

**THE INFLUENCE OF USING PICTURE WORD INDUCTIVE MODEL
(PWIM) STRATEGY TOWARD STUDENTS' DESCRIPTIVE TEXT
WRITING ABILITY AT THE SECOND SEMESTER
OF THE EIGHTH GRADE OF SMP AL HUDA
JATIAGUNG LAMPUNG SELATAN IN THE
ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By:

**NURLENI
NPM. 1311040021**

Study Program: English Education

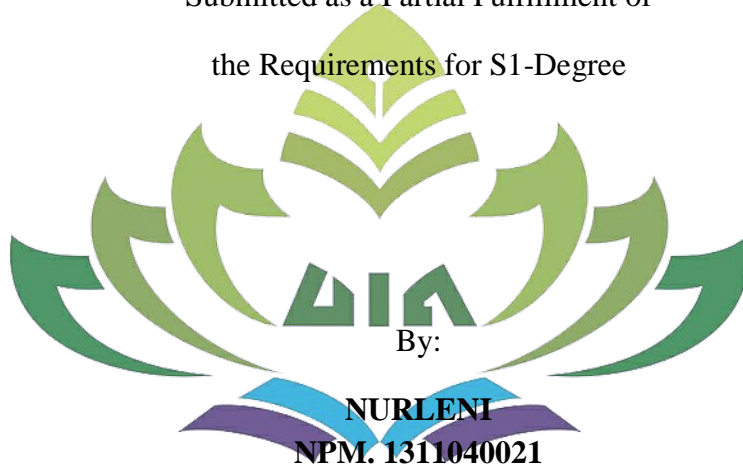


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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Study Program: English Education

Advisor : Bambang Irfani, M.Pd

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ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING PICTURE WORD INDUCTIVE MODEL STRATEGY TOWARD STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP ALHUDA JATIAGUNG LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2017/2018

By: Nurleni

The students writing skill of SMP Al-Huda Jatiagung was still low especially in writing descriptive text. Some strategies were needed by teacher to overcome that problem. One of strategies was Picture Word Inductive Model (PWIM) Strategy. The objective of this research was to know whether the use of Picture Word Inductive Model strategy influence for teaching writing of descriptive text at the eighth grade of SMP Al-Huda Jatiagung in the academic year of 2017/2018 or not.

Quasi experimental design was used in this research. The population was eighth grade of SMP Al-Huda Jatiagung. The total sample in this research was 65 students that were taken from two classes, VIII A and VIII B, by using Cluster Random Sampling. In collecting the data, the instrument was descriptive writing test. After giving the post-test, the data was analyzed by using normality and homogeneity test.

After testing the hypothesis, the result was that there was a significant influence of using picture word inductive model strategy toward students' descriptive text writing ability at the eighth grade of the second semester at SMP Al-Huda Jatiagung Lampung Selatan. From the data analysis computed by using SPSS, it was obtained that $\text{Sig.P}_{\text{value}} = 0.000$ and $\alpha = 0.05$. It means H_a was accepted because $\text{Sig.P}_{\text{value}} < \alpha = 0.000 < 0.05$. In other words, from this research it was known that picture word inductive model strategy influence the students' descriptive text writing ability. So, there was influence of using picture word inductive model strategy toward students' descriptive text writing ability at the eighth grade of the second semester at SMP Al-Huda Jatiagung Lampung Selatan.

Keywords: Descriptive Text, Picture Word Inductive Model Strategy, Quasi Experimental Design, Writing Ability.



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STUDENTS' DESCRIPTIVE TEXT WRITING
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ADMISSION

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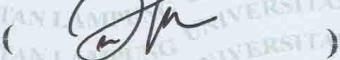
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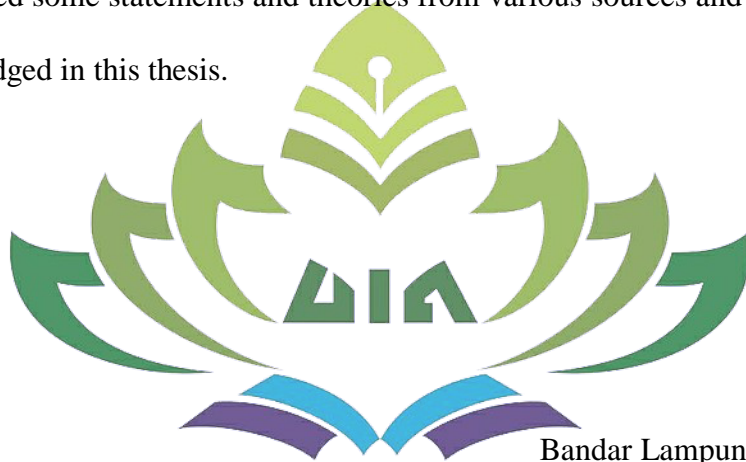


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DECLARATION

Hereby, I stated this thesis entitleds “The Influence of Using Picture Word Inductive Model Strategy toward Students’ Descriptive Text Writing Abilityat the Second Semester of the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung, March 2018
The Writer,

Nurleni
NPM. 1311040021

MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْهُم بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ
رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided.”¹



¹Allama Abdullah Yusuf Ali, *The Holy Qur'an: Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), p.66

DEDICATION

I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. AmatSafi'i and Ms. Suwarni who have always prayed and supported for my success and advised me wisely.
2. My beloved brother and sister; Ahmad Nurkholis and Isnin Fadilah.
3. My beloved friends, who always support me, all members of English Education A 2013.
4. My almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Nurleni was born in Bandar Lampung on July 21st, 1994. She is the last child of three children of Mr. Amat Safi'i and Ms. Suwarni. Nurleni has one brother whose names is Ahmad Nurkholis and one sister, whose names is Isnin Fadilah.

She began her study at elementary school of SD Negeri1 Sukarame in 2001 and graduating in 2006. Then, She continued at Junior High School of MTs Negeri 2 Bandar Lampung in 2006. After graduating from Junior High School in 2009, She continued again at Senior High School at MA Negeri 1 (Model) Bandar Lampung in 2009 and graduated in 2012. Then, in 2013, She continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Picture Word Inductive Model Strategy toward Students’ Descriptive Text Writing Ability at the Second Semester of the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
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3. Bambang Irfani, M.Pd., the advisor, who has patiently guided and directed the writer until the completion of this thesis as well.

4. DeriHerdawan, M.Pd., the second advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. SatriaAdiPradana, M.Pd, the primary examiner, who has always patiently guided and given supervision especially in correcting this thesis as well.
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7. Edi Susanto,S.Pd, the Headmaster of SMP Al-HudaJatiagung Lampung Selatan for allowing the writer conducting the research; to English teacher of SMP Al-HudaJatiagung Lampung Selatan, Linda Safitri, S.Pd.for being helpful during the research process and giving suggestion during the research.
8. All members of English Education AClass thanks for your help and motivation that given to writer.

May Allah bless and give in return for every help they did to the writer.

Finally, it is expected that this thesis can benefit the readers. Amin.

Bandar Lampung, March 2017
The Writer,

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TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF TABLES	xv
LIST OF APPENDICES	xvi

CHAPTER I INTRODUCTION

A. Background of the Problem.	1
B. Identification of the Problem	9
C. Limitation of the Problem	10
D. Formulation of the Problem	10
E. Objective of the Research	10
F. Use of the Research.....	11
G. Scope of the Research.....	12

CHAPTER II REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language	13
B. Concept of Writing	14
1. Definition of Writing.....	14
2. Types of Writing	16
3. Process of Writing.....	20
C. Concept of Writing Ability	23
D. Concept of Teaching Writing.....	27
E. Concept of Descriptive Text.....	30
F. Concept of Descriptive Text Writing Ability	31
G. Concept of Picture Word Inductive Model (PWIM) Strategy	37
1. Definition of PWIM Strategy.....	37
2. Procedure of PWIM Strategy	39
3. Procedure of Teaching Descriptive Text Writing Using PWIM Strategy.....	41
4. Advantages and Disadvantages of PWIM Strategy	44
a. Advantages of PWIM Strategy	44
b. Disadvantages of PWIM Strategy.....	45
H. Concept of Draw Label Caption (DLC) Strategy	46

1. Definition of DLC Strategy	46
2. Procedure of DLC Strategy	48
3. Procedure of Teaching Descriptive Text Writing Using DLC Strategy	52
4. Advantages and Disadvantages of DLC Strategy	55
a. Advantages of DLC Strategy	55
b. Disadvantages of DLC Strategy	55
I. Frame of Thinking.....	56
J. Hypothesis.....	57

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	58
B. Variable of the Research	59
C. Operational Definition of Variable	60
D. Population, Sample and Sampling Technique	60
1. Population of the Research.....	60
2. Sample of the Research.....	61
3. Sampling Technique.....	62
E. Data Collecting Technique.....	63
F. Research Instrument.....	64
G. Research Procedure.....	65
H. Validity, Reliability, and Readability of Test	67
1. Validity of the Test.....	67
2. Reliability of the Test.....	68
3. Readability of the Test	70
I. Data Analysis	71
1. Fulfillment of Assumption	71
A. Normality Test.....	72
B. Homogeneity Test	74
2. Hypothetical Test	75

CHAPTER IV RESULT AND DISCUSSION

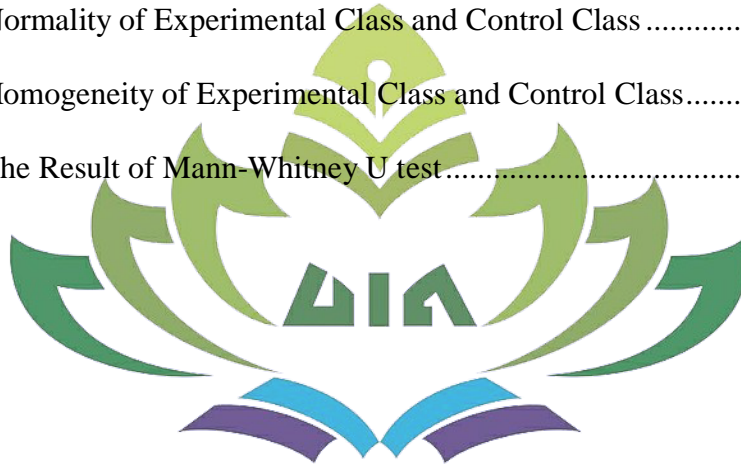
A. General Description of the Research Place	77
B. Research Procedure	79
C. Data Description	80
1. Description of the Treatment for Experimental Class.....	81
2. Description of the Treatment for Control Class.....	82
D. Data Analysis	83
1. Result of the Pre-test	83
2. Result of the Post-test.....	84
3. Result of Normality Test.....	84
4. Result of Homogeneity Test.....	85
5. Result of Hypothetical Test.....	86

