

**AN UNDERGRADUATE THESIS**

**IMPROVING WRITING SKILL**

**BY USING PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY**

**OF THE EIGHTH GRADERS AT SMP MA'ARIF ANDATU II**

**DENTE TELADAS TULANG BAWANG**

**IN THE ACADEMIC YEAR OF 2020/2021**

**By:**  
**DENI SETIONO**  
Student Number: 1501070162



TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1442 H/2021 M**

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OF THE EIGHTH GRADERS AT SMP MA'ARIF ANDATU II  
DENTE TELADAS TULANG BAWANG  
IN THE ACADEMIC YEAR OF 2020/2021**

Presented as a Partial Fulfillment of the Requirements  
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in English Education Department

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OF THE EIGHTH GRADERS AT SMP MA'ARIF  
ANDATU II DENTE TELADAS TULANG BAWANG  
IN THE ACADEMIC YEAR OF 2021/2021**

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*Assalamua'alaikum, Wr.Wb.*

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TULANG BAWANG IN THE ACADEMIC YEAR OF  
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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*Assalamu'alaikum, Wr.Wb*

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

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**RATIFICATION PAGE**

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An Undergraduate Thesis Entitled : Improving Writing Skill By Using Picture Word Inductive Model (PWIM) Strategy of the Eight Graders at SMP Ma'arif Andatu II Dente Teladas Tulang Bawang ini the Academic Year of 2020/2021, Written by : Deni Setiono, Student Number: 1501070162, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, April 16<sup>th</sup> 2021 at 09.00-11.00.

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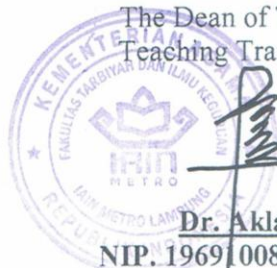
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**IMPROVING WRITING SKILL  
BY USING PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY  
OF THE EIGHTH GRADERS AT SMP MA'ARIF ANDATU II  
DENTE TELADAS TULANG BAWANG  
IN THE ACADEMIC YEAR OF 2020/2021**

**ABSTRACT**

**By:**

**DENI SETIONO**

This research is aimed to find out whether the *PWIM* (X) strategy can improve the students' writing skill descriptive text (Y) at the eighth graders of SMP Ma'arif Andatu II Dente Teladas, Tulang Bawang. This research is classroom action research. In collecting the data, this research used test, observation, documentation to collect the data.

This classroom action research was conducted by 2 cycles. There are four steps in each cycle, such as: planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatments and two post-tests, the subject of this action research are the eighth graders of SMP Ma'arif Andatu II Dente Teladas. This research used 24 students as object of research. To prove whether the hypothesis was accepted or rejected, the researcher used average formula.

The invention of this research shows that there was improving from cycle I to cycle II. The result from the data in cycle I, it was gained the average score of pre-test was 57,7 the post test was 68,5 and post test from cycle II was gained the average score 74,5. The result of cycle II was higher than the result of post-test at cycle I. The condition of the class was getting better. The students pay attention to teacher's explanation in learning activity. The students are more active in learning process. The students can use the grammar to write descriptive text correctly. It means that the use of *PWIM* strategy could improve the students writing skill at the eighth graders of SMP Ma'arif Andatu II Dente Teladas.

(Keyword : *Writing Skill, Picture Word Inductive Model, Classroom Action Research*)

**PENINGKATKAN KEMAMPUAN MENULIS SISWA  
DENGAN MENGGUNAKAN  
PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY  
DI KELAS DELAPAN SMP MA'ARIF ANDATU II DENTE TELADAS  
TULANG BAWANG**

**ABSTRAK**

**Oleh:  
DENI SETIONO**

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah strategi *PWIM* (X) dapat meningkatkan kemampuan menulis siswa (Y) pada kelas VIII SMP Ma'arif Andatu II Dente Teladas. Dalam pengumpulan data, penelitian ini menggunakan tes tertulis, observasi, dan dokumentasi.

Jenis penelitian yang digunakan adalah penelitian tindakan kelas (PTK). Penelitian tindakan kelas ini dilakukan 2 siklus. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post test. Penelitian ini dilaksanakan di kelas VIII SMP Ma'arif Andatu II Dente Teladas. Penelitian ini menggunakan 24 siswa sebagai objek penelitian. Untuk membuktikan hipotesis diterima atau ditolak, penelitian ini menggunakan rumus rata-rata.

Temuan penelitian ini menunjukkan bahwa ada peningkatan dari siklus I ke siklus II. Hasil dari data pada siklus I, mendapatkan nilai rata-rata pre-test adalah 57,7 dan post test 68,5 dan dari siklus II diperoleh nilai rata-rata 74,5 Hasil siklus II lebih tinggi dari hasil post-test pada siklus I. Kondisi kelas menjadi lebih aktif selama proses pembelajaran dan siswa dapat menulis dengan benar. Ini berarti bahwa penggunaan strategi *PWIM* dapat meningkatkan kemampuan menulis siswa pada kelas VIII SMP Ma'arif Andatu II Dente Teladas.

(Kata Kunci: *Keterampilan Menulis, Picture Word Inductive Model, Penelitian Tindakan Kelas*)



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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ

Who Teaches Human With a Pen (QS. Al-Alaq 96 : 04)

“Everyone will die except for his work, so write something that will make you happy in the afterlife.” – (Ali bin Abi Talib)

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In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that he could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled “IMPROVING WRITING SKILL BY USING PICTURE WORD INDUCTIVE MODEL (*PWIM*) OF THE EIGHT GRADERS AT SMP MA'ARIF ANDATU II DENTE TELADAS, TULANG BAWANG”.

The writer would like to express her sincere gratitude to her sponsor Dr. Umi Yawisah, M. Hum and co-sponsor, Syahreni Siregar M. Hum that have guided him give understanding and motivation in the process of completing this undergraduate thesis. His gratitude also goes to:

1. Dr. Hj. Siti Nurjanah, M.Ag, PIA. The Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
4. His academic advisor, Dr. Akla, M.Pd, for his advice, guidance, suggestion and support.
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The researcher feels that it is really pleasure for him to receive criticisms and suggestions to make this undergraduate thesis better. He also hopes that this undergraduate thesis would be beneficial, particularly for him and for who are interested in it.

Metro, 09 April 2021

The Writer.



**Deni Setiono**  
St.N: 1501070162

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Language is a communication device. English has ended up a world-wide language which is utilized by maximum groups with inside the world, so that gaining knowledge of English could be very critical to each person. English is wanted with the aid of using all stages of schooling. This has a made educators from all stages of schooling attempt for facilitate the excellent manner of coaching and gaining English knowledge. As the result, coaching and gaining knowledge of English has been positioned in a completely critical role and has been taught in nearly all international locations within side the word.

Writing skill is the only capability in English that must be mastered with the aid of using students. In writing, the students should be capable of explicit their emotions and thoughts in written form. For a few passive college students, writing maybe. The maximum appropriate gaining knowledge of approach due to the fact now no longer all of. Beginners have the talent to explicit their thoughts spontaneously.

The writing involves several language components (spelling, grammar, vocabulary, and punctuation). Writing enhances one's skill to think clearly. Actually, writing is producing text through activities of one's thoughts or ideas ranging from compiling to revising and editing. Writing is important

for students to learn how to think critically and creatively, students can be expressed ideas and opinions they were in written text.

Based on the English curriculum for junior high schools, students must be able to show their feelings and ideas in oral and written form. They must also be able to use their analytic and imaginative in learning English as a foreign language. Moreover, the aspect that influence in writing Process is not only linguistic but also a non-linguistic aspect. The problem that is influenced by a non-linguistic aspect includes limited teaching media in effective writing.

Based on the results of the pra-survey, the problems of the eighth graders at SMP Ma'arif Andatu II Dente Teladas in writing skill were due to the student can not memorize vocabulary well. Also have limitations in mastering English grammar. They have not improved their ideas from a topic into a coherent and cohesive text. Some of the students did not interest to learn English lesson, because of they are lack in mastery vocabulary, so the students were not active in the learning activities, in this ocations the reseacher would improved the English Learning process.

**Table 1.1**  
**The Data of Pra-Survey of Writing Skill of the Eighth Graders**  
**at SMP Ma'arif Andatu II Dente Teladas.**

No	Name	MMC	Score	Note
1	ARH	70	70	Complete
2	ARZ	70	60	Incomplete
3	ART	70	80	Complete
4	AG	70	55	Incomplete
5	AA	70	50	Incomplete
6	AM	70	65	Incomplete
7	BRP	70	70	Complete
8	DA	70	60	Incomplete
9	DP	70	55	Incomplete
10	DS	70	30	Incomplete
11	DC	70	55	Incomplete
12	ER	70	50	Incomplete
13	ER	70	65	Incomplete
14	GA	70	55	Incomplete
15	INR	70	40	Incomplete
16	JZF	70	50	Incomplete
17	KNF	70	55	Incomplete
18	MLL	70	85	Complete
19	NM	70	55	Incomplete
20	SRA	70	60	Incomplete
21	TY	70	60	Incomplete
22	TF	70	55	Complete
23	TH	70	45	Incomplete
24	WA	70	60	Incomplete
<b>Total</b>			<b>1.385</b>	
<b>Average</b>			<b>57,7</b>	

*Source* : The result of Pre-test on January 27<sup>th</sup>, 2020.

**Table 1.2**  
**Categorization of Writing Skill**  
**At SMP Ma'arif Andatu II Dente Teladas**

No.	Grade	Categorize	Frequency	Percentage
1	$\geq 75$	Complete	4	17%
2	$< 75$	Incomplete	20	83%
<b>Total</b>			24	100%

Writing problems were obtained from the results of the pre-survey conducted by researcher in English class on January 27<sup>th</sup>, 2020 in the eighth graders at SMP Ma'arif Andatu II Dente Teladas. It can be seen that the number of the students whose writing grade was able to achieve the Minimum Mastery Criteria (MMC) was less than the number of students whose writing score was not able to achieve MMC. That was because the number of students who were able to achieve MMC was 4 students (17%) meanwhile; the number of students who were unable to achieve MMC was 20 students (83%). Therefore, it was concluded that students of the eighth graders at SMP Ma'arif Andatu II Dente Teladas have minimum score in writing skill.

With writing problems the students of the eighth graders at SMP Ma'arif Andatu II Dente Teladas, the student was need for an effort to improve students' writing skill. One effort to improve students' writing skill was through the application of appropriate teaching strategy.

Picture word Inductive Model was one of the appropriate teaching strategies, it was used to improve writing skill. This would encouraged someone to moved out of the habit of thinking style and help him to got a more comprehensive view of a situation. This technique was very powerful in

helping the decision making process that comes from several important points of view. Fortunately the same language thought was created, optimizes the work of the brain and focuses on writing skill. Produce better thinking in writing. Optimizing the brain was functioned to think by using a picture to compose words in writing. Encourage people to think in parallel.

Based on the illustration above, the researcher would try to improve the writing skill of the eighth graders at SMP Ma'arif Andatu II Dente Teladas. Increasing students' writing skill would be carried out by researcher with the application of the Picture word Inductive Model through a classroom action research. In this case, the researcher formulated a research tesis entitled: "IMPROVING WRITING SKILL BY USING PICTURE WORD INDUCTIVE MODEL (*PWIM*) STRATEGY OF THE EIGHT GRADERS AT SMP MA'ARIF ANDATU II DENTE TELADAS.



## **B. Identification of the Problems**

Based on the results of the pre survey conducted at SMP Ma'arif Andatu II Dente Teladas, the researcher had identified several research problems, as follows:

1. Students have not improved their ideas in the process of writing well.
2. Students have limitations in mastering English vocabulary.
3. Students did not get writing motivation.
4. Student weaknesses in mastering English grammar.
5. Students did not active in learning englis.

## **C. Limitation of the Problem**

From the identification above, this research was focused on using Picture Word Inductive Model (*PWIM*) strategy toward the students' writing skill of the eighth graders at SMP Ma'arif Andatu II Dente Teladas.

## **D. Formulation of the Problem**

Based on background of study above, the research would like to identify the problem as follows: "Can the use of Picture Word Inductive Model (*PWIM*) Strategy Improves the Writing Skill of the Eighth Graders at SMP Ma'arif Andatu II Dente Teladas Tulang Bawang in the Academic Year of 2020/2021?"

## **E. Objective and Benefits of the Study**

### **1. Objective of the Study**

The purpose of this study was found out whether the application of Picture Word Inductive Model Strategy Improves the Writing Skill of

the Eighth Graders at SMP Ma'arif Andatu II Dente Teladas Tulang Bawang in the Academic Year of 2020/2021.

## **2. Benefits of the Study**

### **a. For the Students**

This research was expected that students can improve their writing skills through this strategy. From this study students can write easily and have no difficulty in made an essay. Through the use of Picture Word Inductive Model, students would be actively involved in the writing process because this strategy has steps that would be motivated students in the process of writing skill.

### **b. For the Teachers**

This research was expected that teachers can teach writing skill easily. By using the Picture Word Inductive Model the teacher can teach well without any more difficulties.

### **c. For the Next Researcher**

This research was expected to be one of the references for future researchers who would be seek to improve writing through the application of the Picture Word Inductive Model. From this research, the next researcher gotten a detailed description of Picture Word Inductive Model both in terms of theory and practice.

## **F. Use of the Research**

### **1. Theoretically**

This research gave information for English people teachers about the influence of *PWIM* strategy toward students' writing skills, and also to convey information for further research.

### **2. Practically**

For the teacher would get valuable information about another strategy to be accustomed to improve students' writing ability, especially with the utilization of the Picture Word Inductive Model (*PWIM*) strategy.

## **G. Prior Research**

This research would be carried out by considering several prior research which focuses on the realm of research in the Picture Word Inductive Model (*PWIM*) strategy. The first prior research is done by Meiranti entitled "The Use of Picture Word Inductive Model in Developing Students' Reading Ability in Descriptive Text at The First Grade of SMPN 3 Natar Lampung Selatan". There were six classes and two classes was chosen to be subject of the research. Because the experimental class. This research used one-group pretest-posttest design. The treatment was conducted in two meetings and concluded by comparing the results score between pretest and posttest. The difference of these test are calculated by

using Sample Paired t-test<sup>1</sup>. Picture Word Inductive Model strategy helps the scholars to grasp the text easier because the image that was used and therefore the labeling process lead the scholars to know what was delivered by the text.

