = 9

discourse = 9

Syntax = 8

Vocabulary = 8

Mechanic = 8

52

1

PRE-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : JEFRi
Class : VIII
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive paragraph based on the topics belows:
  a. Tiger
  b. Rose
  c. Apple
  d. Forest

Answer:

1. mx Heve tiger From woo

2. tusk long foot four and mustache tail long

Content = 6

Organization = 4

discourse = 5

Syntax = 5

Vocabulary = 5

Mechanic = 4

29

PRE-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : Nell agustin
Class : VIII
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive paragraph based on the topics belows:
  a. Tiger
  b. Rose
  c. Apple
  d. Forest

Answer:

Apple

1. apple is wrong one fruit which hafe species colors such as red yelow, and green, and have seed which the colors chocolate.
2. fruit apple also have many zat which bergizi and vitamine a,b which in needed by body us.

Content 10

Organization 8

discourse 10

Syntax 8

Vocabulary 7

mechanic 7

50

POST-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : SINDI SANTIKA
Class : VIII
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive text based on the result of interview related to the topics belows:
  a. Rabbit
  b. Elephant
  c. Joko Widodo
  d. My School (SMP Karya Bhakti)

Answer:

< Elephant >

Elephant is one of animals. It lives in forest. It is big animal.

Elephant has four legs. It has dark colour. It has big ear. Elephant has long trunk. It takes food. Elephant like grass twigs, fruit and Root.

73

Content 16

Organization 15

discourse 14

Syntax 10

Vocabulary 9

Mechanic 9

POST-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : DEVI VERLIANZI
Class :
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive text based on the result of interview related to the topics belows:
  a. Rabbit
  b. Elephant
  c. Joko Widodo
  d. My School (SMP Karya Bhakti)

Answer:

I Have new lovely pet. that is Rabbit. I give it's name Popo. I like very much.

Rabbit usually has white colour. it's fur very smooth. Rabbit like carrot and has small body. It has four legs. and has ear long. it's fur is think and smooth.

Content = 16

Organization = 15

discourse = 19

Syntax = 10

Vocabulary = 16

Mechanic = 10

75

POST-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : Rio Rapin
Class : Uni
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive text based on the result of interview related to the topics belows:
  a. Rabbit
  b. Elephant
  c. Joko Widodo
  d. My School (SMP Karya Bhakti)

Answer:

SMP Karya Bhakti

My school is SMP karya bhakti.
It located in Rantau Jaya Udik II.
It is soncar from my house.

My school has nine buildings.
It consists 3 classroom, 2 teacher rom
and 4 toilets. There are four toilets
2 toilets for teacher and two toilets
for student. There are 20 teacher in my school.

Content = 16

71

Organization = 14

discourse = 12

Syntax = 10

Vocabulary = 10

Mechanic = 9

POST-TEST for WRITING DESCRIPTIVE PARAGRAPH

Name : ASHIFA TURAHMAH AMH
Class : VIII
Date :

Direction :

- Write your name, class, and date on your answer sheet!
- Write a descriptive text based on the result of interview related to the topics belows:
  a. Rabbit
  b. Elephant
  c. Joko Widodo
  d. My School (SMP Karya Bhakti)

Answer:

Jokowi

Jokowi is President Indonesia. he is Number one Person. Jokowi is our President. His Full name is Joko Widodo.

Jokowi or our President has tall body. he has brown skin and pointed nose. He is Friendly. Jokowi always keep smile to everybody.

77

Content = 18

Organization = 15

discourse = 14

Syntax = 10

Vocabulary = 10

Mechanic = 10

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/2459/2016 Metro, 03 November 2016
Lamp : -
Hal : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah SMP Karya Bhakti
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :,

Nama	: Endang Sriwahyuni
NPM	: 13107167
Jurusan	: Tarbiyah
Prodi	: PBI
Judul	: Improving the Students' Writing Descriptive Text through Picture Word Inductive Model (PWIM) at the Eighth Grade Students of SMP Karya Bhakti in the Academic Year of 2016/2017

Untuk melakuan *PRA SURVEY* di SMP Karya Bhakti.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Jl. Ki. Hajar Dewantara Kampus 15 A IringMulyo Kota Metro Lampung 34111

Nomor : 25/YKB/SMP-KB/XI/2016
Lamp : -
Hal : **BALASAN PRA SURVEY**

Kepada Jurusan Tarbiyah
STAIN

Di –
Tempat

Assalamualaikum Wr. Wb.