E. Discussion	88
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	91
B. Suggestion	92
REFERENCES	93
APPENDICES	97



LIST OF TABLES

	Page
Table 1. Students' Score of Writing Descriptive Text at the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2017/2018.....	5
Table 2. The Assessment Scale for Writing Work.....	24
Table 3. The Total Number of Students at the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2017/2018.....	61
Table 4. Normality of Experimental Class and Control Class	85
Table 5. Homogeneity of Experimental Class and Control Class.....	86
Table 6. The Result of Mann-Whitney U test.....	87



LIST OF APPENDICES

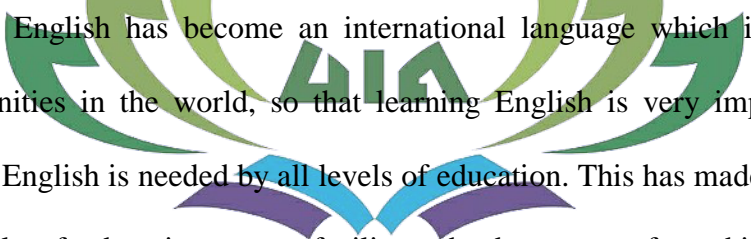
	Page
Appendix 1. The Interview for the Teacher	93
Appendix 2. The Result of Interview for English Teacher	94
Appendix 3. The Interview for the Students	96
Appendix 4. The Result of Interview for Student	97
Appendix 5. Students' Writing Descriptive Text Score Class VIII	103
Appendix 6. Instrument of Pre-test	104
Appendix 7. Instrument of Post-test Syllabus	106
Appendix 8. Lesson Plan in experimental Class	108
Appendix 9. Lesson Plan in Control Class	137
Appendix 10. Expert Validation Form Writing Test	164
Appendix 11. Syllabus	165
Appendix 12. Readability of the Writing Test	168
Appendix 13. The Result of Readability Test	169
Appendix 14. List of Sample of the Research	170
Appendix 15. Students' Score Pre-test and Post-test in Experimental Class and Control Class	171
Appendix 16. Score Pre-test and Post-test in Experimental and Control Class	172
Appendix 17. Reliability for Pre-test and Post-test in Experimental Control Class	176
Appendix 18. Gain Score in Experimental and Control Class	180
Appendix 19. Normality Gain Score in Experimental and Control Class	182
Appendix 20. Homogeneity Test	184
Appendix 21. Hypothetical Test	185
Appendix 22. Table Normal Distribution	186
Appendix 23. F Table	187
Appendix 24. Table Distribution T	188
Appendix 25. Table of Critical Values for Lilliefors Test for Normality	189



CHAPTER I INTRODUCTION

A. Background of the Problem

Every person in the world can communicate each other by using language. Language can help people transfer ideas or something which someone wants to show as Lowe says that language is a medium for transmitting something from one person to another.¹ It means that language is a medium that is used to transfer ideas, feelings, etc of someone to another. Without language, people may not able to interaction well each other. It indicates that language is important in human life, therefore we must master of language to communication.

The logo for AIA (Association of International Educators) is centered on the page. It features a stylized green leaf-like shape at the top, with the letters 'AIA' in a bold, green, sans-serif font in the middle. Below the letters are two blue curved lines that resemble the pages of an open book. The entire logo is surrounded by a decorative border of green and blue curved lines.

English has become an international language which is used by most communities in the world, so that learning English is very important to every person. English is needed by all levels of education. This has made educators from all levels of education try to facilitate the best way of teaching and learning English. As a result, the teaching and learning English has been placed in a very important position and has been taught in almost all countries in the world.

English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitor in target language country.² It means that English is not used for

¹C.F.Lowe,*Behaviour Analysis and Contemporary Psychology*, (London: Lawrence Erlbaum Associates Ltd, 1985), p.141

²Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009), p.39

communication in their daily lives, English is certainly important for all people and also Indonesian people have to learn it to improve the quality of educational because in Indonesia teaching context, English is a foreign language that becomes a compulsory subject in all schools.

Based on the explanation above, English is one of important language that is used in the world. English as the international language is needed, so it is very important in teaching and learning context. In learning English there are four skills that should be mastered by the students, they are listening, speaking, reading, and writing. Those skills always become the target of the final learning objectives. To master those four language skills, a learner has to go through a long process of learning. So that, they tend to avoid writing because they think their writing is not that good. Such behavior will always break someone's chance in learning writing because they already feel that they cannot. Writing like the other skills, can be learnt through practice. What many people find writing is difficult because writing do not simply pour their idea into some media such as paper and computer.

From the four language skills, writing is difficult subject, as Tribble says that for the moment we can accept that writing is a language skill which is difficult to acquire. It is furthermore, one in which relatively few people are required to be expert.³ It means that writing is difficult skills, because the writer need skills on

³ChristoperTribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.3

how to write words correctly, how to put and arrange those words into sentences which are supposed to be meaningful according to grammatical rules. As Raimes states that writing also reinforces the grammatical structures, idioms, and vocabulary. Thus, writing is the ability to express idea that writer will use knowledge of structure and vocabulary to express the idea in written form.⁴

Writing is the one of competencies in English that should be mastered by the students. In writing, the students must be able to express their feeling and their ideas in written form. For some passive students, writing maybe the most suitable learning method because not all learners have skill to express their ideas spontaneously, only some of them choose to write than speak. Hermer states that in the context of the education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge.⁵

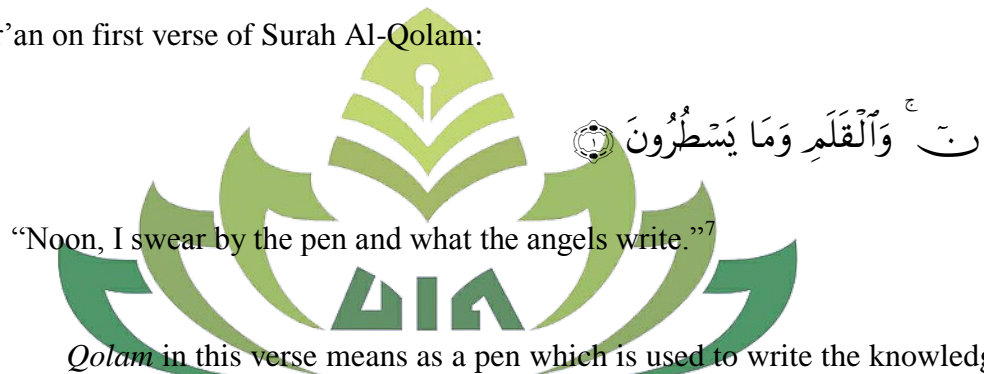
The writing process is a series of steps to help someone writes a paper. It is like using a map to get to an unfamiliar place. The writing process is generally divided into four stages. Maley notes that writing has certain processes which lead to successful pieces of written work. The processes are prewriting, drafting, revising, and editing.⁶ These stages are usually used as the process of writing.

⁴ Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987), p.3

⁵ Jeremy Hermer, *How To Teach Writing*, (New York: Longman, 2009), p.3

⁶ Tricia Hedge, *Writing*, (London: Oxford University Press, 1988), p.9

Moreover, teachers do not consider about strategy that they use in teaching writing. Teachers seldom teach the students how to write a text based on the genre where it is also important to be mastered by the students beside other language skills. Teachers often ask the students to write a text as their homework. As a result, most of the students accomplish the task through copying texts that they find from internet. In other words, the students do not produce the texts based on their writing ability. In Islam, the importance of writing is also stated in the holy Qur'an on first verse of Surah Al-Qolam:



It means that everyone who will write, will make the process of thinking to create ideas in writing so as to understand its meaning and purpose.

Based on School-Based Curriculum writing is one of the skills taught in eighth grade of Junior High School. The teaching of writing aims at enabling students to master functional texts and monologue texts or paragraphs in the form of descriptive, and procedure. Moreover, based on Competency Standard and Basic Competency, the eighth grade students are expected to be able to express

⁷Allama Abdullah Yusuf Ali, *The Holy Qur'an: Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), p.444

meaningful ideas in term of functional texts (instruction, short notice, and warning) and monologue text (descriptive and procedural text).⁸

The students also have to understand the text structure and the linguistic features of each text. Descriptive text is one of the monologue texts taught in the first year of Junior High School, and the topics will be about people, things, and places. Furthermore, descriptive text has a social function which is to describe the features of a particular someone, something, or a certain place.⁹

When the researcher did her preliminary research in SMP Al-Huda Jatiagung Lampung Selatan, the researcher gained some data taken from the English teacher in the eighth grade by interviewed Mrs Linda Safitri, S. Pd. She said that the students' ability at SMP Al-Huda Jatiagung Lampung Selatan in writing descriptive text is still low. It can be described in Table 1.

Table 1
Students' Score of Writing Descriptive Text at the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2017/2018

No.	Class	Students' Score		Number of Students
		≤70	≥70	
1.	VIII A	25	8	33
2.	VIII B	20	12	32
Total Number of Students		45	20	65
Percentage		69,2%	30,8%	100%

Source: Data from English teacher of SMP Al-Huda Jatiagung

⁸Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan Mts*, (Jakarta: Departemen Pendidikan Nasional, 2006)

⁹Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma. *English in Focus for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Departemen Pendidikan Nasional, 2008), p.115

From data above, many students got bad score because their score was under the standard score. Standard score or the criteria minimum mastery score of English subject at that school is 70.¹⁰ There are 65 students in all classes. From the table, there are 45 students (69.2%) got score under 70 and 20 students (30.8%) got score more than 70. It indicates that most student still face difficulties in their study of English in mastering writing, especially in writing descriptive text.

Based on an interview with the students, the researcher also found some factors of students' problems in learning English especially writing descriptive text. The student got the difficulties in gathering an idea and does not master grammar when they are going to write descriptive text.¹¹ Another information based on interviewed the students, they were bored to study descriptive text because the teacher not used interesting strategy to learning descriptive text in the class, so that the score of descriptive text is still low.¹²

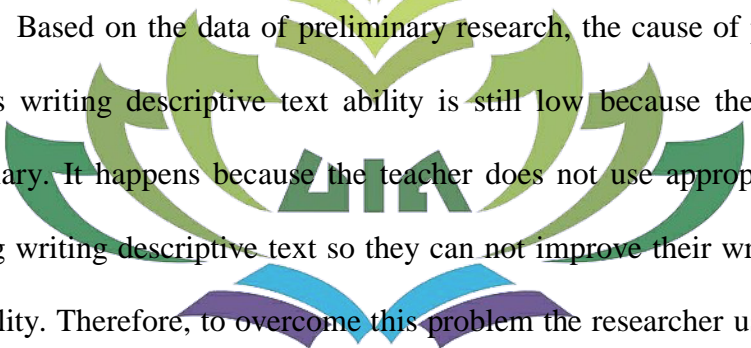
Based on the information sharing with English teachers at SMP Al-Huda Jatiagung Lampung Selatan, the researcher found some problems regarding to teaching writing. First, a big part of the students had low interest in learning English. When teacher give a task or homework, some students did not do it. Second, they have no idea how to make a sentence in English, especially in

¹⁰ Mrs. Linda Safitri, *Interview an English Teacher*, SMP Al-Huda Jatiagung Lampung Selatan, August 7th, 2017

¹¹Fauzan Ramadani, *Interview to the Student*, SMP Al-Huda Jatiagung Lampung Selatan, August 7th, 2017

¹²Hindun, *Interview to the Student*, SMP Al-Huda JAtiagung Lampung Selatan, August 7th, 2017

developing their idea in a paragraph. Third, their language proficiency is still poor. It is show when the students write a sentence; they make many mistakes because they lack of vocabulary, and sometimes the teacher find errors in spelling, grammar and punctuation in their writing. As a result, they are not motivated to write because they are lazy and afraid to do it. Mrs. Linda said that she used draw label caption strategy, but this strategy not conducive to teaching writing descriptive text because the students spend much time in drawing, they try to draw as beautiful as possible.