The second prior research was done by Fita entitled “A Comparative Study Between Picture Word Inductive Model and Memorization Learning Model to Teach Vocabulary at the Seventh Grade of MTSN 3 Boyolali in the Academic Year of 2018/2019” The research method employed in this research could be a quasi-experimental research. The look of this research is non-equivalent group pre-test and post-test design. The researcher used cluster sampling technique. The analysis of hypothesis test using t-test shows that Picture Word Inductive Model is more practical to show vocabulary mastery<sup>2</sup>. It because there's significant difference between post-test score of experimental class which is taught by using *PWIM* and control class which is taught by using Memorization Learning Model.

The third prior research is done by Indra entitled “Improving The Eighth Grade Students’ Ability in Writing Narrative Texts Through The Use of Picture Word Inductive Model at SMP N 3 Mlati in The Academic Year of 2014/2015” There were two varieties of data during this research. They

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<sup>1</sup> Wahyu Meiranti, The Use of Picture Word Inductive Model in Developing Students’ Reading Ability in Descriptive Text at The First Grade of SMPN 3 Natar(LAMPUNG UNIVERSITY. BANDAR LAMPUNG. 2016)

<sup>2</sup> Fita Sari, A Comparative Study Between Picture Word Inductive Model and Memorization Learning Model to Teach Vocabulary at the Seventh Grade of Mtsn 3 Boyolali (STATE ISLAMIC INSTITUTE. SURAKARTA. 2018)

were qualitative and quantitative data. The qualitative data were gained through observation and interview. The quantitative data were collected from writing tests. The validity of the info was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The implementation of *PWIM* technique during this research brought some successful improvements within the students' ability in writing narrative texts and therefore the teaching and learning process<sup>3</sup>.

Based on those prior research above, its have similarity in strategy learning. All of them were succeeded using *PWIM* strategy in teaching English learning process. Therefore, this strategy is more effective to use in learning activity. On this occasion the research would be using Picture Word Inductive Model (*PWIM*) strategy of the students' writing skill of the eighth graders students at SMP Ma'arif Andatu II Dente Teladas, Tulang Bawang.

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<sup>3</sup> Anindita Nur Indra, Improving The Eighth Grade Students' Ability in Writing Narrative Texts Through The Use of Picture Word Inductive Model at SMP N 3 Mlati in The Academic Year of 2014/2015(FACULTY OF LANGUAGES AND ARTS YOGYAKARTA STATE UNIVERSITY. 2016)

## CAPTER II

### THEORETICAL REVIEW

#### A. Concept of Teaching Writing Skill

##### 1. Definition of Writing

In teach English there were four skills that must be mastered by students, namely listening, speaking, reading and writing. All skills were very important for learning English directly.

From the four language skill, writing was difficult subject, as Tribble says that for the instant we were able to accept that writing could be a language skill which was difficult to amass<sup>1</sup>. It was furthermore, one within which relatively few people are required to be expert. It implies that writing was difficult skill, because the authors need skill on the way to write words correctly, a way to put and arrange those words into sentences which are alleged to be meaningful per grammatical rules.

According to Cornbleet and Carter, writing is always around us even every day, even though we don't read it we always see written texts ranging from shopping lists to academic essays.<sup>2</sup> In addition, Brown defined that writing is the exclusive domain skill of experts and scholars in educational institutions.<sup>3</sup>

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<sup>1</sup> Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.3

<sup>2</sup> Cornbleet, Sandra, dan Ronald Carter. *The Language of Speech and Writing*. London and New York: Routledge, 2001. Page 5

<sup>3</sup> Brown, H. Douglas. *Language Assessment Principles and Classroom Practices*. New York: Longman University Press, 2007. Page 218

Teaching English includes a variety of language skill which includes listening, speaking, reading and writing. As one of the English language skill, writing is one of the four English learning skills that students have to master.

Because, according to Harmer, being able to write is a vital. International language speakers, as well as all people who speak their native language, need this ability.<sup>4</sup> In addition, writing is used for various purposes. Writing is called productive skill. This means that writing is a process where the writer produces something that contains the thoughts, feelings, or ideas of the author in the form of notes in the form of letters and numbers symbolically so that it can be understood by others.

The steps of writing may include planning, drafting, editing, and final draft.<sup>5</sup> In planning step, a subject should be prepared. To seek out an inspiring topic may well be sometimes rather difficult. Handling the statement, it's demanding for the scholars to make their own writing in brief time especially for beginners because they have much time within the writing steps.

Besides that, according to Kane, writing is a rational and valuable activity. In addition, writing requires practice of mind and mastery of techniques that anyone can learn.<sup>6</sup> Meanwhile, Weir said that writing is a

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<sup>4</sup>Harmer, Jeremy. *How to teach Writing*. New York: Logman University Press, 2004. p.3

<sup>5</sup>*Ibid.* P. 5

<sup>6</sup>Kane, Thomas S. *The Oxford Essential Guide to Writing*. New York: Oxford University Press, 1988. Page 5

social cultural act whose thoughts are not limited by individual writers.<sup>7</sup> Moreover, Hayland said that writing is a way of sharing personal meaning emphasizing personal power to build understanding of a topic.<sup>8</sup> Besides that, according to Harmer said that Writing is one of the four English language skill that are part of the English learning syllabus. Therefore, it can be used for various purposes where mastery of writing effectively can be seen as the main goal for students.<sup>9</sup>

## 2. Writing Process

There are several processes for writing well. For this section, according to Harmer definition the writing process that's the stage the author goes through so as to provide something during this final written” be tormented by content(subject matter) of the writing, variety of writing (shopping list, letter, reports, novels), and also the medium it's (pen and paper, computer word files, live chat, etc.)”<sup>10</sup>

### a. Planning

The author would plan what they would write. Before writing they try to determine what would be written on writing. They plan however the author has thought about what is needed before writing it on a piece of paper. When planning of writer must think of three main problems. First, it must consider the purpose of writing because it

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<sup>7</sup>Weir, Cyril J. *Language Testing and Validation* . New York: Palgrave Macmillan, 2005. Page 108

<sup>8</sup>Hyland, Ken. *Second Language Writing*. USA: Cambridge University Press, 2003. Page 9

<sup>9</sup>Harmer, Jeremy. *teach Writing...* 31

<sup>10</sup>*Ibid.* 4



affects one, among others, not only the type of text produced, but also the language used, and the information chosen for inclusion. Second, writer does not only think about the results they write, not only affect the form of writing, but also the choice of language whether formal or informal. Third, the writer must consider the structure of the content of a work, how to properly order facts, ideas, or arguments that would be included in the writing.

**b. Drafting**

Drafting is a design strategy for compiling and developing continuous writing procedures to conclude that information found during planning can be a part of what success or not.

**c. Editing (reflecting and revising)**

After the writers write the draft, they then read what they had written to see where it worked and where it didn't. Reflections and revisions are often assisted by readers or editors who comment and make suggestions. The reaction of other readers to the paper would help the author make the right revisions.

**d. Final version**

After the writer has edited their draft, made the changes they deem necessary, they produced their final version. This may look very different from the original plan and the first concept, because the changes have changed in the editing process. But the author is now ready to send written text to the intended audience.

**Planning → Drafting → Editing → Final Version**

Based on the diagram above, it is known that there are four writing processes, namely planning, drafting, editing, and the last final version or final draft.<sup>11</sup>

### 3. Characteristic of Good Writing

There were three good characteristic of writing according to Boardman, namely:<sup>12</sup>

#### a. Coherence

Coherence means staying united, coherence is basically a matter of having the right part of writing with a clear process. Paragraphs have coherence when supporting sentences are ordered according to principles. The sentences are arranged so that readers can understand ideas easily. The principles for ordering depend on the type of paragraph written.

#### b. Cohesion

Cohesion is another characteristic of a good paragraph. When a paragraph has cohesion, all supporting sentences are connected to each other in support of the topic sentence.

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<sup>11</sup>*Ibid.* 5

<sup>12</sup>Natanael Saragih, et all. *The Effectiveness of Using Recount Text to Improve Writing Skill* IOSR Journal Of Humanities And Social Science (IOSR-JHSS). ([www.iosrjournals.com](http://www.iosrjournals.com)). Volume: 19, February 2014. Page 57

**c. Unity**

The last characteristic of a well written paragraph is unity. All supporting sentences must be related to the topic sentence.

Writing paragraphs has several characteristics, namely coherence, cohesion and unity. The paragraph can be said to be good when all three characteristics are found in a paragraph.

**4. Types of Writing.**

There were several types of writing. For this section, according to Kane defines the type of writing as follows:<sup>13</sup>

**a. Exposition**

The exposition is written with the aim of explaining a topic of discussion through short and concise paragraphs. So if someone reads the paragraph, then he would get some information related to the topic itself. Then this text is known to also have sentences that are inviting or attracting attention from the reader. In other words, a reader is able to be interested in following or doing something that is explained through the text.

**b. Description**

Description is about sensory experience. How things look, sound, feels. Mostly about visual experiences, but descriptions also relate to other types of perceptions. The description also describes a

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<sup>13</sup>Kane, Thomas S. *Guide Writing...* Page 7

certain object. What are explained in a description text can be people, places, events, atmosphere, events or other things.

**c. Narration**

Narrative is a form of paragraph development in an essay or paper in which describes a series of events in a sequence from time to time, starting from the beginning, middle, to the end

**d. Persuasive**

Persuasion means inviting, persuading, or telling. Persuasion text is a text that aims to invite, tell, or persuade the reader to do something in accordance with what was conveyed by the author.

**e. Argumentation**

Argumentative is a paragraph that contains an explanation based on evidence, reason and an example of real events that are intended to influence the reader so that they are sure of the problem.

Writing has several types for writing paragraphs, namely exposition, description, narration, persuasion, and argumentation. Each has different characteristics, functions and components. In this research, focus on writing description text.

**5. Teaching Writing**

Teaching writing covers teaching of a language ability and organization of ideas. Harmer said that out and away the foremost important reason for teaching writing, of course, that it is a basic of language skill. Therefore, teaching writing to students of English is more

important than other language skill. Teaching or learning the thanks to write successfully gets even more complicated and challenged for both language teachers and students.

However, the teachers agree that within the classroom, writing should be much attention as reading, speaking, and listening. Many teachers and the students like consider writing to be most difficult subject of language skill to find out. Brown states that there are five sorts of writing class performance:

**a. Imitative or writing down**

Beginning level of learning to jot down, students would simply “writing down” English letters, words and possibly sentences so as to find out the convention of the orthographic code.

**b. Intensive or controlled**

Writing is typically used as production mode for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises.

**c. Self Writing**

A significant proportion of classroom writing is also dedicated to self writing or writing with only the self in mind as an audience.

**d. Display Writing**

It was noted earlier that writing within the college curricular context may be a way of life. For all language students, short answer

exercises is say examinations, and even research reports will involve a part of display.

**e. Real Writing**

Well virtually every classroom writing task would have part of display writing in it, the identical classroom writing aims for communication of messages to an audience in need of those messages.

There are subcategories of illustrate it can be injected:

- 1) Academic.
- 2) Vocational/Technical.
- 3) Personal.<sup>14</sup>

When the teacher writing the classroom its many activities that the students liquidate learning. The teacher not only asks the students to put in writing down sentence or composition, but may also focus the activities in language practice and make them active. For example asks them to place in writing dialogue with their partner. It makes the students get ideas or suggestion from other students. The teaching of writing is mater of prescribing a group of predetermined tasks or exercises to the students. When teachers teach writing course, she/he doesn't only teach the simplest way to develop ideas in writing, but also needs a big attention of the thanks to write English sentences

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<sup>14</sup> Brown, H Douglas. Teaching by Principle an Interactive Approach to Language Pedagogy, (California: Longman inc, 2001), p.343-346

grammatically and systematically thus teaching writing are visiting be good if the teachers' ability is being improved.

## 6. Assessment of Writing

There are several categories on assessment writing, namely content, organization, vocabulary, language use and mechanics.<sup>15</sup>

**Table 2.1**  
**Rubric score from Heaton**

<b>Categorization</b>	<b>Score</b>	<b>Level</b>	<b>Criteria</b>
Content	30-27	Excellent to very good	Knowledgeable-substantive-etc.
	26-22	Good to average	Some knowledge of subject-etc.
	21-17	Fair to poor	Limited knowledge of subject- little substance-etc.
	16-13	Very poor	Does not show knowledge of subject-non substantive-etc.
Organization	20-18	Excellent to very good	Fluent expression-ideas clearly stated-etc.
	17-14	Good to average	Somewhat choppy-loosely organized but main ideas stand out-etc.
	13-10	Fair to poor	Non fluent- ideas confused or

<sup>15</sup> Heaton, J. B. *Writing English Language Test*. London and New York: Longman Group UK Limited, 1988. Page 146

			disconnected- etc.
	9-7	Very poor	Does not communicate- no organization- etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range-effective word/idiom choice and usage-etc.
	17-14	Good to average	Adequate range-occasional errors of word/idiom form, chose, usage, but meaning not obscured.
	13-10	Fair to poor	Limited range-frequent errors of word/idiom form, choice, usage-etc.
	9-7	Very poor	Essentially translation-little knowledge of English vocabulary.
Language use	25-22	Excellent to very good	Effective complex constructions- etc.
	21-19	Good to average	Effective but simple constructions-etc.
	17-11	Fair to poor	Major problems in simple/complex constructions- etc.
	10-5	Very poor	Virtually no mastery of sentence construction rules-etc.
Mechanics	5	Excellent to very	Demonstrates mastery



		good	of conventions-etc.
	4	Good to average	Occasional errors of spelling, punctuation-etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization-etc.
	2	Very poor	No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing-etc.

Based on the table above, each category has a different maximum score. That was content 30 score, organization 20 score, vocabulary 20 score, language use 25 score, and mechanics 5 score. Therefore, the highest grade was 100.

## **B. Concept of Picture Word Inductive Model (PWIM)**

### **1. Definition of Picture Word Inductive Model (PWIM) Strategy**

According to Hornby in Oxford Advanced Learners' Dictionary, picture may be a painting, drawing, sketch, etc especially as a piece of art.<sup>16</sup> Picture is extremely good for college students to elicit ideas. Calhoun states that in *PWIM* strategy, the scholars are presented with pictures of sequenced pictures.<sup>17</sup>

PWIM is intended to show reading, writing, and also the system.<sup>18</sup> Thanks to that, this strategy is predicted can help the students to unravel their problems in writing, especially in writing descriptive texts. This strategy leads the students to spot each object in a very picture that they would describe. Though this strategy, the students are going to be easier to develop their descriptive writing based an image. Picture Word Inductive Model is an inquiry oriented strategy that has explicit instruction and structured inductive activities. It's focused to develop reading and writing skill. In other words, Picture Word Inductive Model supports the scholars learning of sight words which include expanding their speaking vocabulary into a reading and writing vocabulary. As final process, this

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<sup>16</sup> Hornby, *Oxford Advanced Learners' Dictionary* (New York: Oxford University Press, 1995) p.871

<sup>17</sup> Calhoun, Emily F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999), p.25

<sup>18</sup> *Ibid.*.21

strategy leads the students in to the writing of titles, factual sentences, and paragraph building.<sup>19</sup>

The intent of the *PWIM* strategy was capitalized on students' ability to think inductively and generalize the premise structural and phonetic analysis. They also add that the aim of this strategy is to develop vocabulary word concepts and paragraph and sentence structures. Thanks to that, this strategy can help the scholars in writing process. Through this strategy, students can compose their writing from the fundamental aspect like vocabulary.<sup>20</sup> In Islam, to form students enjoyable and think freely what they require to put in writing and help them to come up with the thought within the process of writing coping with their own experiences, the teacher should give the simplest strategy or technique to assist the scholars to write down fine. Picture is incredibly good for college kids to elicit ideas.<sup>21</sup> Proposes that picture can provoke creativity the students, picture works rather well as spurs to written production. It can stimulate them to induce creativity in producing writing ideas.