Dengan hormat.

Yang bertanda tangan dibawah ini kepala sekolah SMP Karya Bhakti Kabupaten Lampung Timur menerangkan bahwa:

Nama	: Endang Sriwahyuni
NPM	: 13107167
Fakultas	: Tarbiyah
Program	: Pendidikan Bahasa Inggris (PBI)
Judul	: Improving the Students' Writing Descriptive Text Through Picture Word Inductive Model (PWIM) at the Eighth Grade Students of SMP Karya Bhakti in Academic Year of 2016/2016.

Bahwasannya mahasiswa tersebut telah melaksanakan pra survey di SMP Karya Bhakti kecamatan Sukadana Kabupaten Lampung Timur.

Demikian surat balasan ini dibuat. Atas kerjasamanya yang baik kami mengucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Sukadana 24 November 2016
Kepala sekolah SMP Karya Bhakti

RIZA ANDRIAN ZEN, S.Pd.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : 0240/In.28/D.1/TL.00/08/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP KARYA BHAKTI
RANTAU JAYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 0239/In.28/D.1/TL.01/08/2017, tanggal 14 Agustus 2017 atas nama saudara:

Nama	:	**ENDANG SRI WAHYUNI**
NPM	:	13107167
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP KARYA BHAKTI RANTAU JAYA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING DESCRIPTIVE WRITING ABILITY BY PICTURE WORD INDUCTIVE MODEL (PWIM) AMONG THE EIGHTH GRADE OF THE SMP KARYA BHAKTI IN ACADEMIC YEAR OF 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Agustus 2017
Waki Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: 0239/In.28/D.1/TL.01/08/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**ENDANG SRI WAHYUNI**
NPM	:	13107167
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP KARYA BHAKTI RANTAU JAYA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING DESCRIPTIVE WRITING ABILITY BY PICTURE WORD INDUCTIVE MODEL (PWIM) AMONG THE EIGHTH GRADE OF THE SMP KARYA BHAKTI IN ACADEMIC YEAR OF 2017/2018".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 14 Agustus 2017

Mengetahui,
Pejabat Setempat

SMP KARYA BHAKTI

WAHID HASYIM, S.Pd.I.

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : P. /517/In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdri. Dra. Umi Yawisah, M.Hum
2. Sdri. Syahreni Siregar, M.Hum.

Dosen Pembimbing Skripsi
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Endang Sri Wahyuni
NPM : 13107167
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Juni 2017
Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Endang Sriwahyuni
NPM : 13107167
Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	friday 15/12/17		✓	Revise Chapter IV - V Revise your abstract & Appendix of Writing rubrics	
2	Friday 22/12/17		✓	Acc and continue to the first Sponsor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Endang Sriwahyuni
NPM : 13107167
Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 5-01 2017	✓		- Cover - Abstrack - Dedication Page - Acknowledgement - Table of contents - List of tables - List of figure - List of Appendices - Chapter I 1. Objective of the Research - Chapter IV a. cycle 1 2. acting b. cycle 2	
2.	Monday, 15-01 2017			- Cover - abstrac - title - Chapter I - Chapter V acc for Munaqosyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19621424 199903 2 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Endang Sri Wahyuni
NPM : 13107167
Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 01/00117		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Endang Sri Wahyuni
NPM : 13107167
Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	11/8-17	✓		acc for instrument	