Based on the data of preliminary research, the cause of problem that the students writing descriptive text ability is still low because they not mastering vocabulary. It happens because the teacher does not use appropriate strategy in learning writing descriptive text so they can not improve their writing descriptive text ability. Therefore, to overcome this problem the researcher used picture word inductive model strategy to help students' problem in writing descriptive text.

Picture Word Inductive Model strategy is to capitalize on students' ability to think inductively and generalize the basis structural and phonetic analysis. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structures. Because of that, this strategy can help the students in writing process. Through this strategy, students can compose their

writing from the basic aspect such as vocabulary.¹³ Picture Word Inductive Model is designed to teach reading, writing, and the language system.¹⁴ Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their descriptive writing based a picture.

Based on the previous research by Herizal at the seventh grade of SMP Inaba Palembang by applying Picture Word Inductive Model (PWIM) strategy to improve the students' writing ability of descriptive text showed that teaching writing through Picture Word Inductive Model (PWIM) strategy could improve the students' writing ability significantly.¹⁵ 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.¹⁶ Besides, by teaching used this strategy the students can improve their vocabulary because one of students' problem is lack on vocabulary. This strategy is predicted can help the students to solve their problem

¹³ 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), 2013), p.8-17 . Available on journals.sfu.ca (Accessed on January 7th2017)

¹⁴ Calhoun, Emily F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999), p.21

¹⁵ Herizal, *Improving Students' Descriptive Writing Text through Picture Word Inductive Model (PWIM) Strategy for Seventh Grade of SMP Inaba Palembang*, 2013

¹⁶ Pradani Yuniyarsih, *Using Picture Word Inductive Model (PWIM) Strategy to Teach Junior High School Students in Writing a Descriptive Text*, 2014

in writing, especially writing descriptive text. The students will be easier to develop their writing descriptive text based a picture so they score of writing can improve the students' writing ability significantly. It can be concluded, this strategy make significant influence on students' descriptive text writing ability.

Based on the statement, the purpose uses of picture word inductive model strategy as an alternative strategy for teaching English, especially for teaching writing ability in descriptive text. Finally, the researcher entitled this research “The influence of using Picture Word Inductive Model (PWIM) strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018”.

B. Identification of the Problem

Based on those conditions, some problems were identified as follows:

1. A big part of students in SMP Al-Huda Jatiagung Lampung Selatan have low interest in learning English. When the teacher gives a task or homework, some students did not do it.
2. The students have no idea how to make a sentence in English, especially in developing their idea.
3. The students' language proficiency is still poor. When their write a sentence, they make many mistakes.
4. The students lack of vocabulary, errors in spelling, grammar, and punctuation in their writing.

5. The students are not motivated to write because they are lazy and afraid to do writing, especially in writing descriptive text.

C. Limitation of the Problem

From the identification above, this research was focused on using Picture Word Inductive Model (PWIM) strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

D. Formulation of the problem

Based on the identification of the problem above, the problem as follows:
Is there a significant influence of using Picture Word Inductive Model (PWIM) strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018?

E. Objective of the Research

Based on the formulation of the problem, the objective of the research was to find out whether there was a significant influence of using Picture Word Inductive Model (PWIM) strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

F. Uses of the Research

1. Theoretically

This research gives information for the English teachers about the influence of picture word inductive model strategy toward students' descriptive text writing ability, and also to give information for further research.

2. Practically

a. For the teacher

The teacher will get valuable information about an alternative strategy to be used to improve students' writing ability, especially with the use of Picture Word Inductive Model (PWIM) strategy.

b. For the students

By using Picture Word Inductive Model (PWIM) strategy, it is hoped that the students who learn English especially in writing descriptive text. By knowing PWIM strategy for improving writing ability, the students are more motivated to express their ideas and develop their creativity in writing.

c. For researcher

This research can be as reference for the other researchers in using Picture Word Inductive Model (PWIM) strategy to improve students' writing descriptive text.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

2. Object of the Research

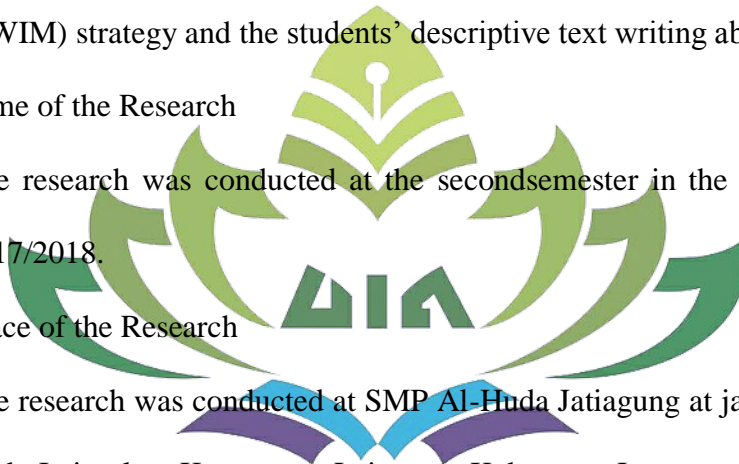
The objects of the research were the use of Picture Word Inductive Model (PWIM) strategy and the students' descriptive text writing ability.

3. Time of the Research

The research was conducted at the second semester in the academic year of 2017/2018.

4. Place of the Research

The research was conducted at SMP Al-Huda Jatiagung at jalan Pesantren Al-Huda Jatimulyo, Kecamatan Jatiagung, Kabupaten Lampung Selatan.



CHAPTER II REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language

English is an international language that is used in many countries both as a second or foreign language. English must be taught in order to the students are able to compete in this global era. In Indonesia, English is taught as a foreign language. As a foreign language, English is not used for daily communication. Setiyadi says that in Indonesia, English is learned at schools and people do not speak the language in the society.¹ It means that in Indonesia, English is not used for communication in the daily lives, but taught in the school also. English has been a subject of learning in Elementary School, Junior High School, Senior High School, and University level. At Junior High School level, English is as a compulsory subject where the students study four skills in English: listening, speaking, reading, and writing. The English subject is one of curriculum program that has purposes to develop the students' competence in terms: attitude, knowledge, and skill.²

Teaching English as a foreign language is not easy because the students do not use English to daily communication. The students just use English when they have English class. Therefore, all activities in the classroom should give

¹ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22

² Permendikbud, *PerMenDikBud no. 59 tahun 2014*, (Permendikbud no. 69 tahun 2013: online, 2013), available on kemendikbud.go.id (Accessed on January 9th 2017)

motivation for the students to study English through variations of methods so that the students will get enjoyable situation and good learning in teaching process. This is supported by Crystal who stated “if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may be grudge that effort.”³

Based on the explanation above, teaching English as a foreign language has important function to establish the students where they can use English for communication in a notion’s daily life. The students can also participate in growth of the globalization era. The students study English in the school. It does not play in their daily activity but it has good intentions for the students.

B. Concept of Writing

1. Definition of Writing

Writing is language skill that involves language production and therefore often referred to as productive skill.⁴ Writing is one the ways to convey the ideas into written form, which arrange the word into good ideas in text. Writing is the skill of a writer to communicate information to reader. Raimes states that writing

³ David Crystal, *English as a Global Language*, (Cambridge: Cambridge University Press, 2003), p.3

⁴ Jeremy Hermer, *The Practice of English Language Teaching*, (New York: Longman, Handbooks for Language Teacher, 2007), p.16

is a skill in which we express ideas which are arranged in words, sentence, and paragraph by using eyes, brain, and hand.⁵ When we write, our mind get an idea and express the idea by symbols letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the on formation or tell the reader about their idea by using writing. It can be said that writing is skill to express the idea and thought on their mind in writing form.

Writing is one of the ways in expressing the ideas using symbols letter which is arranged in word form, and word to be arranged to sentence form, so that it can be easy to understand. The writer is able to give information to reader or groups of readers and to give messages. Writing is the most important skill. It is the only medium through which a learner is assessed. It is given a new deal in the classroom by the teacher. The students neither show interest nor improve in writing because of mechanical and thing language study; irrelevant, unreal-life situation in their activities. Whenever you write, consider your specific audience. That is the people who will read what you have written. Knowing your audience will help you to communicate clearly and effectively.⁶ It means that writing is very important to teach for the students because in writing students can get the information in writing form.

⁵ Ann Raimes, *Technique in Teaching Writing*, (London: Oxford American English, 1983), p.3

⁶ Alice Oshima, Ann Hogue, *Writing Academic English*, (New York: Pearson Education, 2007), p.2

Based on the definition of writing above, writing is an activity or process to express the idea in written form. When we write, our mind get an idea and express the idea by symbols letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the on formation or tell the reader about their idea by using writing. It means that writing is skill to express the idea and thought on their mind and students can get the information in writing form.

2. Types of Writing

In English we can found types of writing. Each of these writing has its own characteristics and functions. The students of junior high school should have knowledge of the writing text. Donald divides types of writing into four kinds, which are:⁷

a. Exposition

Exposition is an explanation. It does not argue although exposition can form part of an argument. It does not tell a story though might explain something essential to tell a story. Tricia defines, “exposition is writing that informs, clarifies, defines, analyze, or otherwise treats a subject by letting the reader. It often answers the question what, why, how”.

⁷ Donald Hall, *Writing Well*, (Boston: Little Brown and Company, 2001), p.223

b. Persuasion

Persuasion is used in persuading and convincing. Persuasion is used to make a case or to prove or disapprove a statement or proportion.

c. Description

Description tells how something looks or feels or sounds. It describes features such as sizes, shapes, color, sounds, etc. Alan Meyers states that a description of a scene allows the readers to see, hear, or even feel the subject matter clearly, through careful word choice, strong details, and clear organization, people creates a mental picture for the readers.⁸

d. Narrative

Narrative is telling a story-by chronological order. Narrative can belong to exposition, as describes the phases the moon. Narration may help in argument, anecdote or exposition.