Based on the previous research by Herizal at the seventh grade of SMP Inaba Palembang by applying Picture Word Inductive Model (*PWIM*) strategy to boost the students' writing ability of descriptive text showed that teaching writing thought Picture Word Inductive Model (*PWIM*) strategy could improve the students' writing ability

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<sup>19</sup>Harmer, Jeremy. *teach Writing...* Page 79

<sup>20</sup>Jiang, Xuan and K. Perkins, 'A conceptual paper on the application of the picture word inductive model using bruner's constructivist view of learning and the cognitive load theory', (Journal of Interdisciplinary Teaching and Learning, Volume 3(1), 2003), p.8-17

<sup>21</sup>Harmer, Jeremy. *teach Writing...* Page 67

significantly.<sup>22</sup> Yuniyarsih also applying Picture Word Inductive Model (*PWIM*) strategy in students' writing descriptive text at junior high school that made the students' writing score improve well and made students active in learning process.<sup>23</sup>

## 2. Procedure of Picture Word Inductive Model (*PWIM*) Strategy

Following steps were the procedure of Picture Word Inductive Model Strategy:<sup>24</sup>

- a. Select an image.
- b. Ask students to spot what they see within the picture.
- c. Label the image part identified. (Draw a line from the identified object or area, say the word, write the word; ask student to spell the word aloud to pronounce it).
- d. Read and review the image word chart aloud.
- e. Ask student to read the words (using the lines on the chart if necessary) and to classify the word into a range of groups. Identify common concepts (e.g. beginning consonants, timming words) to emphasis with the entire class.
- f. Read and review the image word chart (say the word, spell it, and say it).
- g. Add words, if desired, to the image word chart and to the word banks.

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<sup>22</sup> Herizal, *Improving Students' Descriptive Writing Text through Picture Word Inductive Model (PWIM) Strategy for Seventh Grade of SMP Inaba Palembang*, 2013

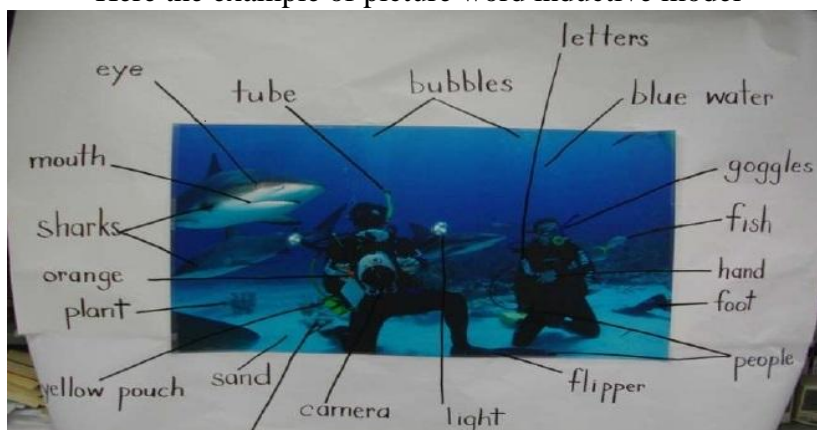
<sup>23</sup> PradaniYuniyarsih, *Using Picture Word Inductive Model (PWIM) Strategy to Teach Junior High School Students in Writing a Descriptive Text*, (semarang state universiti. 2014)

<sup>24</sup> Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: ANDI OFFSET, 2007), p.34

- h. Lead students into creating a title for the image word chart. Ask student to give some thought to the data on the chart and when they require mentioning about it.
- i. Ask student to get sentences, or a paragraph about the image word chart. Ask students to classify sentences; model putting the sentences into a decent paragraph.
- j. Read and review the sentences and paragraph.

Figure 2.1

Here the example of picture word inductive model



Based on the statement above, the steps of using the Picture Word Inductive Model strategy were the students select a picture, identified what they see in the picture, label the picture parts in the word chart identified, make a sentence from the word chart and make a text from that picture.

### **3. Advantages and Disadvantages of the Picture Word Inductive Model (PWIM) Strategy**

#### **a. Advantages of Picture Word Inductive Model (PWIM) Strategy**

Using the Picture Word Inductive Model in teaching reading has some advantages and disadvantages.<sup>25</sup> According to Calhoun that there were eight advantages of using *PWIM* in teaching-learning, some of them are:

- 1) Pictures provide authentic, concrete referents for the learning of new words, phrases, and sentences.
- 2) Because students were using pictures related to content material under study, they have had the opportunity to use the words repeatedly in an authentic way.
- 3) They feel a part of the classroom community and can participate in in-class activities.
- 4) Students were assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning to newly encountered words.
- 5) Students hear and see words spelled correctly and participate in the correct spelling and writing.

*PWIM* strategy was chosen because the *PWIM* method of teaching descriptive text has a positive influence on students' writing abilities. By using the *PWIM* strategy, the students can classify the words and make sentences about the picture and try to think

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<sup>25</sup> PradaniYuniyarsih, *Using (PWIM)...*page 44

inductively. This strategy was also a practical way of teaching and learning process to make their writing easier and more effective to increase junior high school students' ability in writing descriptive text. The final result of Yuniarsih and Saun's research found that the *PWIM* strategy seems more effective, enjoyable, and useful for the students.

**b. Disadvantages of Picture Word Inductive Model (*PWIM*) Strategy**

There were several disadvantages using *PWIM* strategy as follows:

- 1) The pictures that are used might not interest the students.
- 2) The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class.
- 3) The model was time consuming.

Based on the statement above, Picture Word Inductive Model had some advantages and down sides, the benefits were the students hear the words pronounced correctly again and again and also the picture word chart was a direct reference as they add these words to their sight vocabulary, the teacher can value more highly to emphasize almost any sound and symbol relationship (introduced or taken to mastery).

The students were hear and see letters identified and written correctly over and over, and also the students were hear the words spelled correctly again and again and participate in spelling them correctly. Besides, the disadvantages were the photographs that were

used won't interest the students. The teacher should bear in mind the dimensions of the picture. The dimensions of the picture should be appropriate to the quantity of the category. The model was time consuming.

**c. The Procedure of Teaching Descriptive Text Writing Using *PWIM* Strategy.**

*PWIM* would be done by classes, small groups, and individuals. The teacher will show the picture and therefore the text so explains what should be done by the students, like the students should label the image correctly. The employment of the Picture Word Inductive Model in teaching is one in all the choice strategies to assist the students to construct and improve their writing skill.

In pedagogy in middle school, there were several genres like narrative, descriptive, recount, and procedure texts which can be taught. During this research, the type of text which would be used was descriptive text. The descriptive text could be a text that describes a selected thing, people, or place.

Gerot and Wignell explain that the generic structure of the descriptive text is identification and outline which is to explain specific parts, qualities, and characteristics of the article that's being described.<sup>26</sup> Identification illustrates the overall information about

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<sup>26</sup> Gerot, L. dan P. Wignell. *Making Sense of Functional Grammar* (Sydney: Gerd Stabler 1994)



what we were visiting describe and the outline illustrates the precise or detailed information about what we are visiting describe. It means the descriptive text could be a text which provides details about the physical features, appearance, or composition of the topic.

Some sequences of fabric through the Picture Word Inductive Model within the classroom were going to be proposed as follows.

**1) Pre activities**

- a) The teacher greets the students.
- b) The teacher checks the attendance list.
- c) The teacher involves the students in chitchat to create up their schemata about the material which goes to be discussed.

For example, The teacher asked to the students' to mention about example of descriptive text, explained more about descriptive text to the students and the teacher tried to make an example of descriptive text.

**2) While activities:**

- a) The teacher was showing an image to the students.
- b) The teacher asked the students to spot what they see within the picture.
- c) The teacher asked to the students to make a label in that picture, write the vocabulary based on the image.
- d) The teacher asked the student to choose a word as the topic.

- e) The teacher asked the students to make a sentence which belongs to the picture and asked the students to write the text on white-board.
- f) The teacher asked the students to answer the write test associated with the text.
- g) The teacher and students was discussing the solution to the reading test associated with the text.

**3) Post activities:**

- a) The teacher asked the students about what they got from the lesson of today.
- b) The teacher asked the students whether or not they have any difficulties with the subject.
- c) The teacher was giving motivation and closes the meeting.

This procedure was customized from Frederick which integrates applying Picture Word Inductive Model with learning. The author assumes that picture word inductive model made a decent atmosphere within the classroom which could motivate the students to sustain tell, interest, add learning it was language, and motivate to read. The students can be more pay attention and more motivated to read within the teaching-learning activity.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Variable and Definition Operational Variable

##### 1. Operational Variable

An operational variable of this research consist of Independent and Dependent variable of this research was the Picture Word Inductive Model strategy that would be implemented to improve students' writing skill in an interesting way. It was expected that the students did not feel bored in learning English. This strategy was very usefull for improving students' writing skill in class.

The variable of this study is writing mutually of the language skill that had to be mastered by students so as to convey messages in transcription.

#### B. Setting of the Research

Classroom action research would be going to be conducted at SMP Ma'arif Andatu II Dente Teladas Tulang Bawang. The setting of the research was Jl. Poros Way Dente, Kec. Dente Teladas, Kab. Tulang Bawang.

#### C. Subject of the Research

The subject of this research was eighth graders of SMP Ma'arif Andatu II Dente Teladas. The totals of students were 24 students. The object of this research was students' descriptive text in writing skill.

**Table3.1**

No	Graders	Sex		Total
		Male	Female	
1	VIII	8	16	24

#### **D. Action Plan**

##### **1. Classroom action research**

The research used the classroom action research. According to Car and Kemmis by Burns, action research is a self reflective investigation carried out by students in social situations. Teachers were improving their rationality and justice practices.<sup>30</sup>

Also, Singh states that action research is a method for improving and modifying class work systems in schools.<sup>31</sup> Besides that, according to McNiff and Whitehead, action research is investigating how to improve learning and take social action.<sup>32</sup>

From several theories and explanations above, it can be concluded that classroom action research was a dynamic process that has several aspects, actions, observes, and reflects on each cycle, it was a class to improving the quality of learning practices.

Classroom action research (CAR) had various models but in this research, the researcher used Kemmis and Taggart's (1988) research

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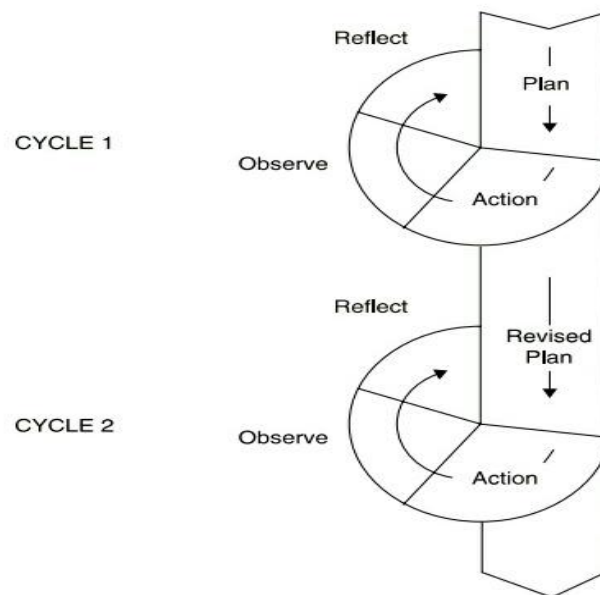
<sup>30</sup>Anne burns, *collaborative action research for english language teacher*, (cambridge university press. 1999) page. 30

<sup>31</sup>Singh, Yogesh Kumar. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International Publisher, 2006. Page 261

<sup>32</sup>McNiff, Jean, dan Jack Whitehead. *Action Research*. London: Sage Publications, 2006.

design. According to Kemmis and Taggart as cited by Burns (2010) action research is a dynamic and complementary process that consists of four essential phases such as planning, action, observation, and reflection in a spiral system.<sup>33</sup> These phases can be seen by following figured:

**Figure 3. 1.**  
**Class Room Action Research**  
**Kemmis and Mc Taggart Model<sup>34</sup>**



This figure described the sequence of the research which was preceded by planning, following by action, observation, and reflection that implement in each cycle in a spiral system. The assumption was determined out came in the first cycle can not be achieved or there may be found a new problem, so it would probably continue and receive in the next cycle that had the same phase on the first cycle.

<sup>33</sup>Anne burns, *collaborative action...* page. 32

<sup>34</sup>*Ibid...* page 9

In this case, the researcher would conduct classroom action research in eighth graders at SMP Ma'arif Andatu II Dente Teladas. The reason why the researcher would conduct classroom action research was that the researcher went to improve the writing skill of eighth graders at SMP Ma'arif Andatu II Dente Teladas by using a Picture Word Inductive Model (*PWIM*).

## **2. The Steps in the Research**

There were four steps in the cycle. There were planning, Action, Observation, and Reflection if the first had failed and the cycle must be review again in the second cycle and so on. That can be illustrated by those procedures as follows:

### **a. Cycle 1**

#### **1) Planning**

After analyzing the finding of the preliminary study such as identifying and diagnosing student's problems in writing skills that occur in the classroom and concluding the finding in the preliminary study. Then the researcher would prepare some plans to conduct the classroom. They were the following:

- a) The researcher prepared a lesson plan including learning Procedures, Media, and Relevant material to be applied in the acting phase.
- b) The researcher prepared learning resources for students. The writer was determining the method to be applied in the active

phase. In this case, the researcher used a Picture Inductive Model (*PWIM*) strategy to improve writing skills.

- c) The researcher prepared the observation format and also evaluated the format to evaluate student activities after the learning process.
- d) Researcher was design criteria for success.