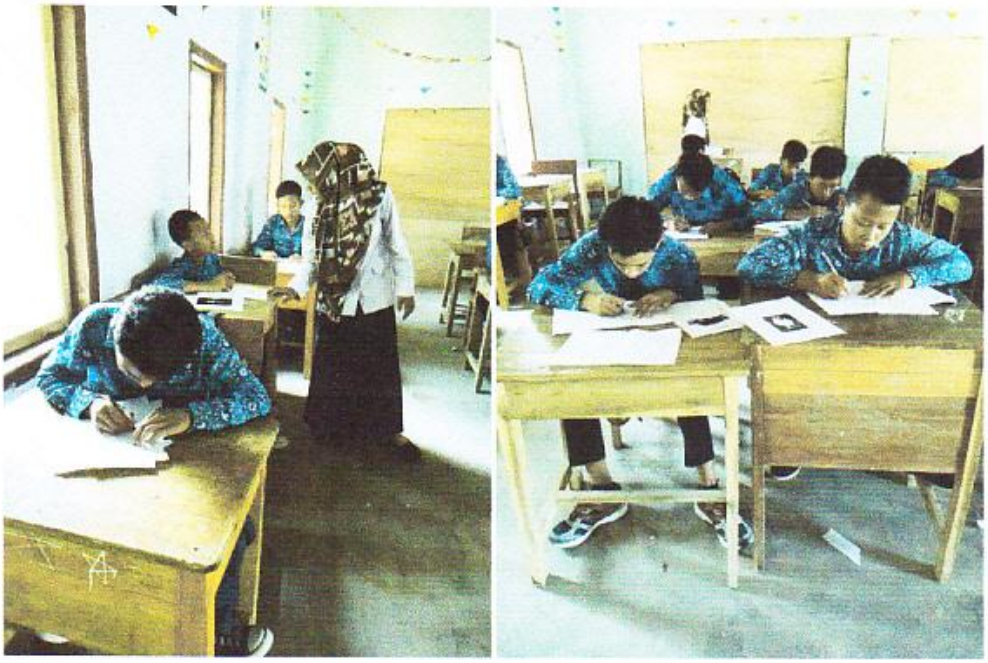
Mengetahui,
Ketua Jurusan TBI

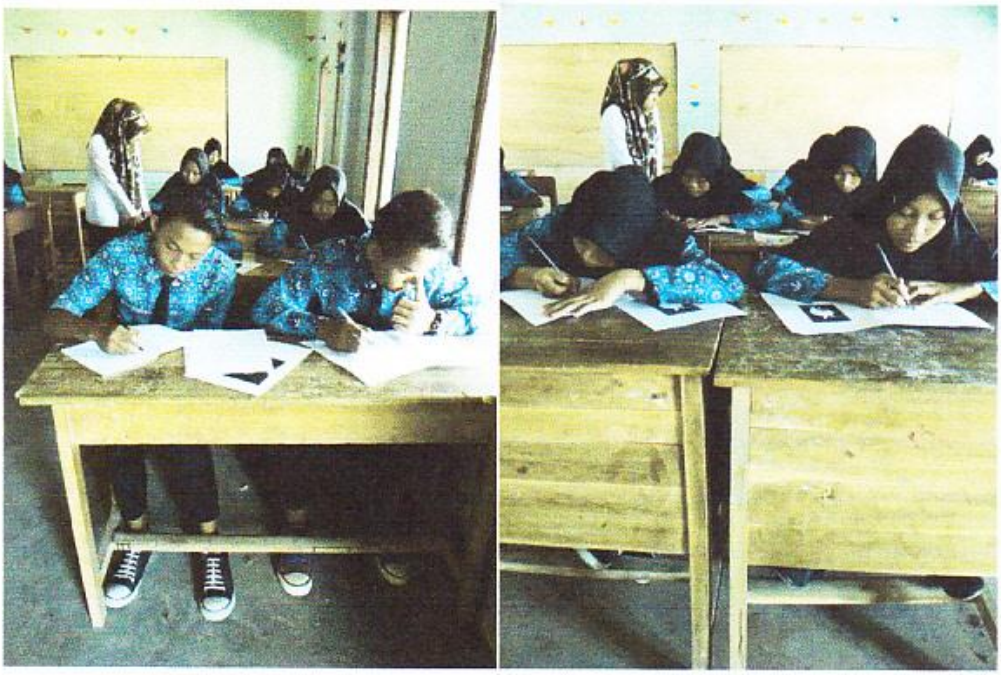
Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Dokumentasi





CURRICULUM VITAE

The name of writer is Endang Sri Wahyuni she was born in Rantau Jaya Udik II, on March 22, 1995. She is the Third child of happy couple, Sardi and Lamiyem.

In 2006, she graduated from SDN 02 Rantau Jaya Udik II, East Lampung. At the time 2009, she graduated from SMPN 02 Sukadana. Then, she continued her study to SMAN 01 Purbolinggo and graduated in 2013. I the same year, she entered S1 English Education Program of states islamic studies of Metro (IAIN Metro).