Hyland divides in her book, there are some factual genres.⁹

1. Recount: The purpose to reconstruct past experiences by retelling events in original sequence.
2. Procedure: The purpose to show how processes or events are accomplished - how something is done.

⁸ Alan Meyers, *Gateway To Academic Writing*, (New York: Pearson Education, Inc, 2005), p.60

⁹ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.20

3. Description: The purpose to show how processes or events are accomplished - how something is done.
4. Report: The purpose to present factual information about a class of things, usually by classifying them and then describing their characteristics.
5. Explanation: The purpose to give reasons for a state of affairs or a judgment.

Writing is not only putting the sentences into a paper, but there are some purposes of writing. Based on Grenville, there are some purposes of writing:

a. Entertain

The writing does not necessarily make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so-called imaginative writing or creative writing. Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

b. Inform

The writing tells the reader about something. These kinds of writing can also be entertaining in the sense that they are good to read, and also entertaining the reader is not their main purpose that's just a bonus. Examples of writing to inform are newspaper articles scientific

or business reports, instructions or procedures, and essays for school and university.

c. Persuade

The writing attempts to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include the opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the feelings. As the explanation above, the writer concludes the purpose of writing is the expression the ideas, convey a message to reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.¹⁰

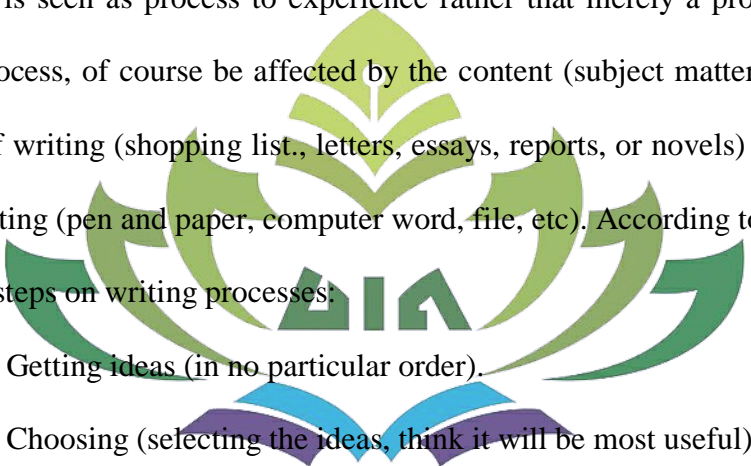
Based on the explanation above, the types of writing according Donald is exposition, persuasion, description, narrative and then according Hyland type of writing is recount, procedure, description, report and explanation. Whereby, in this research the researcher focuses on the descriptive text, it will be conducted in SMP Al-Huda Jatiagung Lampung Selatan based on syllabus on seventh grade, the students learn about descriptive text.

¹⁰ Kate Grenville, *Writing From Start to Finish a Six-Steps.Guide*, (New South Wales: Allen& Unwin, 2001), p.1

3. Process of Writing

Writing is like speaking to others on a paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action process of discovering and organizing the ideas, putting them through a paper, and reshaping then revising them.¹¹

Writing cannot be produced instantly, it needs process. In the process, writing is seen as process to experience rather than merely a product to be read. This process, of course, can be affected by the content (subject matter) of writing, the types of writing (shopping list, letters, essays, reports, or novels) and the medium it is written on (pen and paper, computer word, file, etc). According to Grenville there are six steps on writing processes:

- 
- a. Getting ideas (in no particular order).
 - b. Choosing (selecting the ideas, think it will be most useful).
 - c. Outlining (putting these ideas into the best order-making a plan).
 - d. Drafting (doing a first draft from beginning to end, without going back).
 - e. Revising (cutting, adding, or moving parts of this draft where necessary).
 - f. Editing (proofreading for grammar, spelling and paragraphs).

According to Grenville, writing is much more than just putting words on a paper. By its very nature, writing is a series of forward and backward steps as writers think, reflect, revise, detail, start over, and repeat earlier steps. The

¹¹ Alan Meyers, *Loc. Cit*

job of educators is to guide students through the process in order to help them become the best writers they can be. In order to give the necessary skills to the students, writing must be explicitly taught and given time.¹²

Writing is activity to express and put on the ideas thought on written form. In addition, Harmer states that writing is a process, because it goes through many stages. It can be said that when we are trying to write something, we need some steps. From the statement above, it can be said that writing is not instant process. There are some steps of writing based on Harmer, there are:

1. Planning

Experienced writers plan what they are going to write. Before they start to write or type, they try and decide what is they are going to say. For some writers this may involve making detail notes. When planning, writers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing's process into editing, a number of drafts may be produced on the way the final version.

¹² Kate Grenville, *Writing From Start to Finish a Six-Steps.Guide*, (New South Wales: Allen& Unwin, 2001), p.8

3. Editing (reflecting and revising)

Once writer have produced a draft, usually they read the text to know whether there is something that must be added removed or not. After that, they make a new paragraph.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.¹³

Based on the explanation above, the process of writing consists of some parts. They are pre writing, drafting, revising, and editing. The first is pre writing, pre writing is a brainstorming activity in which you are going to write freely about a topic. The second is drafting, drafting is the first version of a piece of writing. The third is revising, revising is check clearer and more convincing about the information perhaps the way something written ambiguous and confusing. The last is editing, editing is checking the writing and the mistake carefully in grammar, word choice, verb forms, punctuation and spelling.

C. Concept of Writing Ability

Ability is the natural aptitudes and learned capabilities required to successfully complete a task.¹⁴ The writing is the skill of a writer to communicate information to a reader or group of readers. It means that we must have ability to

¹³ Jeremy Harmer, *How To Teach Writing*, (New York: Longman, 2009), p.4

¹⁴ McShane, Steven, M. Von Glinow, *Organizational Behavior*, (Chicago IL: McGraw Hill, 2008), p.37

express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly.

In this case, there are some explanations about aspects or indicators to measure the students, written work. First, Brown shows there are six general categories that are often the basis for the evaluation of student writing, they are content 0-24, organization 0-20, discourse 0-20, syntax 0-12, vocabulary 0-12, and mechanics 0-12.¹⁵ Second, the five aspects of writing are as the criteria of good writing according to Hermer, they are as follows: (1) Content: the ability to think creatively and develop thoughts; (2) Organization: the ability to write in appropriate manner; (3) Vocabulary: the ability to use of word/idiom; (4) Grammar: the ability to write in appropriate structure; (5) Mechanics: the ability to use punctuation, capitalization, spelling, and layout correctly.¹⁶ Third, Tribble says that there are five major categories for the evaluation of a piece of written work, namely: Task Fulfillment/Content 0-20, Organization 0-20, Vocabulary 0-20, Language 0-30, and Mechanics 0-10. Those five major categories can be seen in the Table 2:¹⁷

¹⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (California: Pearson ESL, 2000), p.357

¹⁶ Jeremy Hermer. *The Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2007), p.23

¹⁷ C. Tribble, *Writing*, (Oxford: Oxford University Press, 1996), p.130

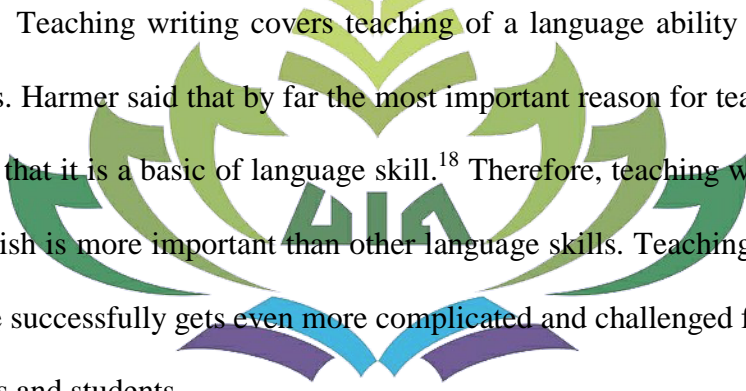
Table 2
The Assessment Scale for Writing Work

Area	Score	Description
Task Fulfillment/Content	20-17	Excellent to very good: excellent to very good treatment of the subject; considerable variety of ideas or argument' independent and through interpretation of the topic' content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic; some variety of ideas of argument, some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content, lacking detail.
	7-5	Very poor: inadequate treatment of the topic; no variety of ideas or argument; content irrelevant, or very restricted; almost useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence), connectives appropriately used (cohesion)
	16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or section organization evident, logically sequenced (coherence),connectives used (cohesion).
	11-8	Fair to poor: very uneven expression, ideas difficult to follow; paragraphing or organization does not help the reader; logical sequenced difficult to follow (coherence), connectives largely absent (cohesion)
	7-5	Very to poor: lack fluent expression, ideas very difficult to follow expression, ideas very difficult to follow, little sense of paragraphing or organization; no sense of logical sequence difficult to follow (coherence); connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary;

		accurate work or idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistakes in word or idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range vocabulary; a noticeable number of mistakes in word or idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word or idiom choice and usage; no apparent sense of register.
Language Use	30-24	Excellent to very good: confident handling appropriate structures, hardly any errors of agreement, tenses, number, word order articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: acceptable grammar but problems with more complex structure; mostly appropriate structure; some errors of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	7-18	Fair to poor: insufficient range of structure with control only shown in simple constructions; frequent errors of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	9-6	Very poor: major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order or function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: demonstrates full commend of spelling punctuation, capitalization, layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.
	1-0	Very poor: fails to address this aspects of the task with any effectiveness.

Based on the explanation above, writing ability is an ability to communicate or express ideas and thoughts in written form. Measurement of writing is needed to know whether the students have good ability in writing or not. The researcher choose scale of writing work by Tribble to assess the students' skill in writing which consist of content, organization, vocabulary, language, and mechanics.

D. Concept of Teaching Writing



Teaching writing covers teaching of a language ability and organization of ideas. Harmer said that by far the most important reason for teaching writing, of course, that it is a basic of language skill.¹⁸ Therefore, teaching writing to students of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students.

However many teachers agree that in the classroom, writing should be given much attention as reading, speaking, and listening. Yet many teachers and students alike consider writing to be most difficult subject of language skill to learn. Brown states that there are five types of writing class performance:

¹⁸ Jeremy Hermer, *Loc. Cit*

1. Imitative, or writing down

Beginning level of learning to write, students will simply “writing down” English letters, words and possibly sentences in order to learn the convention of the orthographic code.

2. Intensive, or controlled

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

3. Self Writing

A significant proportion of classroom writing may be devoted to self writing or writing with only the self in mind as an audience.

4. Display Writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises is say examinations, and even research reports will involve an element of display.

5. Real Writing

Well virtually every classroom writing task will have an element of display writing in it, the same classroom writing aims at the genuine communication of messages to an audience in need of those messages.