## **2) Action**

The researcher collaborated implement the action that had been arranged in planning phase. These activities were implemented to the following steps:

### **a) Pre-teaching activity**

- 1) The researcher started the lesson by greeting to students.
- 2) The researcher and students prayed together.
- 3) The researcher would check students' attendance.
- 4) The researcher informed to the students about the Competence, the Indicator, and the Objectives that should be achieved.

### **b) While teaching activity**

- 1) The researcher prepared students to start learning by Picture Word Inductive Model strategy.
- 2) The researcher explained each color the hat to students about how to apply the meaning of each hat that was poured into a descriptive text.

- 3) Researcher provided material and facilities in the form of descriptive text topics and steps for writing descriptive text to students during discussions by applying the Picture Word Inductive Model.
- 4) The researcher would confirm students' writing skill by examining their understanding.
- 5) After students become more proficient in using this strategy, the researcher gradually shifted responsibility to students to implement this strategy.

**c) Post teaching activity**

- 1) The researcher given positive feedback to the students.
- 2) The researcher and the students concluded the learning topic that had been discussed.
- 3) The researcher was greeting the students in the end of the meeting.
- 4) After given treatment in cycle 1, the researcher gives the post-test. The instrument which was giving to the students had different type from the instrument which was giving in the pre-test.

**3) Observation**

The observer observed the students' activity, their were participations, and class situation during learning process, and researcher performance by using structure observation form and



made note the overall activities. Furthermore, the researcher also collects the data from the post test and result of student's activity. The researcher observes the overall activities to found out the effectiveness of learning process which had been occur and the result was concluding and discussing in reflecting phase.

#### **4) Reflection**

The researcher tried to see and think again something that researcher had done. It was done to know whether there was influence to the students' learning process. By reflecting, the researcher gotten information the strength and the weakness from the action that the researcher had been done. If the researcher still find the problems, the researcher would be conducted the next cycle and used the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

#### **b. Cycle 2**

##### **1) Re-Planning**

When the researcher found the problem in the first cycle, the researcher would repair the problem in the next cycle. It would be explained as a follow:

- a) The researcher analyzed the reflection result to obtain the solving problem.
- b) The researcher revised and prepared the lesson plan based on the problem appear in the previous cycle including learning

procedure, media, and relevant material to be apply in acting phase.

- c) The researcher were rearrange observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

## **2) Action**

In the second phase of cycle two, the researcher applied the same steps in previous cycle, but the writer applied the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

### **a) Pre teaching activity**

- 1) The researcher started the lesson by greeting to the students.
- 2) The researcher and students prayed together.
- 3) The researcher checks student's attendance.
- 4) The researcher informed to the students about the competence, the indicators and objectives that would be achieve.

### **b) While teaching activity**

- 1) The researcher prepared students to begin learning.
- 2) The researcher reminded how to apply each different hat color.
- 3) The researcher provides the material and facilitates students during learning by applying various color caps.

- 4) The researcher confirmed students' writing skill by examining their understanding.
- 5) After students become more proficient in using this strategy, the researcher gradually transfers responsibility to students to implement this strategy.
- 6) Researcher provided evaluations to students.

**c) Post teaching activity**

- 1) The researcher given positive feedback or reinforcement to the students.
- 2) The researcher and students concluded the learning topic that had been discussed.
- 3) The researcher would greet the students in the end of the meeting.

**3) Observation**

In the third phase, the observer observes the student's activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and the result of student's activity.

**4) Reflection**

In the fourth phase, the researcher discussed and analyzed the data collected from all activities from the acting phase to the

observation phase to find out whether the implementation of Picture Word Inductive Model was successful or unsuccessful in the second cycle and also compared students to increase from one cycle to the cycle to find out student achievement. If there was a good improvement based on the pre-determined success criteria, the researcher did not continue the action in the next cycle.

#### **E. Data Collecting Technique**

In collecting data the writer used the following steps:

##### **1. Test**

The test of this research consists of a pre-test that would be conducted before the treatment and post-tests that would be done at the end of each cycle. The post-test would be done after the treatments. The form and the procedure of the post-test were the same as the pre-test. In this case, the researcher would be doing the test to know the writing skill of the eighth graders at SMP Ma'arif Andatu II Dente Teladas.

The tests that would be done include pre-test and post-test. Both of the tests were in the form of asking the students to write descriptive text guided by clear pictures that were related to the topics of descriptive text. The researcher would be provided a picture and topic for students. The topics and pictures of descriptive text were about animals. The reason why the researcher was decided the topic. Because, at SMP Ma'arif Andatu II Dente Teladas more easily identify the characteristics that exist in animals so that the students would be easier to write in a descriptive text.

## 2. Observation

The observation aims to explain the situation being investigated: activities, people, or individuals were involved in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory and carefully interpret and analysis, again employing systematic and plan procedures.<sup>35</sup> It was mean that observation was a data collection strategy in which the activities of subjects were visually examined. In this research, the writer would observe the learning process of the eighth graders at SMP Ma'arif Andatu II Dente Teladas in their classroom. During the learning process, the researcher was going to observe the students activeness in learning to write the procedure text.

## 3. Documentation

Documentation may discuss with particular individuals, like school records and reports about pupils, or may concern more 'macro' issues, like one among her Majesty's Inspectorate reports on the physical state of colleges, it can have the number of features. For instance, they will be made up exclusively of written words, or they will include statistics, as in a very survey research report. It means documentation could be a note of the data within the type of documentation. during this case, documentation is required by the author to induce the whole data about the establishment history at SMP Ma'arif Andatu II Dente Teladas, the organization

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<sup>35</sup>Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006). Page 58

structure at SMP Ma'arif Andatu II Dente Teladas, the names of the teacher in each subject, the information about the college building sketch to understand the situation of every class, the office, the library, the canteen, the mosque, the laboratory, the lot, and therefore the yard.

#### **4. Field Note**

Field note was observation instrument used in CAR to provide a record of what was going on during in observation that includes description of places, people, objects, acts, activities, events, purposes, times, and feelings.<sup>36</sup> The researcher used field note to record the student's activity during the learning process. The researcher conducted the field note in order to get a complete data from the eighth graders at SMP Ma'arif Andatu II Dente Teladas to students' activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

### **F. Instrument of the Research**

#### **1. Writing Test Question**

To measure students' descriptive text writing skill of the eighth graders at SMP Ma'arif Andatu II Dente Teladas, the researcher would apply some written tests that consist of pre-test and post-test. Both of the tests were in the form asking the students to write a descriptive text based

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<sup>36</sup>*Ibid.* 526

on the pictures that were related to the topics of descriptive text. There would be a choice of descriptive text topics such as animals.

## 2. Observation sheet

In order to observe the learning activity and each cycle, the researcher used observation sheet. It deals with learning activity such as:

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs, and groups of the classroom are more vocal, etc.
- c. Frequency of the student-initiated responses
- d. Quality of teacher-elicited responses

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean would be calculated by applying the following

formula:  $\bar{X} = \frac{\sum X}{N}$

Notes:

$$\begin{array}{ll} \bar{X} & = \text{Mean of average score} \\ \sum X & = \text{The total numbers of students' scores} \\ N & = \text{The total numbers of students.}^{37} \end{array}$$

## G. Indicators of Success

To know the gain of data, the researcher would analyze the result of the test by taking the average score pre-test, and post-test. Furthermore, the results have to reach the minimum standard of writing skill in this class at least 70. If the mean of the post-test has fulfilled at least 70, and 83% of the

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<sup>37</sup>*Ibid.* 110

students have been passed, the researcher would not continue to the next cycle. There will be two minimum cycles in this classroom action research.



## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Setting

###### a. Brief History about the Establishment of SMP Ma'arif Andatu II

###### Dente Teladas.

This classroom action research was conducted at SMP Ma'arif Andatu II Dente Teladas Tulang Bawang that is located at Jl. Poros Indolampung, Dente Teladas, Tulang Bawang.

SMP Ma'arif Andatu II have changed the leader for three times.

This school had been led by the following principals:

- |                    |              |
|--------------------|--------------|
| - Proyo prayitno   | 2001 - 2011  |
| - Ir. Dian Avianto | 20011 - 2019 |
| - Muklis, S.Pd     | 2019 – now   |

### b. The Vision and Mission at SMP Ma'arif Andatu II Dente Teladas

The Vision and Mission of SMP Ma'arif Andatu II Dente Teladas in academic year of 2020/2021 can be identified as follows;

**Table 4.1**

Vision and Mission at SMP Ma'arif Andatu II Dente Teladas.

<b>Vision :</b> Discipline, Performance, the Good Manners, and Taqwa	
<b>No</b>	<b>Indicated by</b>
1.	Dicipline at the teaching-learning activity
2.	Performing in the intracurricular and extracurricular
3.	Have a good manners in interacting
4.	Taqwa in the religion spiritual

<b>No</b>	<b>Mission</b>
1.	Inure to be diciplin in all things continuously
2.	Sprout up the teachers, staff, and students awareness to do the duty and obligation
3.	Implement the teaching-learning process optimally.
4.	Pushing and improving the teacher and staff professional ability, also the facilities and infrastructure
5.	Assisting and guiding students to recognize they own potential and respectful to the other.
6.	Practicing the religion activities in the daily life.

**Source:** The documentation result of SMP Ma'arif Andatu II Dente Teladas in academic year of 2020/2021.

### c. Teacher and Staff Names in SMP Ma'arif Andatu II Dente Teladas.

The teacher and staff names of SMP Ma'arif Andatu II Dente Teladas in academic year of 2020/2021 can be identified as follows;

**Table 4.2**  
**The Teacher and Staff Names**  
**at SMP Ma'arif Andatu II Dente Teladas.**

No	Name	Sex	Position
1	Muklis, S.Pd	Male	Headmaster
2	Samsudin, S.Pd	Male	PJOK
3	Albet Juni Sastra, S.Pd	Male	Indonesian teacher
4	Teguh Harifian, S.Kom	Male	PRAKARYA
5	Ir. Dian Afianto	Male	english teacher
6	Eko Setiawan, S.Pd.I	Male	Islamic teacher
7	Habib Ainul H, S.Pd.I	Male	Islamic teacher
8	Zainal Mahmudi, S.Pd.I	Male	Islamic teacher
9	Reisa Farida Amri,S.Pd.	Female	Economic teacher
10	Ellyana S,Km.	Female	Sience teacher
11	Ari Zari'ul Khoiroh, S.Pd	Female	Aswaja teacher
12	Ikhsan Siranti, S.Pd	Female	Matematics teacher
13	Supriyati, S.Pd	Female	Sience teacher
14	Puji Wahyuning Sasi, S.Pd	Male	Social teacher
15	Suwarni, S.Pd	Female	Matematics teacher
16	Desma Rizki Ananda	Male	English teacher

*Source:* Documentation of SMP Ma'arif Andatu II in the Academic Year 2020/2021.

**d. The Quantity of the Students of SMP Ma'arif Andatu II Dente Teladas.**

The quantity of the students at SMP Ma'arif Andatu II Dente Teladas in academic year 2020/2021 can be identified as follows;

**Table 4.3**

**Students Quantity at SMP Ma'arif Andatu II Dente Teladas.**

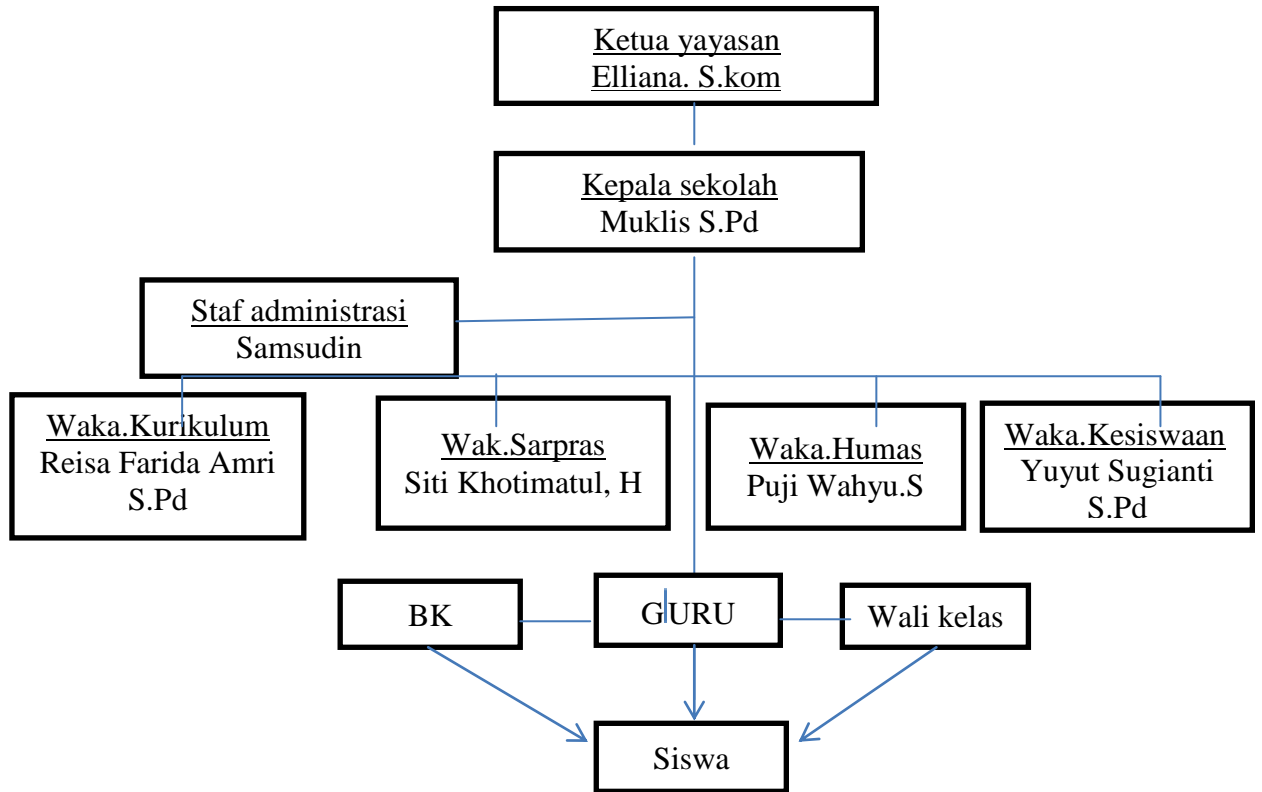
NO	Class	Sex	
		Male	Female
1	VII	6	13
2	VIII	8	16
3	IX	9	15
		<b>23</b>	<b>44</b>
<b>TOTAL</b>		<b>67</b>	

*Source* : The documentation at SMP Ma'arif Andatu II Dente Teladas in the academic year of 2020/2021.

**e. Organization Structure of SMP Ma'arif Andatu II Dente Teladas.**

The organization structure of SMP Ma'arif Andatu II Dente Teladas in the academic year 2020/2021 can be identified as follows;

**Figure 4.1**  
**Organization Structure**  
**at SMP Ma'arif Andatu II Dente Teladas.**



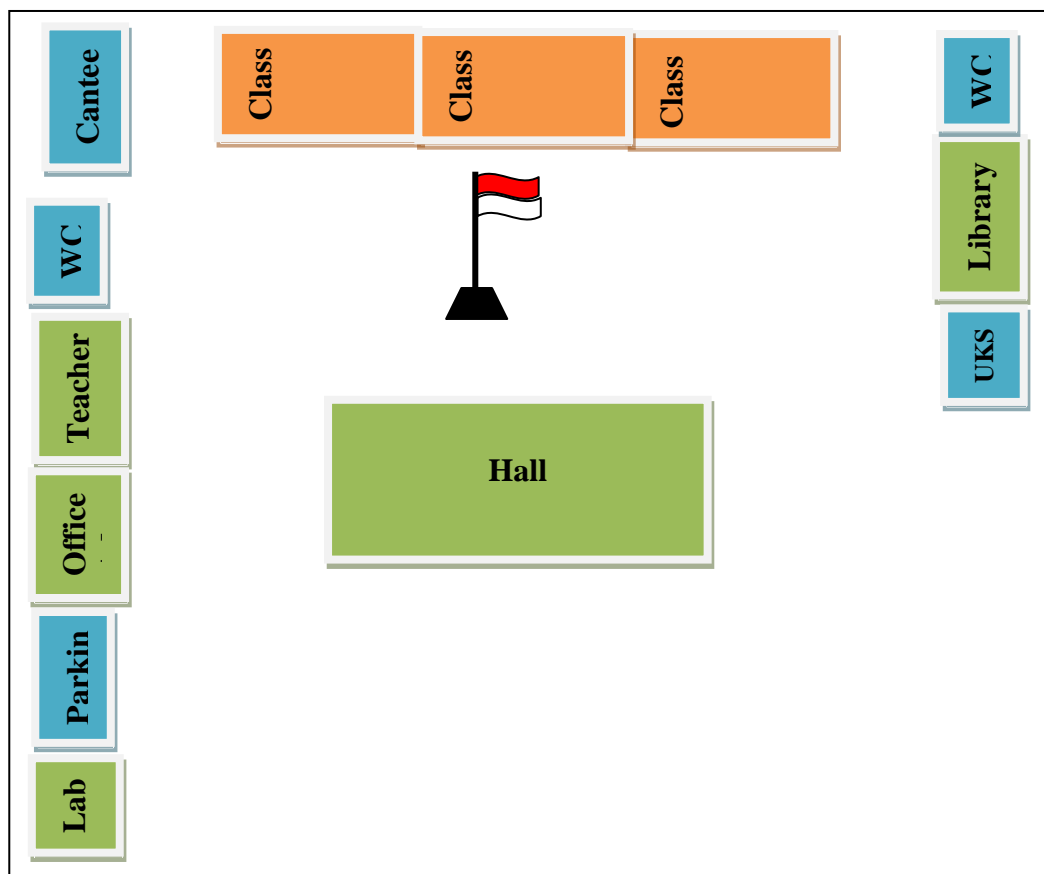
**Source:** The documentation of Organization Structure at SMP Ma'arif Andatu II Dente Teladas in the Academic Year 2020/2021.

#### f. Location Sketch of SMP Ma'arif Andatu II Dente Teladas.

The location sketch of SMP Ma'arif Andatu II Dente Teladas in academic year of 2020/2021 can be identified as follows;

Figure 4.2

#### Location Sketch at SMP Ma'arif Andatu II Dente Teladas.



*Source:* The documentation of SMP Ma'arif Andatu II Dente Teladas in Academic Year 2020/2021.

## 2. The Description of Research Data

### a. First Condition

This research used Classroom Action Research (CAR), which has purpose to improve students' writing descriptive text skill and the result of the study in SMP Ma'arif Andatu II Dente Teladas. The researcher used *PWIM* as a strategy to improve writing skill of students

because from the result of pra survey the researcher had information that the students' at the eighth graders of SMP Ma'arif Andatu II Dente Teladas had low in writing skill. Based on the result of pra survey from 24 students, only 4 students who passed and 20 students who failed with the Minimum Mastery Criteria (MMC) for English lesson is 70.

The study result was gotten through test that was administered to the students in the beginning research and in the end of every cycle, while the activity data was gotten from the observation when the learning activity was happened. As it was mentioned before, each cycle consist of planning, acting, observing, and reflecting.

#### **b. Action and Learning Process**

In this research, the writer conducted the pre-test on Thursday, January 7<sup>th</sup>, 2021. The researcher told the students that the researcher would conduct the research in their class in order to know their skill of writing descriptive text before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was written test. The result of the students' as follow:

**Table 4.4**  
**The Students' Writing Skill Pre-Test Result**

No	Name	MMC	Score	Note
1	ARH	70	70	Complete
2	ARZ	70	60	Incomplete
3	ART	70	80	Complete
4	AG	70	55	Incomplete
5	AA	70	50	Incomplete
6	AM	70	65	Incomplete
7	BRP	70	70	Complete
8	DA	70	60	Incomplete
9	DP	70	55	Incomplete
10	DS	70	30	Incomplete
11	DC	70	55	Incomplete
12	ER	70	50	Incomplete
13	ER	70	65	Incomplete
14	GA	70	55	Incomplete
15	INR	70	40	Incomplete
16	JZF	70	50	Incomplete
17	KNF	70	55	Incomplete
18	MLL	70	85	Complete
19	NM	70	55	Incomplete
20	SRA	70	60	Incomplete
21	TY	70	60	Incomplete
22	TF	70	55	Complete
23	TH	70	45	Incomplete
24	WA	70	60	Incomplete
<b>Total</b>			<b>1.385</b>	
<b>Average</b>			<b>57,7</b>	
<b>Highest Score</b>			<b>85</b>	
<b>Lowest Score</b>			<b>30</b>	

*Source:* The result of Pre-test on January 27<sup>th</sup>, 2020.



Based on the table above, it can be seen that 4 from 24 students were complete, besides 20 students were incomplete. The average from the data was 57,4. To know about percentages' from the score of pre-test can be seen on the table as follows:

**Table 4.5**

**Percentage of Students' Score in Pre-test**

No	Interval	Frequency	Percentage	Category
1	$\leq 70$	20	83 %	Incomplete
2	$\geq 70$	4	17 %	Complete
<b>Total</b>		<b>24</b>	<b>100 %</b>	

*Source:* The result of Pre-test on January 27<sup>th</sup>, 2020.

Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP Ma'arif Andatu II Dente Teladas was 70. It can be seen that only 4 students (17%) got score up to the standard, and then 20 students (83%) got score less than the standard. That is the reason the researcher used *PWIM* strategy to improve the students' writing skill.

## 1) Cycle I

### a) Planning

In this research, the researcher was as an English teacher with Mrs. Desma Rizki Ananda as collaborator. Before the learning process began the researcher and the collaborator would like to discuss about, as follow:

- a) Preparing the material about descriptive text.

- b) Preparing the lesson plan.
- c) Making the items that would be examined as the pre test and the post-test I in the cycle I.
- d) Preparing *PWIM* as a strategy that used in the action learning.
- e) Making the observation sheet of the students' activity I.

The minimum mastery criteria (MMC) at SMP Ma'arif Andatu II Dente Teladas for English were 70. This research was conducted in two cycles. The action in cycle I and cycle II were conducted about two meetings in each cycle and each meeting in these cycles took 2x45 minutes. The material of classroom action research was *PWIM* Strategy to improve the students' writing skill.

#### **b) Acting**

##### 1) The First Meeting

The action in cycle I consisted of 2 meetings. The first meeting was done on Thursday, Januari 7<sup>th</sup>, 2021. In the procedure of teaching descriptive text above, The teacher greets the students. The teacher checks the attendance list. 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 about descriptive text to the students and the teacher tried to make an example of descriptive text to the students.

The teacher were using the strategy of Picture Word Inductive Model (*PWIM*) to make a descriptive text.

Here are some steps in teaching activity: The teacher shows an image to the students. The teacher asked the students to spot what they seen within the pictures must focus and identify what they seen. The teacher asked to the students to made a label and write the vocabulary in that picture. Then, the teacher asked the student to choosen a word as the topic. The teacher asked the students to make a sentence which belongs to the image and asked the students to write the text on white-board. And The teacher asked the students to answer the write test associated with the text. The teacher and students discussed the solution to the reading test associated with the text.

And the end, the teacher asked the students about what they got from the lesson of today. The teacher asked the students whether or not they had any difficulties with the subject. The teacher given motivation and closed the meeting.

## 2) The Second Meeting

The second meeting of cycle I was conducted on January 9<sup>th</sup>, 2021. For 2x45 minutes. Still in the procedure of teaching descriptive text, The teacher was greeting the students. The teacher checked the attendance list. The teacher asked to the students' are they still remember about material of descriptive

text last day. The teacher were using the Picture Word Inductive Model (*PWIM*) strategy.

Here are some steps in teaching activity: The teacher showed an image to the students. The teacher asked the students to spot what they seen within the picture have to focus and identify what they seen. The teacher asked to the students to make a label and write the vocabulary in that picture. Then, the teacher asked the student to choose a word as the topic. The teacher asked the students to make a sentence which belongs to the picture and asked the students to write the text on white-board. And The teacher asked the students to answer the write test associated with the text. The teacher and students discussed the solution to the reading test associated with the text.

And the end, the teacher asked the students about what they got from the lesson of today. The teacher asked the students whether or not they had any difficulties with the subject. The teacher gave motivation and closeed the meeting.

In this stage, the condition of the class was not effective because still there many students were confused, students were less active in teaching and learning process, the researcher got the result of the students' post test I in cycle I. The result can be seen as follows:

**Table 4.6**  
**The Students' Post-Test I Result In Cycle I**

No	Name	MMC	Score	Note
1	ARH	70	80	Complete
2	ARZ	70	55	Incomplete
3	ART	70	85	Complete
4	AG	70	70	Complete
5	AA	70	80	Complete
6	AM	70	70	Complete
7	BRP	70	60	Incomplete
8	DA	70	60	Incomplete
9	DP	70	70	Complete
10	DS	70	75	Complete
11	DC	70	55	Incomplete
12	ER	70	65	Incomplete
13	ER	70	60	Incomplete
14	GA	70	75	Complete
15	INR	70	50	Incomplete
16	JZF	70	75	Complete
17	KNF	70	60	Incomplete
18	MLL	70	85	Incomplete
19	NM	70	70	Complete
20	SRA	70	70	Complete
21	TY	70	75	Complete
22	TF	70	70	Complete
23	TH	70	60	Incomplete
24	WA	70	70	Incomplete
<b>Total</b>			<b>1.645</b>	
<b>Average</b>			<b>68,5</b>	
<b>Highest Score</b>			<b>85</b>	
<b>Lowest Score</b>			<b>50</b>	

*Source:* The result of post-test I on January 9<sup>th</sup>, 2021.

**Table 4.7**  
**Percentage of Students' Score in Post-Test I of Cycle I**

No	Interval	Frequency	Percentage	Category
1	$\leq 70$	11	45,8 %	Incomplete
2	$\geq 70$	13	54,2 %	Complete
<b>Total</b>		<b>24</b>	<b>100 %</b>	

*Source:* The result of Post-test I on Januari 9<sup>th</sup>, 2021

Based on the data above, it can be seen that 11 (45,8%) got score less than standard and 13 (54,2%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who got minimum scores 70. Learning process is said success, when 70% students got score above 70. The fact showed that the result was unsatisfying.

### c) Observing

The result of learning process to increase the students' writing skill by *PWIM* Strategy in cycle I was rising than before. It can be seen from the score at pre-test and post-test. The using of *PWIM* Strategy in the learning process was something new at this class, because the students were supposed to be active.

In the post-test I there were 11 (45,8%) students got good score. But, the result of the students' test was better than students' test before giving treatment.

**Table 4.8**  
**The Result of Students' Activities In Cycle I**

<b>No</b>	<b>Students Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1	Give attention to the teacher explanation	18	72%
2	Active in the classroom	16	64%
3	Can list and order the details that their plan to do	13	52%
4	Can write complete sentence into a paragraph	15	60%
5	Ask / Answer the question from teacher	13	52%
	<b>Total</b>		300%
	<b>Average</b>		60%

*Source:* The result of students activities cycle I

The data showed that not all the students' active in learning process. There were 18 students (72%) give attention to the teacher explanation, 16 students (64%) Active in the classroom, 13 students (52%) could list and order the details that their plan to do, 15 students (60%) could write complete sentence into a paragraph and 13 students (52%) ask or answer the question from teacher.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activity got percentage 72% active in the classroom and the others got <70%.

#### **d) Reflecting**

From the result of cycle I, it showed that there was an improving of the result at pre- test and post- test I. The student was interest in learning process although the condition of learning process

still uncontrolled because some students still did not focus on the material.

Based on analyzing above. The researcher concluded that this research should be continued in cycle II. The researcher tried to get solution as follows:

- 1) The researcher should manage class well.
- 2) The researcher asked the students to focus on study.

The teacher should motivate students so that they could be more active in the class.

## **2) Cycle II**

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was similar to cycle 1, it was divided into planning, acting, observing and reflecting. But it was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

### **a) Planning**

In this step, the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the researcher and collaborator found the problems that student was not confident and difficult to express their idea. The student was afraid if they make a mistake. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing to cycle II. The



researcher made lesson plan better active than before, so that the learning process could do effective.

#### **b) Acting**

Based on the activities in the cycle I, the process at cycle II was focused on the problem of cycle I. There were still many weaknesses on cycle I such as the students did not confidence in the learning process, and difficult in organizing the words especially in writing descriptive text.

##### 1) The First Meeting

The meeting conducted on Januari 14<sup>th</sup>, 2021. The teacher checked the attendance list. The teacher said to the students' it is still using *PWIM* strategy to make descriptive text. The teacher explained more about descriptive text slowly than before to the students, and the teacher tried to make an example of descriptive text to the students.

The teacher explained more the strategy of Picture Word Inductive Model (*PWIM*) slowly than before to the students. The teacher tell more about steps of *PWIM* strategy.

Here are some steps in teaching activity: The teacher showed an image to the students. The teacher asked the students to spot what they saw within the picture must focus and identify what they saw. The teacher asks to the students to make a label and write the vocabulary in that picture. Then, the teacher asked the student to

choose a word as the topic. The teacher asked the students to make a sentence which belongs to the picture and asked the students to write the text on white-board. And The teacher asked the students to answer the write test associated with the text. The teacher and students discussed the solution to the reading test associated with the text.