There are subcategories illustrate how reality can be injected:

- a. Academic
- b. Vocational/Technical
- c. Personal.¹⁹

When the teacher is writing in the classroom, it has many activities that the students do in learning. The teacher not only asks the students to write sentence or composition, but also can focus the activities in language practice and make them active. For example asks them to write dialogue with their partner. It makes the students get ideas or suggestion from other students. The teaching of writing is mater of prescribing a set of predetermined tasks or exercises to the students. When teachers teach writing course, she/he does not only teach how to develop ideas in writing, but also needs a serious attention of how to write English sentences grammatically and systematically thus teaching writing will be good if the teachers' ability is being improved.

Based on the statements above, teaching writing text is very important; however, learning is not easy because the students should learn some of components, namely: structure, spelling, and punctuation. The teacher can teach writing easily to make the students able to learn. Good performance can help the teacher to send the materially perfectly.

¹⁹ H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*, (California: Longman inc, 2001), p.343-346

E. Concept of Descriptive Text

Description is a useful tool in many kinds of writing. In narration or storytelling, it creates a sense of realism. In reports or explanations, it clarifies and makes idea specific. And in persuasive writing, it can clarify arguments and appeal to reader's emotions. In description, it can describe many things, including people, scene, and sense.²⁰

Descriptive text refers to the senses, it tells how something looks, feels, smells, tastes, and sounds. A good description is a word pictures; the reader can imagine the object, place, or person in his or her mind.²¹ Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination. It can be concluded that descriptive text provides an illustration of people, places, events, situations, thoughts, and feelings. Blanchard & Root state that writing a description is like creating a picture using words. The most important in description is to make it in a good description through specific detail that create appropriate with the picture.²²

Based on the explanation above, descriptive text is a clear description of people, places, objects, or events using appropriate details. An effective description would certain sufficient and varied elaboration of details to

²⁰ Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), p.89

²¹ Alice Oshima & Ann Hogue, *Introduction To Academic Writing*, (New York: Pearson Education, 2007), p.61

²² Karen Blanchard & Christine Root, *Ready To Write*, (Longman: Pearson Education, Inc, 2003), p.69

communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer looks, feels, smells, tastes, and sounds.

F. Concept of Descriptive Text Writing Ability

Writing ability is the skill to express ideas, thoughts, and feeling to other people on written symbols to make other people or readers understand the ideas conveyed. It means that is a way of sharing personal meanings and emphasizes the power of the personality to construct someone's view based on a certain topic.

Descriptive text in writing skill is process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and it is used to inform audience about how something or someone looked or persuade an audience to see something from the writer point of view. Descriptive text is the text that described information an object.²³ It means that in descriptive text is an activity to explain about objects. Usually we use descriptive to describe or to make a description about certain place, person, or things. In descriptive writing, actually we are painting a picture with words. They are word that appeals to one of our five senses, sight, smell, touch, taste, or hearing.

²³ Pardiyono, *Teaching Genre Based Speaking*, (Yogyakarta: ANDI OFFSET, 2009), p.122

Descriptive is saying what somebody or something is like.²⁴ It means that in describing an object, it is better to give the details description in a form of concrete and specific. Moreover, in writing descriptive, it is often important for the readers to be able to see in their mind the object being described. It means that we must try to make the description well-organized. In this case, writing ability is needed by the author. From this statement, it is stated clearly that in writing descriptive paragraph, the words showed must be clear, moreover descriptive details make the description more interesting.

The communicative purpose of descriptive text is to describe the characteristics of an object; it can be a person, a place or a thing. It can be seen that descriptive writing is easy to practice, if the students understand about the object because descriptive only consists of identification and description. In addition, Pardiyono says that to make the descriptive text clear, the students must implement the important part of descriptive besides the genre, they are:

- 1) **Communicative purpose**; description is a type of written text, which has the specific function to give description about an object.
- 2) **Rhetorical structure**

The rhetorical structure is the part of the text. Each part has its own function. In other words, the rhetorical structures are the elements existing in the text. The rhetorical structures of the descriptive text are:

²⁴ A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p.357

- a. Identification: it is a statement or a short paragraph that identifies the object that is going to describe. It is usually interesting and able to provide the readers to be eager to read the text. For example identification of Rafflesia Arnoldi.

RAFLESIA ARNOLDI

Identification: Rafflesia Arnoldi is one of the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces.

- b. Description: It may consist of one or several paragraphs, this part is used to give sufficient description about the object as mentioned in the identification part, the description of the object can be done according to different angles, such as size, length, strength, color, height, condition of location, weather, etc. The example below is description about Rafflesia Arnoldi.

RAFLESIA ARNOLDI

Description: It is an almost extinct plant that should be conserved. It is tremendous and high. It can be four meters height. This plant grows up in the wild area such as in the jungle. It cannot be planted by human since it grows naturally. It has a wide and large leaves. The leaves can be three meters length. It usually has five big size leaves. The leaves are usually patterned and colorful. The most color is maroon and it contains white spots to make it interesting to look at. The mid part is the trunk. This part is highest part. It can be two or three meters height. This part soars up to the sky since this plant grows up following the suns

light. Actually, it cannot be called as “trunk” since it is the leaf that has a form like a trunk. It is harder than the other leaves and it is only one without branches. When we approach it, it has a bad smell. The smell is carrion-like. It spreads up to ten meters surround. The bad smell functions to protect itself from any disturbance such as animal or insects.

3) Grammatical pattern

It always performs with present, but not all. So the students must know about it and by using conjunction, punctuation, capitalization exactly.²⁵ It means that in writing descriptive should know about grammatical and structural of writing, as follows:

- a) When describing things from a technical or factual point of view, the present tense is predominantly used.
- b) Although present tense may be used in literary descriptions, it is past tense that tends to dominate.
- c) Relational verbs are used when classifying and describing appearance/ qualities and parts/ functions of phenomena (is, are, has, have).
- d) Action verbs are used when describing behaviors/ uses.
- e) In literary and commonsense descriptions, action verbs are used metaphorically to create effect.

²⁵ Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: ANDI OFFSET, 2007), p.34

- f) Mental verbs are used when describing feelings in literary descriptions.
- g) Adverbs are used to add extra information to verbs to provide more detailed description.
- h) Sentences and paragraphs are thematically linked to the topic of description.
- i) Personal and literary descriptions generally deal with individual things.
- j) Technical descriptions generally deal with classes of things, rather than individual things.²⁶

In writing descriptive text, the students express the idea or topic of the text by focus on the generic structure of descriptive text that explained before. Christopher Tribble states, writing is a language skill which is difficult to acquire.²⁷ It means that writing is activity language to communicate with readers. And in the end of process to produce good written work about descriptive text, the students have to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanics) because they are will be the assessment of writing.

²⁶ Knepp Peter, Megan Watskin, *Genre Text Grammar Technologies for Teaching and Assessing Writing*, (Australia: Wiley Publishing, 2005), p.98

²⁷ Christopher Tribble, *Writing*, (New York: Oxford University, 1996), p.1

Based on the explanation above, descriptive text writing ability is ability to produce a written language in the form of the text that describes a particular person, place or thing clearly and systematically which fulfills such criteria of task fulfillment as content, organization, vocabulary, language, and mechanics.

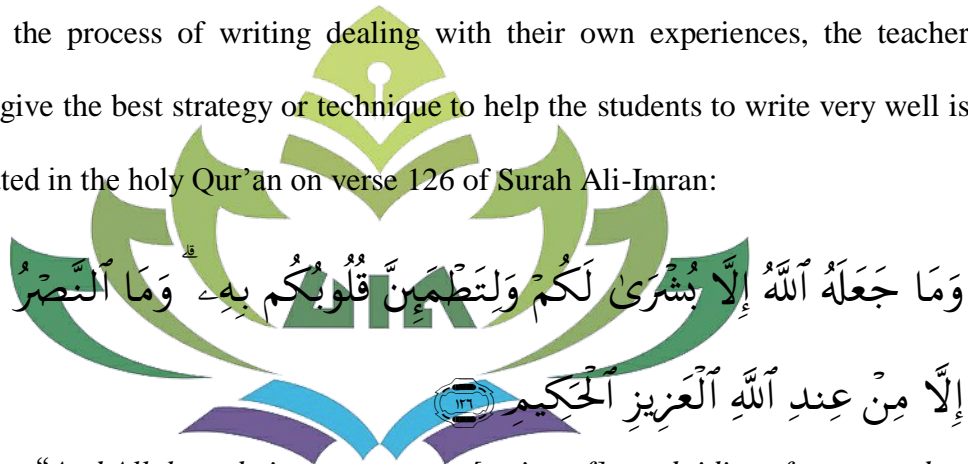
G. Concept of Picture Word Inductive Model (PWIM) Strategy

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

Picture Word Inductive Model is designed to teach reading, writing, and the language system.²⁸ Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their descriptive writing based a picture. Picture Word Induction Model (PWIM) is an inquiry oriented strategy that includes explicit instruction and structured inductive activities. It is focused to develop reading and writing skill. In other words, Picture Word Induction Model (PWIM) supports the students learning of sight words which include expanding their speaking vocabulary into a reading and writing vocabulary. As final process, this strategy leads the students into the writing of titles, factual sentences, and paragraph building.

²⁸ Calhoun, Emily F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999), p.21

The intent of the PWIM strategy is to capitalize on students' ability to think inductively and generalize the basis structural and phonetic analysis. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structures. Because of that, this strategy can help the students in writing process. Through this strategy, students can compose their writing from the basic aspect such as vocabulary.²⁹ In Islam, to make students enjoyable and think freely what they want to write and help them to generate the idea in the process of writing dealing with their own experiences, the teacher should give the best strategy or technique to help the students to write very well is also stated in the holy Qur'an on verse 126 of Surah Ali-Imran:



*“And Allah made it not except as [a sign of] good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise.”*³⁰

الْعَزِيزِ [Al ‘aziizi] in his verse means as an assist (the best strategy or technique) which is used to help students in learning process in writing.

²⁹ 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 available on teleduc4.letras.ufmg.br (Accessed on January 18th, 2017)

³⁰ Allama Abdullah Yusuf Ali, *The Holy Qur’an: Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), p.66

Based on the explanation above, Picture Word Inductive Model (PWIM) strategy is strategy to teach writing that includes explicit instruction and structured inductive activities. Through this strategy, can help the students to compose their writing from the basic aspect such as vocabulary and they will be easier to develop their descriptive writing based a picture. So, this strategy can help the students to solve their problems in writing, especially in writing descriptive texts.