The end activities, the teacher asked the students about what they got from the lesson of today. The teacher asked the students whether or not they had any difficulties with the subject. The teacher gave motivation and closed the meeting.

## 2) The Second Meeting

The second meeting of cycle II was conducted on Januari 16<sup>th</sup>, 2021. For 2x45 minutes. In this time the teacher focus on Picture Word Inductive Model (*PWIM*) strategy only, and made a group of students' discussion.

Here are some steps in teaching activity: The teacher showed an image to the students. The teacher asked the students to spot what they saw within the picture, must focus and identify what they seen. The teacher asked to the students to make a label and write the vocabulary in that picture. Then, the teacher asked the student to choose a word as the topic. The teacher asked the students to make a sentence which belongs to the picture and asked the students to write the text on white-board. And The teacher asked

the students to answer the write test associated with the text. The teacher and students discussed the solution to the reading test associated with the text.

The end activities, the teacher asked the students about what they got from the lesson of today. The teacher asked the students whether or not they had any difficulties with the subject. The teacher gave motivation and closeded the meeting.

During the learning process in the class, the collaborator observed the studnets' activities. The condition of the class was more controlled than before. The student more because the researcher would be given a give to the students whose got the perfect score in post test II in cicle II.

**Table 4.9**  
**The Students' Post-Test II Result In Cycle II**

No	Name	MMC	Score	Note
1	ARH	70	80	Complete
2	ARZ	70	75	Complete
3	ART	70	85	Complete
4	AG	70	75	Complete
5	AA	70	80	Complete
6	AM	70	80	Complete
7	BRP	70	70	Complete
8	DA	70	75	Complete
9	DP	70	65	Incomplete
10	DS	70	65	Incomplete
11	DC	70	65	Incomplete
12	ER	70	80	Complete
13	ER	70	80	Complete
14	GA	70	70	Complete
15	INR	70	55	Incomplete
16	JZF	70	80	Complete
17	KNF	70	70	Complete
18	MLL	70	95	Complete
19	NM	70	75	Complete
20	SRA	70	70	Complete
21	TY	70	80	Complete
22	TF	70	80	Complete
23	TH	70	55	Incomplete
24	WA	70	75	Complete
<b>Total</b>			<b>1.780</b>	
<b>Average</b>			<b>74,5</b>	
<b>Highest Score</b>			<b>95</b>	
<b>Lowest Score</b>			<b>55</b>	

*Source* : The result of post-test II on Januari 16<sup>th</sup>, 2021.

**Table 4.10**  
**Percentage of Students' Score in Post-Test II of Cycle II**

No	Interval	Frequency	Percentage	Category
1	$\leq 70$	5	20,8 %	Incomplete
2	$\geq 70$	19	79,2 %	Complete
<b>Total</b>		<b>24</b>	<b>100 %</b>	

*Source* : The result of post-test II on Januari 16<sup>th</sup>, 2021.

Table above was the result of students' score in post test II .

It can be seen that there was an improving from the score of post-test I and post-test II. There were 18 students was completed with the highest score was 95 and 7 students incomplete with the lowest score was 55. According to standard score, 79,2% students had passed the test. It means that cycle II was succesful and there was improving from post-test I and the post-test II.

### c) Observing

The observation was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follows:

**Table 4.11**  
**The Result of Students' Activities In Cycle II**

No	Students Activities	Frequency	Percentage
1	Give attention to the teacher explanation	22	88%
2	Active in the classroom	20	80%
3	Can list and order the details that their plan to do	18	72%
4	Can write complete sentence into a paragraph	19	76%
5	Ask / Answer the question from teacher	17	68%
	<b>Total</b>		384%
	<b>Average</b>		76,8%

*Source* : The result of students activities cycle II.

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage There were 22 students (88%) give attention to the teacher explanation, 20 students (80%) Active in the classroom, 18 students (72%) could list and order the details that their plan to do, 19 students (76%) could write complete sentence into a paragraph and 17 students (68%) ask or answer the question from teacher.

Based on the result of the research in cycle II, it could be inferred that cycle II was improv. There were >70% of students reached the examination. It means the students' writing skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

**d) Reflecting**

The result of cycle II was better than cycle I. There was significant improving in this cycle. The condition of the class was better than before. The students listened to the teachers' explanation and did not make noisy in learning activity and serious were doing the assignment. In this meeting, most of students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle 1.

In the second cycle, the students were enjoy and also active to do assignment than before. It means that *PWIM* Strategy was effective to improve the students writing skill. The students who got score more than 70 were 19 (79,2%) out of 24 students.

## B. Discussion

### 1. Interpretation and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post-test I and post test II in cycle I and cycle II. This is the result score, as follows:

**Table 4.12**  
**The Result Score of Students' Pre-test, Post-test I and Post-test II.**

No	Name	Cycle I		Improving %	Cycle II	Improving %	Criteria
		Pre-test	Post-test I		Post test II		
1	ARH	70	80	27,27	80	25	Improve
2	ARZ	60	55	-8,33	75	36,36	Improve
3	ART	80	85	57,14	85	27,27	Improve
4	AG	55	70	-6,66	75	7,14	Improve
5	AA	50	80	6,66	80	18,75	Improve
6	AM	65	70	16,66	80	14,28	Improve
7	BRP	70	60	-13,33	70	7,69	Improve
8	DA	60	60	33,33	75	41,66	Improve
9	DP	55	70	16,66	65	-7,14	Improve
10	DS	30	75	-6,25	65	-13,33	Improve
11	DC	55	55	83,33	65	18,18	Improve
12	ER	50	65	18,18	80	7,69	Improve
13	ER	65	60	50	80	-6,66	Improve
14	GA	55	75	15,38	70	13,33	Improve
15	INR	40	50	9,09	55	25	Improve
16	JZF	50	75	-6,25	80	20	Improve
17	KNF	55	60	50	70	16,66	Improve
18	MLL	85	85	44,44	95	7,69	Improve
19	NM	55	70	12,5	75	-7,14	Improve
20	SRA	60	70	27,27	70	-7,14	Improve
21	TY	60	75	75	80	6,66	Improve
22	TF	55	70	16,66	80	14,28	Improve
23	TH	45	60	33,33	55	8,33	Improve
24	WA	60	70	44,44	75	15,38	Improve
	<b>Total</b>	<b>1.385</b>	<b>1.645</b>		<b>1.780</b>		
	<b>Average</b>	<b>57,7</b>	<b>68,5</b>		<b>74,5</b>		



From the increasing each cycle, it could be know that the used *PWIM* Strategy can improve the students' writing skill, because the students were able to write the descriptive text, they could improve their writing skill. It can be seen from the average 57,7 to 68,5 in cycle I, become 74,5 in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 70.

**Tabel 4.13**  
**Frequency complete of the students' score on Pre-test, Post-test I, Post-test II .**

<b>Name</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
Pretest	4	17%	Complete
Post Test 1	13	54%	Complete
Post Test 2	19	79%	Complete

There was an improving of the students who got score up to the standard from the pre-test to the post-test I, and from post-test I to the post-test II. From 4 students (17%) in pre-test to 13 students (54%) in post-test I and become 19 students (79%) in post-test II.

The researcher was success if 70% of students able to achieving the minimum mastery criteria (MMC), that was 70. Based on the result of pre-test and post-test, it could be seen that *PWIM* Strategy was able to improve the students writing skill based on the students' average before and after given the treatment.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had

achieved the indicator of succes that was 70% with the minimum mastery criteria was 70.

## 2. Interpretation and Result of Students' Learning Process

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follows:

**Table 4.14**  
**Result of the students' activities in Cycle I & Cycle II**

No	Students' Activity	Cycle I	Cycle II	Increasing
1.	Give attention to the teacher explanation	72%	88%	16%
2.	Active in the classroom	64%	80%	16%
3.	Can list and order the details that their plan to do the task	52%	72%	20%
4.	Can write complete sentence into a paragraph	60%	76%	16%
5.	Ask / Answer the question from teacher	52%	68%	16%
<b>Total</b>		300%	384%	84%
<b>Average</b>		60%	76,8%	16,8%

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good improving in learning

activities when *PWIM* strategy was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time by using *PWIM* strategy in improving the students' writing skill.

Based on the explanation of cycle I and cycle II, it could be inferred that the used of Problem Based Learning could improved the students' ability in writing argumentative text. There was progress from the students got score  $\geq 70$  from pre-test 17% or 4 students, post-test I 54,2% or 13 students and post-test II become 79,2% or 19 students. We could be seen that was an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

The result of the student activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 72% become 88%, the students ask/answer question from 52% become 68%, the students able do the task from 52% become 72%, the students active in the class from 64% become 80%. The result of students' activities in cycle I and cycle II, there are increasing about students' learning activities.

### **3. The Implementation of Improving Writing Skill Through *PWIM* Strategy**

In teaching writing to the SMP Ma'arif Andatu II Dente Teladas especially in students of eighth graders, based on the pra-survey there were some problems like some student was not active, difficulties to express their idea in writing skill, using gramer, and memorising vocabularies. The researcher chose *PWIM* to improve the students' writing skil.

The researcher used this strategy to organize idea students and made students more active in writing especially descriptive text in learning English. There was appositve improving about students learning activities using *PWIM* strategy. Therefore this strategy was hopefully in the learning activities.

Based on the result of research it showed that action hypothesis was proven in the sense the used *PWIM* strategy could improve the students' writing skill. The *PWIM* as a strategy could improve the result of students' score and also the students' activity in learning process of writing skill at the eighth graders of SMP Ma'arif Andatu II Dente Teladas.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of implementation of writing descriptive text skill by using *PWIM* Strategy in two cycles of the classroom action research, the researcher would like to draw the conclusion as follows;

The used of *PWIM* Strategy in learning English especially the material of descriptive text can be improved the students' of writing skill at the eighth graders of SMP Ma'arif Andatu II Dente Teladas.

The improvement can be seen from the average score of the students' writing skill before and after being given the treatment. The result of pre-test and post-test show that there was improving from the pre-test to post-test. The result of pre-test was lower than the result of post-test. The average score of pre-test is 16,2 and the average score of post-test I in cycle I is 45,8. The average score of post-test II in cycle II is 79,2. So, there was progress from 16,2 to 45,8 to 79,2. From pre-test to the post-test cycle I, there was improved for about 9,8 points, and from the post-test cycle I to the post test cycle II, there was improved for about 6,6 points. It clear that *PWIM* Strategy would be able to improve writing skill and the use of *PWIM* can be effective Strategy in writing skill and it can be used as alternative choice in learning activity because this Strategy was so easy to implement in writing skill .

## B. Suggestion

Based on the conclusion, the following some suggestion for English teacher, students, and other researcher that might useful for advance.

### 1. For Headmaster

The writer suggested that the headmaster can be supporting the used of *PWIM* Strategy for another teacher. Because, it can be improve writing skill and make the students more active.

### 2. For English Teacher

The writer suggested that the teachers can be used the *PWIM* strategy in taught English especially in writing in order that the student can be improving their ideas in the class and understand the material that was delivered by the teacher.

### 3. For Students

The witeer suggested the students more active in learning process, in order to understand the material and increase their result especially in writing skill.

### 4. For Other Researcher

The writer suggested to another reseracher conducting a further study. It is also good to focus on apply *PWIM* Strategy improving students' writing skill.

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# **APPENDIXES**

**SILABUS BAHASA INGGRIS  
TAHUN AJARAN 2020/2021**

Sekolah : SMP Ma'arif Andatu, Dente Teladas, Tulang Bawang.  
Kelas : VIII (Delapan)  
Tahun Pelajaran : 2020-2021

**KI**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santundan peduli dalam melaksanakannya komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur,</p>				

<p>disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p>	<p>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><b>Fungsi sosial</b></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Menyebutkan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap</li> </ul>	<ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana.</li> <li>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</li> <li>• Tingkat ketepatan unsur kebahasaan: tata</li> </ul>	<ul style="list-style-type: none"> <li>• Buku Teks wajib</li> <li>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> <li>• Contoh teks dari sumber</li> </ul>
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<p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p>	<p>tekstersebut.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li> </ul>	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> <li>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan</p>	<p>otentik</p> <ul style="list-style-type: none"> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailiyenglish.com">www.dailiyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/americanenglish/resource/files">http://americanenglish.state.gov/files/americanenglish/resource/files</a></li> <li>- <a href="http://learnenGLISH.britishcouncil.org/en/">http://learnenGLISH.britishcouncil.org/en/</a></li> <li>- <a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>
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	<p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, dst.; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, dst.</p> <p>(3) Kata sifat yang sangat lazim, <i>young</i>, <i>old</i>, <i>clever</i>, <i>big</i>, <i>small</i>, <i>easy</i>, <i>difficult</i>, <i>dilligent</i>, <i>tired</i>, <i>tall</i>, <i>short</i>, <i>beautiful</i>, dll.</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be</i>, <i>have</i>, <i>go</i>,</p>	<ul style="list-style-type: none"> <li>• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- nama orang, binatang, benda yang dideskripsikan</li> <li>- sifat orang, binatang, benda yang dideskripsikan</li> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> </li> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang</li> </ul>	<p>teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi</li> </ul>	
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	<p><i>play, get, take, dll.</i></p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan</p>	<p>berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman</li> <li>• tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks deskriptif sangat pendek dan</li> </ul>	<p>terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan</p>	
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	<p>memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cintadamai, dan kerjasama.</p>	<p>sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan,</li> </ul>	<p>menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</li> <li>• Kumpulan hasil analisis tentang</li> </ul>	
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		<p>tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>- Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>beberapa teks deskriptif tentang orang, binatang, benda.</p> <p>Lembar soal dan hasil tes</p>	
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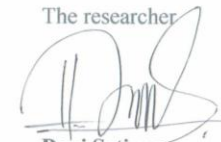
Collaborator



Desma Rizki Amanda  
NIP. -

Dente Teladas,....Des 2020

The researcher



Deni Setiono  
NPM.1501070162

Mengetahui,  
Kepala SMP Ma'arif Andatu II Dente Teladas



## LESSON PLAN

<b>Satuan Pendidikan</b>	<b>: SMP Ma'arif Andatu II Dente Teladas, Tulang Bawang</b>
<b>Kelas/ Semester</b>	<b>: VIII/1</b>
<b>Mata pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Materi pokok</b>	<b>: Descriptive Text</b>
<b>Alokasi waktu</b>	<b>: 4x40 menit</b>
<b>Pertemuan</b>	<b>: 1 dan 2</b>

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
- 4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### C. Indikator Pencapaian Kompetensi

1. Menjelaskan makna yang terdapat pada teks deskriptif.
2. Membuat teks deskriptif dan menyebutkan sifat orang, binatang, benda dan bagiannya.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik diharapkan:

1. Dapat menjelaskan makna yang terdapat pada teks deskriptif.
2. Dapat membuat dan menyusun teks deskriptif tulisan pendek sederhana tentang orang, binatang, dan benda.