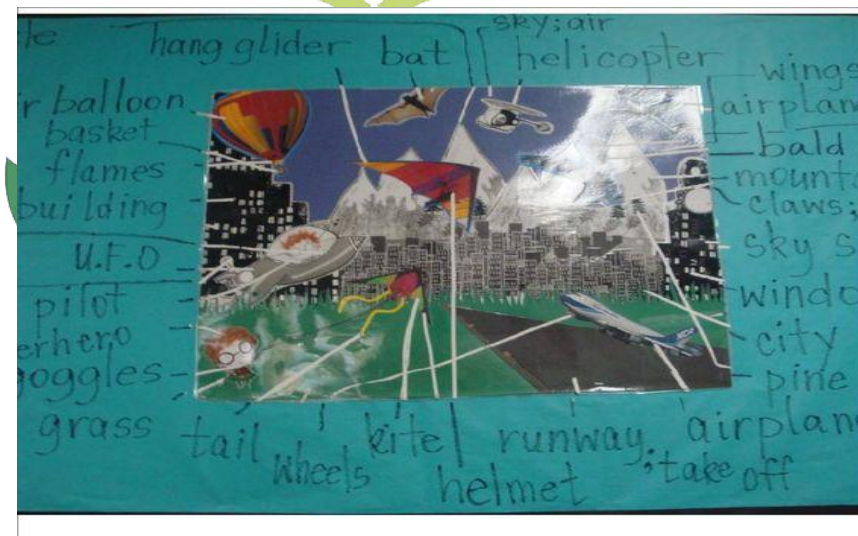
2. Procedure of Picture Word Inductive Model (PWIM) Strategy

Following steps are the procedure of Picture Word Inductive Model strategy:

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)
4. Read and review the picture word chart aloud.
5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it).
7. Add words, if desired, to the picture word chart and to the word banks.

8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.³¹

Here the example of Picture Word Inductive Model strategy:



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

³¹ Calhoun, Emily F, *Op.Cit*, p.23

3. Procedure of Teaching Descriptive Text Writing Using PWIM Strategy

a. Pre-teaching activity

The purpose of this stage is to stimulate the background knowledge of the students and prepare them to the topics that will be given to them. The process of pre-teaching activity is usually done by showing pictures or asking question to them related to the topic, hoping that they would get better understanding and have an expectation of what is going to be learnt. The way of conducting pre-teaching may differ from one teacher to others depending on the teaching style and the choice of media available in the school. In this stage, the teacher is expected to bridge the student's mind with the topic being discussed. The possible activity can be brainstorming where the teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship with the topic.

b. Whilst-teaching activity

In this stage, the teacher introduces a text. There are several steps in whilst-teaching. The teacher shows and gives each student the pictures. After that, the teacher asks the students what are they see in the pictures. Then, the teacher and the students are labeling the picture. After that, the teachers give an example of sentence based on the words in labeling and write it on the white board. Then, the teacher gives an example of descriptive text based on the pictures. Based on the text, the teacher explains about the social function, generic structure and language features of descriptive text. Next, the teacher tells the social function of

descriptive text is to describe a particular person, place, and thing. Then, the teacher explains about the generic structure of the descriptive text are identification which is introduces the general information and description which is introduces about the qualities, parts, and characteristic.

After that, the teacher explains about language features of the descriptive text. The first is focus on specific participants. The second one is using adjective or adverb to explain noun. In descriptive text, the writer will describe a thing in particular. The description should be detail and clear enough to be seen, heard, or felt. So, some adjectives or adverb are used to explain noun. The third one is use simple present tense. Simple present tense is used in writing a descriptive text because everything that should be described is true. Finally, use attributive and identifying process. The use of attributive process is to assign the quality of something and the use of identifying process is to identify something. The teacher gives an example about descriptive text.

c. Post-teaching activity

In this stage, the students are assigned to create a new descriptive text by themselves as the student's assignment. They will write a descriptive text based on the picture that they have chosen. Here are some steps in post-teaching activity: The teacher indicates the picture, and the students must identify what they see in the picture. The teacher asks to the students to write the vocabulary and make a label in that picture. Then, the teachers read and review the picture word chart.

The teacher asks students to read the words and classify into a variety of groups. The teacher students into creating a title for the picture word chart. And the teacher asks the students to make a descriptive text based on the picture word chart. And the end, the teacher asks the students to collect their descriptive text.

In the procedure of teaching descriptive text above, the teacher gives the strategy of Picture Word Inductive Model (PWIM), discussing together with the students. As a teacher, we have to prepare or plan the materials. As an organizer, teacher has to organize the class well, because the students will make noise when they show the picture or asking the question. As a motivator, the teacher is expected to grow up and keep the students' interest in studying.³²

4. Advantages and Disadvantages of Picture Word Inductive Model (PWIM)

Strategy

A. Advantages of Picture Word Inductive Model (PWIM) Strategy

According to Calhoun, there are several advantages of using PWIM strategy:

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

³² Pradani Yuniyarsih, *Using Picture Word Inductive Model (PWIM) Strategy to Teach Junior High School Students in Writing a Descriptive Text*, 2014

3. Students hear the words spelled correctly many times and participate in spelling them correctly.³³

B. Disadvantages of Picture Word Inductive Model (PWIM) Strategy

There are 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 is time consuming.

Based on the statement above, Picture Word Inductive Model has some advantages and disadvantages, the advantages are the students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary, the teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery). The students hear and see letters identified and written correctly many times, and the students hear the words spelled correctly many times and participate in spelling them correctly. Besides, the disadvantages are the pictures that are used might not interest the students. 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. The model is time consuming.

³³ Calhoun, Emily F, *Loc. Cit*

H. Concept of Draw Label Caption (DLC) Strategy

1. Definition of Draw Label Caption (DLC) Strategy

Draw Label Caption (DLC) Strategy is strategy that can help students to generate their ideas before writing a descriptive text, fictional story or a personal narrative. It can also be used to introduce new vocabulary or review vocabulary. The basic strategy that the students draw a picture, then label everything in the picture, and then give an overall of summary what is happening in the picture.³⁴ In short, we should follow three steps to apply this strategy:

1) Draw

Draw is making a picture, image, etc. It is made with a pencil, pen, marker, chalk, etc, but not usually with paint, it can just sketch. Moreover Peha states that draw making a quick pencil; sketch of your scene.³⁵ Burngardner states that draw is to make picture or a picture something with a pencil, or chalk (but not paint) and we do not use color and we do not spend a long time drawing each piece.³⁶ It means that draw is the activity make a picture with using a toll (s) with the certain object and purpose.

³⁴ Julie Burngardner, *Teaching That Makes Sense*, (Journal of Teaching English of Foreign Learner, Volume 20 (2), 2009), p.183 available on journal.teflin.org (Accessed on January 18th,2017)

³⁵ Steve Peha, *The Writing Teacher's Strategy Guide*, (New York: Oxford University Press, 2003), p.47

³⁶ Julie Burngardner, *Loc.Cit*

2) Label

Labeling is the second step in draw label caption strategy. According to Peha, “labeling is creates one or two word text label for each item in your drawing”³⁷. Label absolutely everything in the picture from the grass, to their new shoes, to the cat, etc. they use lines to connect their label with the things they are labeling, they write all over their sketch, left to right, up and down, sideways, whatever works for them.³⁸ It means that label is a word or more that can be used to give a name for an object. Ask the student to label everything they can think of, even different parts of things. Labeling has function to give information about their drawing.

3) Caption

Caption is the third step in the draw label caption strategy. According to Oxford Advances Learner’s Dictionary, “the word caption is defined as words that printed underneath a picture, cartoon, etc”.³⁹ However, Peha states that caption is write a single sentence underneath the picture that tells what is happening in the picture. It means that caption can be inferred that it is a phrase that can be a sentences,⁴⁰ it shows main or topic of the paragraph or text.

³⁷ Steva Peha, *Loc. Cit*

³⁸ Julie Burngardner, *Loc. Cit*

³⁹ Oxford, *Learner’s Dictionary*, (Oxford: Oxford University Press, 2008), p.60

⁴⁰ Steva Peha, *Loc. Cit*

Based on the explanation above, draw label caption strategy is strategy that can help the students easier in mastering writing ability especially writing descriptive text. It can help the students to generate their ideas before writing a text, fictional story or a personal narrative. It consists of draw, label, and caption process.

2. Procedure of Draw Label Caption (DLC) Strategy

In a strategy has process that is started from beginning until the last. The purpose of the process is to get a good value. It means that in draw label caption strategy also has process that should be done by students before they write a text or paragraph. The students can follow the step process in this strategy. According to Peha, to achieve the purpose in writing process there are three steps process in draw label caption strategy, they are:⁴¹

1) Draw

Draw is making a quick pencil sketch of your scene. This is a rough sketch; use outlines only, stick people are encouraged. Try to include as many little details as you can.

2) Label

Label is created a one or two word text label for each item in your drawing. Label everything you can think of, even different parts of things.

⁴¹ *Ibid*, p.47

3) Caption

Caption is write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you are up for it.

Moreover, Burns states that there are some processes in draw label caption strategy, there are:⁴²

1) Materials

Optional : Markers, crayons, or colored pencils

Non-Optional: White board so you can draw a long with yours students

2) Draw

The following passage below is the drawing a picture. Draw a picture that will be the main idea of the text.



3) Label

The following example below is the label about the picture. Label as many words as possible around the picture.

⁴² Wallton Burns, *Draw Label Caption*, (English Journal of Teacher Education, Volume 37 (11), 2012), p.66 available on ro.ecu.edu.au (Accessed on January 18th,2107)

- ❖ Living room
- ❖ Me
- ❖ Tennis
- ❖ Remote

4) Caption

Now have the students write a one sentence caption for their pictures- what is the main scene or action? What is this text about? For my picture, I would caption it:

Yesterday I played tennis in my living room.

- a. Descriptions:** Have students write descriptions of everything in their picture. Encourage them to think about colors, smells, textures, materials. Push them to be as detailed as possible. Using my picture as an example, I might write:

Living room: My living room was large. My living room was yellow.

There was a sofa and 2 chairs in there. The living room was the biggest room in the house.

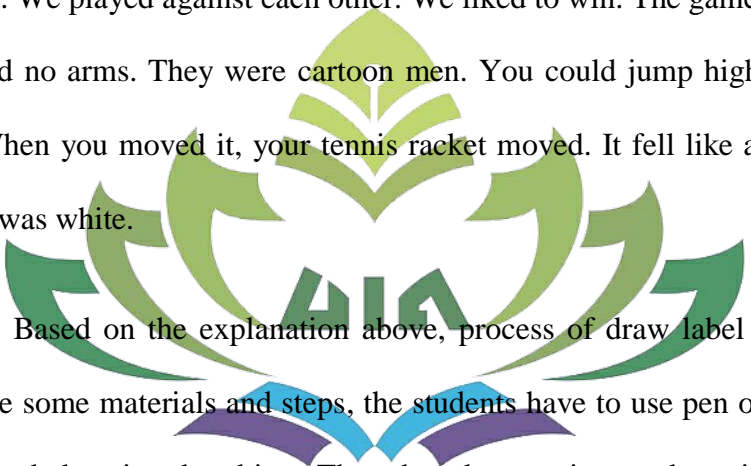
Me: I played Tennis with my wife. It was fun. We played against each other. We liked to win.