### E. Materi Pembelajaran

#### 1. Materi Pertemuan ke-1

##### a. Text Descriptive

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, or other, for instance: our pets or a person we know well. The social function of descriptive text is to describe a particular person, animals, place, and thing.

The generic structure of descriptive text consists of identification and description.

Identification : Identifies phenomenon to be described.

Description : Describe parts, qualities, characteristics, etc.

##### b. Example of Descriptive Text:Panda (animal)



Identification :

I went to the zoo yesterday and I saw panda for the first time.

Description :

Panda is the very cute animal I have ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they are cute.

## 2. Materi pertemuan ke-2

### a. Simple Present Tense

Teks deskriptif biasanya menggunakan kalimat dalam bentuk simple present tense. Simple present tense digunakan untuk menyatakan fakta, kebiasaan, dan kejadian yang terjadi pada saat sekarang ini.

Bentuk	Verbal/Nominal	Rumus	Contoh
+	Verbal	S + verb1 {+s/es}	She loves.
	Nominal	S + tobe+nominal	You are my best friend.
-	Verbal	S + do/does+ not+ infinitive	I do not know who you are.
	Nominal	S+tobe+not+nominal	You are not my wife any more.
?	Verbal	Do/does + S +infinitive	Does she know that I love her?
	Nominal	Tobe +S+ nominal	Are you sleepy?

Penggunaan Do dan Does:

They We I You	Do	She He It	Does
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## F. Model Pembelajaran

1. Metode : Classroom Action Reset

2. Strategy : Picture Word Inductive Model (PWIM)

### G. Sumber dan Media Pembelajaran

1. Sumber : Buku Paket Siswa, Buku Guru.
2. Media : Picture.
3. Alat : Marker, white board.

### H. Kegiatan Pembelajaran

#### Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>➤ Guru masuk ke kelas menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta</li> <li>➤ Guru memotivasi siswa dan mengucapkan salam .</li> <li>➤ Mengingat kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.</li> </ul>	10 menit
<b>Inti</b>	<p><b><u>Mengamati</u></b> Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><b><u>Menanya</u></b> Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b><u>Mengumpulkan informasi</u></b> Secara kolaboratif, peserta didik mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dan lain-lain. peserta didik membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tersebut secara lebih cermat.</p>	60 menit

	<p><b><u>Mengasosiasi</u></b> Peserta didik membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut.</p> <p><b><u>Mencoba</u></b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang dan benda yang ada dalam kehidupan peserta didik di rumah, kelas, sekolah dan sekitarnya dalam bahasa Inggris.</li> <li>➤ Peserta didik berupaya menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
	<p><b><u>Refleksi</u></b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.</li> <li>➤ Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas terkait dengan materi.</li> <li>➤ Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.</li> </ul>	10 menit
<b>Penutup</b>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik bersama-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.</li> <li>➤ Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan.</li> <li>➤ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.</li> <li>➤ Bersama-sama menutup pelajaran dengan berdoa</li> </ul>	10 menit

### Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<ul style="list-style-type: none"> <li>➤ Guru masuk ke kelas menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta</li> </ul>	

<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>➤ Guru memotivasi siswa dan mengucapkan salam .</li> <li>➤ Mengingat kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.</li> </ul>	10 menit
<b>Inti</b>	<p><b><u>Mengamati</u></b> Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada dibuku.</p> <p><b><u>Menanya</u></b> ➤ Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b><u>Mengumpulkan informasi</u></b> Secara kolaboratif, peserta didik mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dan lain-lain.peserta didik membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tersebut secara lebih cermat.</p> <p><b><u>Mengasosiasi</u></b> Peserta didik membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut.</p> <p><b><u>Mencoba</u></b> ➤ Peserta didik membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang dan benda yang ada dalam kehidupan peserta didik di rumah, kelas, sekolah dan</p>	60 menit



	sekitarnya dalam bahasa Inggris . ➤ Peserta didik berupaya menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.	
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**Refleksi**

- Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. 10 menit
- Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas terkait dengan materi.
- Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.

**Menyimpulkan**

- Peserta didik bersama-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.
- Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan. 10 menit
- Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.
- Bersama-sama menutup pelajaran dengan berdoa

**Penutup**

**I. Teknik penilaian (scoring rubrics)**

**1. Penilaian sikap**

**PENILAIAN SIKAP**

Kelas : \_\_\_\_\_

Hari/ Tanggal : \_\_\_\_\_

Materi pokok : \_\_\_\_\_

No	Nama	SIKAP				Jumlah skor	Nilai
		Jujur	Disiplin	Bertanggung jawab	Percaya diri		
1							
2							
Keterangan							

Skor maksimal = 16

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

<b>Sikap</b>	<b>Deskripsi Rubrik</b>	<b>Skor</b>
Jujur	Selalu menunjukkan sikap jujur	4
	Sering menunjukkan sikap jujur	3
	Kadang-kadang menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	4
	Sering menunjukkan sikap disiplin	3
	Kadang-kadang menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Bertanggung jawab	Selalu menunjukkan sikap bertanggung jawab	4
	Sering menunjukkan sikap bertanggung jawab	3
	Kadang-kadang menunjukkan sikap bertanggung jawab	2
	Tidak pernah menunjukkan sikap bertanggung jawab	1
Percaya diri	Selalu menunjukkan sikap percaya diri	4
	Sering menunjukkan sikap percaya diri	3
	Kadang-kadang menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

## 2. Penilaian pengetahuan

<b>Aspek dan Kriteria</b>	<b>Skor</b>
Jawaban pertanyaan tepat, lengkap	20
Jawaban pertanyaan kurang tepat, kurang lengkap	10

Tiap jawaban benar skor 20, skor maksimal = 10 x 2 = 20

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

### 3. Penilaian keterampilan

#### PENILAIAN KETERAMPILAN MENULIS

Skill : \_\_\_\_\_

Kelas : \_\_\_\_\_

Hari/ Tanggal: \_\_\_\_\_

Materi pokok/ Tema : \_\_\_\_\_

No	Nama	KRITERIA					Nilai	Deskripsi
		Content	Organiza tion	Vocabul ary	Languag e use	Mechani cs		
1								
2								
Keterangan								

NA = Jumlah Perolehan Skor

Criteria	Description Rubric	Score
Content	Isi content sangat sesuai dengan topik tentang binatang	27-30
	Isi content sesuai dengan topik tentang binatang	22-26
	Isi content cukup sesuai dengan topik tentang binatang	17-21
	Isi tidak sesuai dengan topik tentang binatang	13-16
Organization	Pilihan kata sangat tepat dengan topik tentang binatang	18-20
	Pilihan kata tepat dengan topik tentang binatang	14-17
	Pilihan kata cukup tepat dengan topik tentang binatang	10-13
	Pilihan kata tidak tepat dengan topik tentang binatang	9-7
Vocabulary	Penulisan vocabulary sangat tepat dengan topik tentang binatang	18-20
	Penulisan vocabulary tepat dengan topik tentang binatang	14-17
	Penulisan vocabulary cukup tepat dengan topik tentang binatang	10-13
	Penulisan vocabulary tidak tepat dengan topik tentang binatang	7-9
	Pilihan bahasa yang sangat tepat dengan	22-25

Language use	topik tentang binatang	
	Pilihan bahasa yang tepat dengan topik tentang binatang	19-21
	Pilihan bahasa yang cukup tepat dengan topik tentang binatang	11-17
	Pilihan bahasa yang tidak tepat dengan topik tentang binatang	5-10
Mechanics	Penulisan sangat rapih	5
	Penulisan rapih	4
	Penulisan cukup rapih	2
	Penulisan tidak rapih	1

**J. Bentuk Instrument**

**WRITING TEST**

Name :  
Class :  
Student`s Number :

**Please write a descriptive text based on the picture. choose one of the word from the picture, as the topic :**



**Answer**

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Good Luck...

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan** : SMP Ma'arif Andatu II Dente Teladas, Tulang  
Bawang  
**Kelas/ Semester** : VIII/1  
**Mata pelajaran** : Bahasa Inggris  
**Materi pokok** : Descriptive Text  
**Alokasi waktu** : 4x40 menit  
**Pertemuan** : 3 dan 4

### **K. Kompetensi Inti**

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **L. Kompetensi Dasar**

- 8.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.
- 8.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **M. Indikator Pencapaian Kompetensi**

3. Menjelaskan makna yang terdapat pada teks deskriptif.
4. Membuat teks deskriptif dan menyebutkan sifat orang, binatang, benda dan bagiannya.

## N. Tujuan Pembelajaran

Pada akhir pembelajaran peserta didik diharapkan:

3. Dapat menjelaskan makna yang terdapat pada teks deskriptif.
4. Dapat membuat dan menyusun teks deskriptif tulisan pendek sederhana tentang orang, binatang, dan benda.

## O. Materi Pembelajaran

### 3. Materi Pertemuan ke-3

#### a. Text Descriptive

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, or other, for instance: a pets or a another we know well. The social function of descriptive text is to describe a particular person, animals, place, and thing.

The generic structure of descriptive text consists of identification and description.

Identification : Identifies phenomenon to be described.

Description : Describe parts, qualities, characteristics, etc.

#### b. Example of Descriptive Text: Giraffe (animal)



Identification :

Giraffes are the tallest mammals in the world.

Description :

We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has a long neck

and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tounge. Around his body, it has spotted patterns. "Giraffa camelopardalis" is it scientific name. On the top of it head, there are small "horns" or knobs. They are used to protect the head when fighting.

#### 4. Materi pertemuan ke-4

##### a. Simple Present Tense

Teks deskriptif biasanya menggunakan kalimat dalam bentuk simple present tense. Simple present tense digunakan untuk menyatakan fakta, kebiasaan, dan kejadian yang terjadi pada saat sekarang ini.

Bentuk	Verbal/Nominal	Rumus	Contoh
+	Verbal	S + verb1 {+s/es}	She loves.
	Nominal	S + tobe+nominal	You are my best friend.
-	Verbal	S + do/does+ not+ infinitive	I do not know who you are.
	Nominal	S + tobe + not+ nominal	You are not my wife any more.
?	Verbal	Do/does + S + infinitive	Does she know that I love her?
	Nominal	Tobe + S + nominal	Are you sleepy?

Penggunaan Do dan Does:

They	Do	She	Does
We		He	
I		It	
You			

#### P. Model Pembelajaran

3. Metode : Classroom Action Reset
4. Strategy : Picture Word Inductive Model (PWIM)

#### Q. Sumber dan Media Pembelajaran

4. Sumber : Buku Paket Siswa, Buku Guru.
5. Media : Picture.
6. Alat : Marker, white board.

#### R. Kegiatan Pembelajaran



### Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>➤ Guru masuk ke kelas menyapa dengan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta</li><li>➤ Guru memotivasi siswa dan mengucapkan salam .</li><li>➤ Mengingat kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.</li></ul>	10 menit
<b>Inti</b>	<p><b><u>Mengamati</u></b> Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku.</p> <p><b><u>Menanya</u></b> Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b><u>Mengumpulkan informasi</u></b> Secara kolaboratif, peserta didik mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dan lain-lain. Peserta didik membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tersebut secara lebih cermat.</p> <p><b><u>Mengasosiasi</u></b> Peserta didik membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut.</p> <p><b><u>Mencoba</u></b> ➤ Peserta didik membuat beberapa teks</p>	60 menit

	<p>deskriptif sangat pendek dan sederhana tentang orang, binatang dan benda yang ada dalam kehidupan peserta didik di rumah, kelas, sekolah dan sekitarnya dalam bahasa inggris .</p> <ul style="list-style-type: none"> <li>➤ Peserta didik berupaya menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
	<p><b><u>Refleksi</u></b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.</li> <li>➤ Guru memberi apresiasi terhadap hasil kerja peserta didik. Guru memberikan tugas terkait dengan materi.</li> <li>➤ Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.</li> </ul>	10 menit
<b>Penutup</b>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik bersama-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.</li> <li>➤ Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan .</li> <li>➤ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.</li> <li>➤ Bersama-sama menutup pelajaran dengan berdoa</li> </ul>	10 menit

### Pertemuan ke-2

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>➤ Guru masuk ke kelas menyapa dengan menggunakan bahasa inggris agar English Environment dapat langsung tercipta</li> <li>➤ Guru memotivasi siswa dan mengucapkan salam .</li> <li>➤ Mengingat kembali materi pelajaran yang sudah diajarkan dan kemudian membahas materi yang akan diajarkan.</li> </ul>	10 menit
	<p><b><u>Mengamati</u></b></p> <p>Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan</p>	

<p style="text-align: center;"><b>Inti</b></p>	<p>materi yang ada dibuku.</p> <p><b><u>Menanya</u></b></p> <ul style="list-style-type: none"> <li>➤ Dengan bimbingan dan arahan guru, peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p><b><u>Mengumpulkan informasi</u></b></p> <p>Secara kolaboratif, peserta didik mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dan lain-lain. peserta didik membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tersebut secara lebih cermat.</p> <p><b><u>Mengasosiasi</u></b></p> <p>Peserta didik membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut.</p> <p><b><u>Mencoba</u></b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang dan benda yang ada dalam kehidupan peserta didik di rumah, kelas, sekolah dan sekitarnya dalam bahasa Inggris .</li> <li>➤ Peserta didik berupaya menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	<p style="text-align: center;">60 menit</p>
	<p><b><u>Refleksi</u></b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.</li> <li>➤ Guru memberi apresiasi terhadap</li> </ul>	<p style="text-align: center;">10 menit</p>

	<p>hasil kerja peserta didik. Guru memberikan tugas terkait dengan materi.</p> <ul style="list-style-type: none"> <li>➤ Guru menanyakan apakah peserta didik sudah memahami materi pembelajaran yang sudah dilaksanakan.</li> </ul>	
<b>Penutup</b>	<p><b><u>Menyimpulkan</u></b></p> <ul style="list-style-type: none"> <li>➤ Peserta didik bersama-sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.</li> <li>➤ Guru memberikan tugas kepada peserta didik tentang materi yang sudah dijelaskan .</li> <li>➤ Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.</li> <li>➤ Bersama-sama menutup pelajaran dengan berdoa</li> </ul>	10 menit