Tennis: The game was funny. The men had no arms. They were cartoon men. You could jump high. It was hard to play.

Remote: When you moved it, your tennis racket moved. It fell like a real game. The remote was white.

b. Complete Text: Now students have more than enough material to write a complete text. They will have to pick and choose which details are important and put it together into a complete descriptive text.

Yesterday I liked to play tennis in my living room. My living room was large. My living room was yellow. There was a sofa and 2 chairs in there. The living room was the biggest room in the house. I played Tennis with my wife. It was fun. We played against each other. We liked to win. The game was funny. The men had no arms. They were cartoon men. You could jump high. It was hard to play. When you moved it, your tennis racket moved. It fell like a real game. The remote was white.



Based on the explanation above, process of draw label caption strategy there are some materials and steps, the students have to use pen or pencil to make sketch and choosing the object. Then they draw a picture, then give the label, and make sentence in caption.

3. Procedure of Teaching Descriptive Text Writing Using DLC Strategy

Draw label caption Strategy is one of the strategies in teaching learning writing, where the students are asked to draw some object to be described. There are several step are used in the process of teaching writing a descriptive text using the draw label caption strategy for junior high school. The steps are; pre-teaching

activities, whilst-teaching activities and post-teaching activities. The procedure can be applied as follows:

1) Pre-teaching activities

The activities in the step such as:

a. Review the previous lesson

The activity is conducted to check the students' understanding and remind them to the previous lesson in order they are ready to learn the new topic.

b. Teacher choose new topic

Choosing topic is the first thing should be done by the teacher before start to writing study. After the topic is determined, the teacher can guide the students to develop their idea through draw label caption strategy. This stage aimed to help students to more focus to the topic of writing.

c. The teacher explain the purpose of the learning

Before the process teaching and learning begin, the teacher has to explain purpose and what the students reach after learning this material.

d. The teacher explains the assignment for the students

2) Whilst-teaching activities

Whilst-teaching activities are the main process of learning. These activities are aimed to achieve the basic competency. These activities are conducted systematically through exploration, elaboration, and confirmation.

a. Exploration

The teacher explores students' background knowledge about the topic. The teacher gives the example how to use the draw label caption strategy.

1. The teacher gives example of drawing stage.
2. The teacher gives example how to label the picture.
3. The teacher gives example how to change the label in to caption.

b. Elaboration

The activities that the teacher does during this phase are:

1. The teacher explains how to write a descriptive text.
2. The teacher leads the students to combine and arrange the sentence be a good descriptive text.
3. The teacher guides the students to edit and revise the text.
4. The teacher checks students understanding about the lesson.
5. The teacher gives an assignment to the student.

c. Confirmation

In this stage the students will revise and edit their writing. The students will discuss about their work with another students. After discussing, the students submit their work from labeling the picture, changing the label into the caption and finishing the text.

3) Post-teaching activities

In this stage the teacher guides the students to make conclusion about the material that they have learned.

Based on the statement above, the several step are used in the process of teaching writing a descriptive text using the draw label caption strategy for junior high school are: pre-teaching activities, whilst-teaching activities and post-teaching activities.

4. Advantages and Disadvantages of Draw Label Caption (DLC) Strategy

a. Advantages of DLC Strategy

- 1) The draw label caption strategy help the student to more focus to the topic about what they want to write.
- 2) The use of draw label caption strategy makes writing learning process becomes more easy and interesting.
- 3) The use of draw label caption strategy can increase the students' motivation, concentration, and participation in learning process.

b. Disadvantages of DLC Strategy

- 1) Most of the students are shy to drawing.
- 2) The students will spend much time in drawing, because they will try to draw as beautiful as possible.⁴³

Based on the statement above, the advantages of DLC strategy are: help the student to more focus to the topic about what they want to write, more easy and interesting to learning process, and can increase the students' motivation,

⁴³ Mochamad Hery Fatkurrahman, *Using Draw Label Caption to Improve the Descriptive Text Writing Skill of the Eighth Graders of SMP NI Ngluwar*, 2016

concentration, and participation in learning process. Besides, disadvantages of DLC strategy is the students will spend much time in drawing, because they will try to draw as beautiful as possible and they shy to drawing.

I. Frame of Thinking

English is the most commonly spoken language in the world that must be mastered, with it we can interact with other people, and communicate each other. In Indonesia, English is taught in Junior High School. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. Writing is the last skill of English subject. Many Junior High School students who are not able to write well. In fact, students' writing ability is still low. Even though, the students only make a text such as descriptive text, there are still many students who are not able to make it. Most students say writing becomes the difficult skill because it contains of some components of the language that should be mastered by them such as spelling, grammar, punctuation, and others.

Based on the theories uses in this research, the assumes that using picture word inductive model strategy helped the students to improve their motivation and interest in teaching and learning especially writing ability in descriptive text. By using picture word inductive model strategy, the researcher hopes that the students

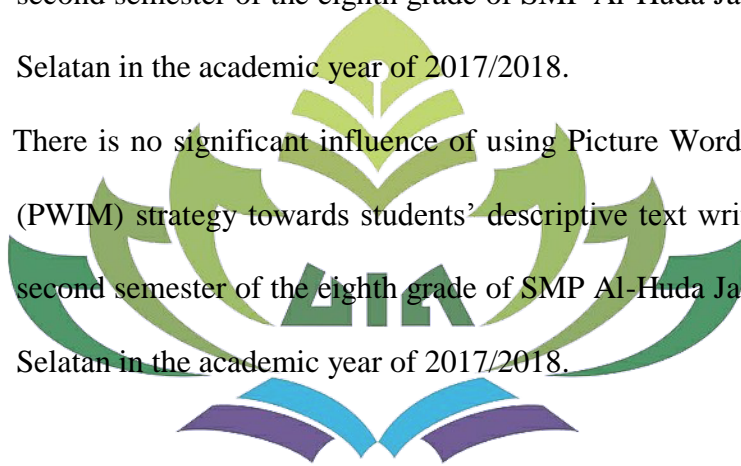
improved their creativity in learning English, and they can increase their writing ability in descriptive text.

J. Hypothesis

The hypotheses of the research are as follows:

H_a: There is a significant influence of using Picture Word Inductive Model (PWIM) strategy towards students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

H₀: There is no significant influence of using Picture Word Inductive Model (PWIM) strategy towards students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Quasi experimental design was used in this research because in order to know that the influence of using Picture Word Inductive Model strategy in teaching descriptive text writing ability. Experimental design is the general plan to carrying out a study with and active independent variable.¹ It means as research method that is used to find out an influence of a certain treatment towards others in a controlled condition. Quasi experimental design applied to know whether or not there was a significant influence of using picture word inductive model strategy toward students' writing ability in descriptive text. This research dealt with two classes, they were an experimental class and control class. The experimental class employed by using Picture Word Inductive Model (PWIM) strategy and the control class by using Draw Label Caption (DLC) strategy. Each class received the same pre-test and post-test.

In this research, the students in the control class got the treatments (O) by using Draw Label Caption (DLC) strategy, and the students in experimental class got the treatments (X) by using Picture Word Inductive Model (PWIM) strategy. The design is illustrated as follows:

¹ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction To Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p.301

G₁ (Random) = T₁ X T₂

G₂ (Random) = T₂ O T₂

Note:

G₁ = First group (experimental class)

G₂ = Second group (control class)

T₁ = Pre-test

T₂ = Post-test

X = Treatment by using Picture Word Inductive Model strategy

O = Treatment by using Draw Label Caption strategy²

B. Variables of the Research

According to Sugiyono, variable is something that can be object of research to get the information of everything about it.³ Arikunto adds that variable is the object of research or a central in the research.⁴ It means that variable is all of the something that can be resource or object that we get information for our research and to know the influence after giving treatment for target research. In this research there were two variables, they were:

1. The independent variable is Picture Word Inductive Model strategy (X).
2. The dependent variable is students' descriptive text writing ability (Y).

C. Operational Definition of Variable

² Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op.Cit*, p.316

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2010), p.38

⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p.96

The operational definition of variable used to explain the variables which used in this research to avoid misconception of variables presented in this research. The operational definition of variable of this research as follows:

1. Picture Word Inductive Model (PWIM) strategy is a kind of strategy to teaching descriptive text writing ability that includes explicit instruction and structured inductive activities. Through this strategy, the students can compose their writing from the basic aspect such as vocabulary and they will be easier to develop their descriptive writing based a picture. So, this strategy can help the students to solve their problems in writing, especially in writing descriptive texts.
2. Students' descriptive text writing ability is the students' ability to produce a text which describes briefly a certain kind of object such as a person, a place, an animal, or a thing which fulfills the criteria of good writing including content, organization, vocabulary, language use, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

A population is a group of individuals who have the same characteristic.⁵

The population in social science research refers to all of your potential

⁵ John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p 142

participants, think of it as the whole group of people in which you are interested.⁶ Ary et.al state that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁷ Population in this research was the students at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018. It consisted of 65 students including two classes. Table 3 showed the number of the student's detail:

Table 3
The Total Number of Students at the Eighth Grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic Year of 2017/2018

No.	Class	Gender		Total
		Male	Female	
1.	VIII A	13	20	33
2.	VIII B	10	22	32
The total number of students				65

Source: SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018

2. Sample of the Research

According to Arikunto, sample is a part of representative of the population that would be investigated. It can be called sample when it to generalize the results of the study sample.⁸ Fraenkel adds that a sample is any part

⁶ James B. Schreiber and Kimberly Asner-Self, *Educational Research, The Interrelationship of Question, Sampling, Design and Analysis*, (India: John Willey and Sons Inc, 2011), p.13

⁷ Donald Ary et. al, *Op.Cit*, p.148

⁸ Suharsimi Arikunto, *Op.Cit*, p.174

of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁹

The sample of the research would be two classes, one class as the experimental class and another as the control class. There were two classes in the eighth grade at SMP Al-Huda Jatiagung Lampung Selatan, so this research took both classes.

3. Sampling Technique

In getting the sample from population, cluster random sampling used in this research. Fraenkel and Wallen state that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.¹⁰ The experimental and control class were chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers was rolled and shaken. The first paper was an experimental class and the second paper was a control class. In this chance VIII B as the control class and VIII A as the experimental class.

E. Data Collecting Technique

⁹ Jack R. Fraenkel, *How To Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.105

¹⁰ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.95

Arikunto said that test is a number of statement or question used to measure skill, knowledge, intelligence or talent belonged to individual and group.¹¹ Based on the definition above, in order to collect the data Test is instrument that used in this research, they are pre-test and post-test:

1. Pre-test

Pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.¹² It means that pre-test was used to know the students' writing ability before the treatment, the test was done by asking the students to write their descriptive text based on the title that were provided. The scoring based on the appropriate of content, organization, vocabulary, language use, and mechanics.