## S. Teknik penilaian (scoring rubrics)

### 4. Penilaian sikap

#### PENILAIAN SIKAP

Kelas : \_\_\_\_\_

Hari/ Tanggal : \_\_\_\_\_

Materi pokok : \_\_\_\_\_

No	Nama	SIKAP				Jumlah skor	Nilai
		Jujur	Disiplin	Bertanggung jawab	Percaya diri		
1							
2							
Keterangan							

Skor maksimal = 16

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Sikap	Deskripsi Rubrik	Skor
Jujur	Selalu menunjukkan sikap jujur	4
	Sering menunjukkan sikap jujur	3
	Kadang-kadang menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1

Disiplin	Selalu menunjukkan sikap disiplin	4
	Sering menunjukkan sikap disiplin	3
	Kadang-kadang menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Bertanggung jawab	Selalu menunjukkan sikap bertanggung jawab	4
	Sering menunjukkan sikap bertanggung jawab	3
	Kadang-kadang menunjukkan sikap bertanggung jawab	2
	Tidak pernah menunjukkan sikap bertanggung jawab	1
Percaya diri	Selalu menunjukkan sikap percaya diri	4
	Sering menunjukkan sikap percaya diri	3
	Kadang-kadang menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

### 5. Penilaian pengetahuan

Aspek dan Kriteria	Skor
Jawaban pertanyaan tepat, lengkap	20
Jawaban pertanyaan kurang tepat, kurang lengkap	10

Tiap jawaban benar skor 20, skor maksimal = 10 x 2 = 20

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

### 6. Penilaian keterampilan

#### PENILAIAN KETERAMPILAN MENULIS

Skill : \_\_\_\_\_

Kelas : \_\_\_\_\_

Hari/ Tanggal : \_\_\_\_\_

Materi pokok/ Tema : \_\_\_\_\_

No	Name	KRITERIA					Score	Description
		Content	Organization	Vocabulary	Language use	Mechanics		
1								
2								
Keterangan								

$$NA = \text{Jumlah Perolehan Skor}$$

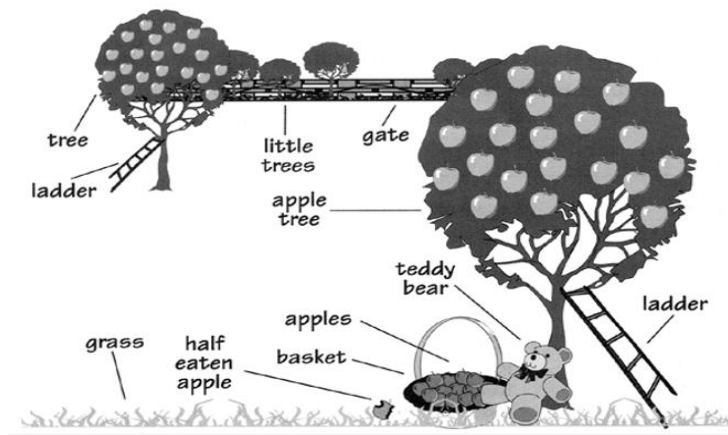
<b>Criteria</b>	<b>Description Rubric</b>	<b>Score</b>
Content	Isi content sangat sesuai dengan topik tentang binatang	27-30
	Isi content sesuai dengan topik tentang binatang	22-26
	Isi content cukup sesuai dengan topik tentang binatang	17-21
	Isi tidak sesuai dengan topik tentang binatang	13-16
Organization	Pilihan kata sangat tepat dengan topik tentang binatang	18-20
	Pilihan kata tepat dengan topik tentang binatang	14-17
	Pilihan kata cukup tepat dengan topik tentang binatang	10-13
	Pilihan kata tidak tepat dengan topik tentang binatang	9-7
Vocabulary	Penulisan vocabulary sangat tepat dengan topik tentang binatang	18-20
	Penulisan vocabulary tepat dengan topik tentang binatang	14-17
	Penulisan vocabulary cukup tepat dengan topik tentang binatang	10-13
	Penulisan vocabulary tidak tepat dengan topik tentang binatang	7-9
Language use	Pilihan bahasa yang sangat tepat dengan topik tentang binatang	22-25
	Pilihan bahasa yang tepat dengan topik tentang binatang	19-21
	Pilihan bahasa yang cukup tepat dengan topik tentang binatang	11-17
	Pilihan bahasa yang tidak tepat dengan topik tentang binatang	5-10
Mechanics	Penulisan sangat rapih	5
	Penulisan rapih	4
	Penulisan cukup rapih	2
	Penulisan tidak rapih	1

**T. Bentuk Instrument**

**WRITING TEST**

Name :  
Class :  
Student`s Number :

**Please write a descriptive text based on the picture. choose one of the word from the picture, as the topic :**



**Answer**

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Good Luck...

## FIELD NOTE

Cycle		Student's Attitude
Cycle I	First Meeting	
	Second Meeting	
Cycle II	First Meeting	
	Second Meeting	

---

Dente Teladas, ...Des 2020

Collaborator



**Desma Rizki Amanda**  
NIP. -

The researcher



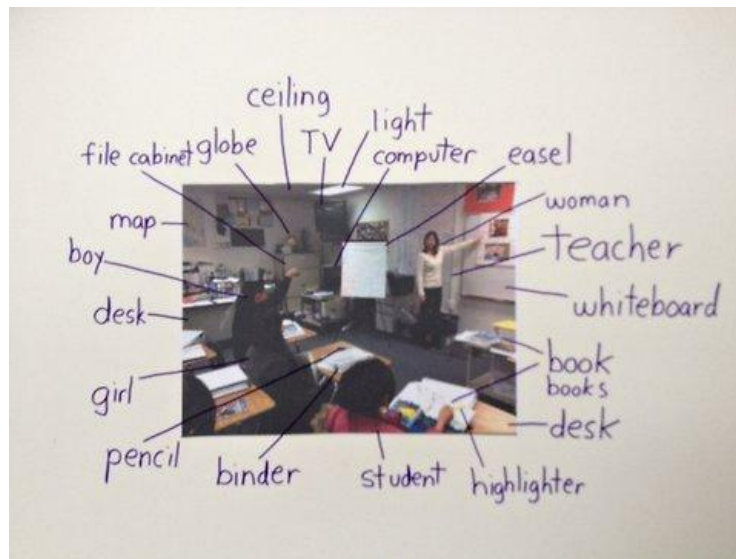
**Deni Setiono**  
NPM.1501070162



PRE-TEST  
WRITING TEST

Name :  
Class :  
Student`s Number :

**Please write a descriptive text based on the picture. choose one of the word from the picture, as the topic :**



Answer

- 
1. Teacher teach student = The teacher are teaching the students

---

  2. The girl read book = The Girl reads a book

---

  3. The teacher is woman

---

  4. Pencil to write

---

  5. Student attention teacher = The Student(students) attentions(attention) teacher

---

POST-TEST I  
WRITING TEST

Name :  
Class :  
Student`s Number :

Please write a descriptive text based on the picture. choose one of the word from the picture, as the topic :



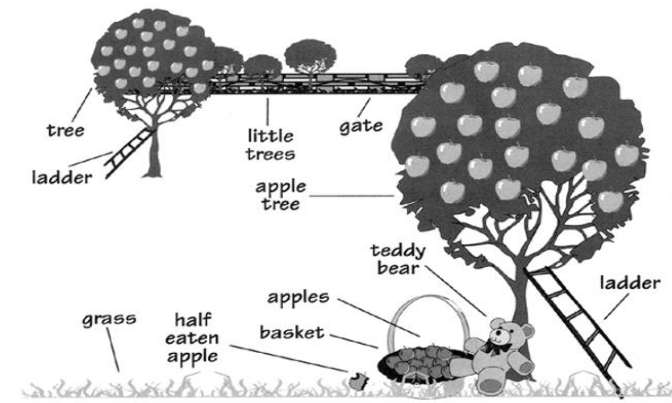
Answer

- 
1. She (is) cooking a food.
  2. Tree very tall (the tree is very tall).
  3. Cooking is my favorite job.
  4. I go to beach
  5. Beach is the beautiful place.
-

POST-TEST II  
WRITING TEST

Name :  
Class :  
Student`s Number :

Please write a descriptive text based on the picture. choose one of the word from the picture, as the topic :



Answer

---

6. Teddy Bear.

Teddy bear is my favorite doll, i got it from my aunt in my birtday, the colour of it is brown, my teddy bear become a friend when i sleep

---

7. Apple

Apple is my favorite fruits, apple has three colour(s), their sweet tasty and have many conten of vitamins.

---

8. Threes

Trees is a plant, it has may species, like bananas tree, apples tree, and bamboos are also tree. Trees have leaves, and wood to process a food.

---

9. Gate

Gate is a place to exit or enter into area, some times gate can be used as decoration of building, in my house used to.

---

5. Apple

Apple is the famous fruits, it has antioxidant, it can grow well in the cool(cold) regiens.

---

**OBSERVATION SHEET OF WRITER ACTIVITIES CYCLE 1**

<b>Researcher Activities</b>	<b>Good</b>	<b>Enough</b>	<b>Low</b>
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability			
2. While-teaching a. Informing the objective of learning b. Explaining the material used Picture Word Inductive Model Including as follows : 1. The writer sits on the Picture Word Inductive Model to the strategy. 2. The students are given information without being told clearly by the teacher. 3. The students decide in pairs what questions they want to ask and can directly question the character on the Picture Word Inductive Model to find out the answer, they have to think of the best questions and also the best ways of asking them. 4. The students ask carefully framed questions to the researcher to discover detail information. c. Guiding the students to follow the lesson			
3. Post-teaching a. Concluding the result of learning b. Class closing ability			
Tick (√) for each positive effect			

**OBSERVATION SHEET OF WRITER ACTIVITIES  
CYCLE 2**

<b>Researcher Activities</b>	<b>Good</b>	<b>Enough</b>	<b>Low</b>
4. Pre-teaching d. Preparing the lesson e. Preparing the material f. Class opening ability			
5. While-teaching d. Informing the objective of learning e. Explaining the material used Picture Word Inductive Model Strategy Including as follows : 5. The writer sits on the Picture Word Inductive Model to the strategy. 6. The students are given information without being told clearly by the teacher. 7. The students decide in pairs what questions they want to ask and can directly question the character on the Picture Word Inductive Model to find out the answer, they have to think of the best questions and also the best ways of asking them. 8. The students ask carefully framed questions to the researcher to discover detail information. f. Guiding the students to follow the lesson			
6. Post-teaching c. Concluding the result of learning d. Class closing ability			
Tick (√) for each positive effect			

**TABLE OF TEST SPECIFICATION  
PRE-TEST  
Writing Test**

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.13 Compile descriptive text oral and written, very short and simple, about people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in context.	4.13.2 Make descriptive texts and mention the nature of people, animals, objects and parts thereof.	Please write a descriptive text that consists of 3 paragraphs based on one of the following topics:	0-100
Total Point			100

**Source:** Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at the eighth graders SMP Ma'arif Andatu II Dente Teladas, Tulang Bawang.

TABLE OF TEST SPECIFICATION  
POST-TEST I  
Writing Test

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.13 Compile descriptive text oral and written, very short and simple, about people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in context.	4.13.2 Make descriptive texts and mention the nature of people, animals, objects and parts thereof.	Please write a descriptive text that consists of 5 paragraphs based on one of the following topics:	0-100
Total Point			100

**Source:** Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at the eighth graders SMP Ma'arif Andatu II Dente Teladas, Tulang Bawang.

TABLE OF TEST SPECIFICATION  
POST-TEST II  
Writing Test

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.13 Compile descriptive text oral and written, very short and simple, about people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in context.	4.13.2 Make descriptive texts and mention the nature of people, animals, objects and parts thereof.	Please write a descriptive text that consists of 5 paragraphs based on one of the following topics:	0-100
Total Point			100

**Source:** Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at the eighth graders SMP Ma'arif Andatu II Dente Teladas, Tulang Bawang.



**THE STUDENTS SCORE  
IN WRITING SKILL DESCRIPTIVE TEXT**

School : SMP Ma'arif Andatu II Dente Teladas.  
 Subject : English  
 Day/Date :  
 Class : VIII( Eight)

No	Name	Criteria					Total	Note
		Content 13-30	Organiz- ation 7-20	Vocabulary 7-20	Language use 5-25	Mechanics 2-5		
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
Average								
Highest Score								
Lower Score								

## ATTENDANCE LIST

Day/Date :

Meeting :

NO	Name	Signature	
1.		1.	
2.			2.
3.		3.	
4.			4.
5.		5.	
6.			6.
7.		7.	
8.			8.
9.		9.	
10.			10.
11.		11.	
12.			12.
13.		13.	
14.			14.
15.		15.	
16.			16.
17.		17.	
18.			18.
19.		19.	
20.			20.
21.		21.	
22.			22.
23.		23.	
24.			24.



**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 (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

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

Nama : Deni Setiono  
NPM : 1501070162

Jurusan : TBI  
Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa, 9/3-21	✓		CV Abstract Bibliography } Revise based on the notes	
2.	Jum'at, 12/3-21	✓		Chapter IV → acting step based on the procedure on chapter II	
3.	Senin, 15/3-21	✓		revisi is ok Acc for munasusyal	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424199903 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 (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

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

Nama : Deni Setiono  
NPM : 1501070162

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 22/02		✓	<ul style="list-style-type: none"><li>- Uboh fersas bertukar post fersa</li><li>- Tambahkan poin di bagian implementasi improving writing skill</li><li>- Tambahkan Abstrak.</li><li>- koreksi bagian suggestions</li></ul>	
	Senin 01/03		✓	<ul style="list-style-type: none"><li>- lampirkan hasil tulisan siswa di bagian Apendik</li><li>- Tambahkan key word di bagian Abstrak.</li><li>- di bagian suggestions gunakan kalimat suggestion yang sesuai agar tidak rancu</li></ul>	
	Senin. 08/03		✓	ACC.	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 197506102008011014

Dosen Pembimbing II

**Syahreni Siregar, M.Hum**  
NIP.197608142009122004

DOCUMENTATION







## **CURRICULUM VITAE**



The name of the writer is Deni Setiono, was born in Rejomulyo East Lampung, on January 21<sup>th</sup>, 1996. He is the second son of the four brothers. Son of the couple, Mr. Sunardi and Mrs. Purwanti.

In 2008, he graduated from MI Al-Hidayah, Tulang Bawang. At the time 2011, he graduated from SMP Ma'arif Andatu II Dente Teladas, Tulang Bawang. Then, he continued his study to SMA Minhajut Thullab Margahayu, East Lampung and graduated in 2014.

In 2015, he entered S1 English Education Program of States Islamic Studies of Metro (IAIN Metro). If you have something to ask about this undergraduate thesis, considered to contact me at [denisetiono021@gmail.com](mailto:denisetiono021@gmail.com)