2. Post-test

Post-test is a measure on some attribute or characteristic that is assessed for participants in an experimental after treatment.¹³ It means that post-test was used to know the students' descriptive text writing ability after the students got the treatments by using Picture Word Inductive Model (PWIM) strategy in the experimental class and Draw Label Caption (DLC) strategy in the control class. In

¹¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p.173

¹² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.297

¹³ John W. Creswell, *Op. Cit*

the post-test the students also were asked to write descriptive text by choosing one of topics that were provided.

F. Research Instrument

The research instrument that was used in this research was writing test, they were pre-test and post-test. In the instrument of pre-test and post-test, the students were asked to write descriptive text by choosing one of topics that were provided. The instruction for pre-test and post-test were attached:

1. Pre-test Instrument

- a. Susilo Bambang Yudhoyono
- b. Lembah Hijau
- c. The Rabbit

2. Post-test Instrument

- a. Joko Widodo
- b. Mutun Beach
- c. The Cat

G. Research Procedure

Some procedures applied to conducting this research as follows:

1. Finding the Subject of the Research

The subject of the research was student at the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan. There were two classes as the subjects of the research. One class was experimental class and another was control class.

2. Designing the Instruments of the Research

The instrument of this research was writing test. The students got the same instrument for both classes in several topics that already consulted.

3. Administering for Pre-test

The pre-test was used to find out the students' initial ability. Here, the students were assigned to write the descriptive text by choosing one of titles that were provided. The titles were:

- a. Susilo Bambang Yudhoyono
- b. Lembah Hijau
- c. The Rabbit

4. Conducting Treatment

The research was conducted in five meetings for each class, pre-test, three meetings for treatment, and post-test. Each of treatments was conducted twice a week. In the first treatment, the students taught about how to describe person. They gave an example the description of Natasha Wilona. At the second treatment, the students got the explanation about how to describe place, in this case they gave an example the description of Borobudur Temple. The third, the students taught about how to describe an animal. Here, they gave the explanation about the description of an Elephant. In the strategy of their writing process each of meetings, Picture Word Inductive Model is strategy that used in the experimental class, and Draw Label Caption strategy in the control class.

5. Administering for Post-test

Post-test was administrated to measure whether there was an improvement of students' descriptive text writing ability. The students were assigned to make a descriptive text by choosing one of titles provided. The titles were:

- a. Joko Widodo
- b. Mutun Beach
- c. The Cat

6. Analyzing the Result (pre-test and post-test)

To analyze the result, the teacher compared the result of the pre-test and post-test between experimental class and control class to see whether the score of the post-test in the experimental class was higher than the control class or not.

7. Analyzing the Data

After collecting the data, the data analyze by quantitatively.

H. Validity, Reliability, and Readability of Test

1. Validity of the Test

The validity is the most important consideration in developing and evaluating measuring instruments.¹⁴ It means that a good test must have validity, so the test can be measured based on the aspects that will be measured. To measure whether the test has good validity or not, the researcher analyzed the test from content validity and construct validity.

¹⁴ Donald Ary et. al, *Op.Cit*, p.225

a. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.¹⁵ In this research, content validity the material that were given was appropriate with the standard of content school based on curriculum KTSP and descriptive text was taught at the second semester of eighth grade.

b. Construct Validity

Construct validity focuses on kind of the test that would be used to measure the ability. According to Setiyadi, construct validity is used to measure perception, language behavior, motivation, even the language ability.¹⁶ In this research, the researcher administered a writing test and scoring system the students' writing based on the five aspects of writing: they are content, organization, vocabulary, language/grammar and mechanics. In this case, to know whether the instruments have fulfilled the criteria of content and construct validity, the instrument of validity was consulted by Ms. Nur Syamsiah, M.Pd as an expert validator instrument writing test. The instrument revised two times to validator. In the first, revision both instruction and direction in the instrument should be clear.

¹⁵ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.618

¹⁶ Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

And the second revision, the first and last direction moved to the question. Finally the instruments were valid. (See Appendix 8)

2. Reliability of the Test

Reliability is a measure of accuracy, consistency, dependability of scores resulting from administration of particular examination. A reliable test was consistent and dependable.¹⁷ Brown states that if you give the same test to the same student or matched on two different occasions, the test should yield similar result.¹⁸ To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher used inter-rater reliability. Inter-rater reliability was used when scores on the test are independently estimated by two or more judges or raters. They were researcher as the first rater and the teacher as the second rater. To estimate the reliability of the test, rank order correlation was used in this research.¹⁹

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Notes:

p : The number of rank order correlation (R_{h_0})

D : Difference of rank correlation $D (R_1 - R_2)$

N : Number of students

6 & 1: Construct number

¹⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p.20

¹⁸ Ibid

¹⁹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008), p.232

To know degree or level of the reliability of writing test, the criteria as follows:²⁰

1. Between 0.800 until 1.000 (very high)
2. Between 0.600 until 0.799 (high)
3. Between 0.400 until 0.599 (medium)
4. Between 0.200 until 0.399 (low)
5. Between 0.000 until 0.199 (very low)

After calculating the reliability of writing test, the result showed that the score of reliability for pre-test in experimental class was 0.96022727, reliability for pre-test in control class was 0.99294143, reliability for post-test in experimental class was 0.98835227, and reliability for post-test in control class was 0.99602273. It means that the criteria reliability of writing test was very high. (See Appendices 17)

3. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.²¹ To know readability of the

²⁰ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2010), p.184

²¹ Julien B. Kouame, *Using Readability Tests To Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi, Discliplinary Evaluation, Volume VI(14), 2010), p.133 available on journals.sfu.ca (Accessed on January 18th, 2017)

descriptive text writing ability test instrument, Kouame's as follow in this research. The participants would evaluate the instructions and the understandability of each item on a scale of 1 to 10, where 1 describes an item that is easy to read and 10 describes an item that is difficult to read.²² The questions would be tested individually by giving the questionnaire for readability. After that, the mean of each item that measure in the research.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.²³ After giving the readability test to the students, the result showed that the score of readability was 2.49. It means that the instruments of the test were quite readable and understandable by the readers or test takers. (See Appendices 13)

I. Data Analysis

After collecting the data, the data would analyze by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

²² Julien B. Kouame, *Loc. Cit.*, p.133

²³ *Ibid.*, p.134

1. Fulfillment of the Assumptions

Parametric statically significance tests, such as analysis of variance and least squares regression, are widely use in many disciplines, including statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. It means that to get the accurate result, the researcher will to do some tests such as normality test and homogeneity tests.

a. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. Here, the test of *Lilliefors* was used.²⁴ When the data have been collected, so the normality test is follows:

The hypothesis for the normality test is formulated as follows:

H_0 : the data have normal distribution

H_a : the data do not have normal distribution

- a. The average rates (x) are calculated by formula:

$$x = \frac{\sum X_1}{n}$$

Notes X_1 : the score achieve by students

n : the total of students

- b. Variants (S_1) calculated by formula:

²⁴ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.466

$$S = \sqrt{\frac{\sum(x-X_1)^2}{n-1}}$$

Notes X_1 : the score achieve by students

n : the total of students

c. The test of hypothesis is as follows:

1. For $x_1, x_2, x_3, \dots, x_n$ assumed as number $z_1, z_2, z_3, \dots, z_n$ by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

2. For each this absolute number is arranged in the normal distribution, then it calculated $F(Z_1) = P(Z \leq Z_1)$

3. Next calculate the proportion $z_1, z_2, z_3, \dots, z_n$ then can be smaller or just the same as z_1 . The proportion is represented by: $S_Z = \frac{\sum z_1, z_2, z_3, \dots, z_n \text{ that } \leq z_i}{n}$

4. Calculate $F(Z) - (Z_1)$ and calculate the absolute number.

5. Calculate the highest numbers and calls the number as t_{observed} .

6. The criteria are as follows:

H_0 is accepted if L_{observed} is lower than L_{critical} , it means that the distribution of the data is normally distributed.

H_0 is rejected if L_{observed} is higher than L_{critical} , it means that the distribution of the data is not normally distributed.

b. Homogeneity Test

Before administering the data in t-test, it is necessary that the data are homogeneous or not. The following explanation is to prove homogeneity of the test.²⁵

a. The hypothesis for the homogeneity tests are:

H_0 : the variance of the data is homogeneous.

H_a : the variance of the data is not homogeneous.

b. The formula is: $F = \frac{vb}{vk}$

Notes F : the homogeneous

vb : the biggest variant

vk : the smallest variant

c. The criteria for the homogeneity test are as follows:

H_0 is accepted if F_{observed} is lower than F_{critical} at certain level of significance.

H_0 is rejected if F_{observed} is higher than L_{critical} at certain level of significance.

2. Hypothetical Test

After giving the test and finding the result of two rates the formula, this research used t-test as follows:²⁶

²⁵ Anas Sudijono, *Op.Cit*, p.281

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2}} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

- Notes: \bar{x}_1 = Mean of experimental class
 \bar{x}_2 = Mean of control class
 $\sum x_1^2$ = Average deviation in experimental class
 $\sum x_2^2$ = Average deviation in control class
 n_1 = Number of sample in experimental class
 n_2 = Number of sample in control class

The hypotheses were:

H_a : There was a significant influence of using Picture Word Inductive Model strategy towards students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

H_0 : There was no significant influence of using Picture Word Inductive Model strategy towards students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

The criteria of the test are:

H_a was accepted if t_{observed} was higher than t_{critical} ($t_{\text{observed}} > t_{\text{critical}}$)

H_0 was accepted if t_{observed} was lower than t_{critical} ($t_{\text{observed}} < t_{\text{critical}}$)²⁷

²⁶Ibid, p.172

²⁷ Ibid, p.313

CHAPTER IV RESULT AND DISCUSSION

A. General Description of the Research Place

This research was conducted in SMP Al-Huda Jatiagung Lampung Selatan. South Lampung has many Junior High School, one of them is SMP Al-Huda Jatiagung. Short history of SMP Al-Huda Jatiagung;

SMP Al-Huda Jatiagung is a junior high school of Islamic studies. This school is easy to find, because it is located near from highway on Jl. Pesantren Al-Huda Jatimulyo, Kecamatan Jatiagung, Kabupaten Lampung Selatan, but the located is from the capital city of Bandar Lampung. This school was built in 1996 because there was no Junior High School which is a part of formal education that teach the students about global education and religious education. Furthermore, teaching and learning process was started in 1997.

The principal of SMP Al-Huda Jatiagung has been changed for several times. At the time, the name of principal of this school is Mr. Edi Susanto, S.Pd. Here the detail information of SMP Al-Huda Jatiagung:

School's name	: SMP Al-Huda Jatiagung
NPSN	: 10800501
Address	: Jl. Pesantren Al-Huda Jatimulyo, Kecamatan Jatiagung, Kabupaten Lampung Selatan

Accredited : Accredited
School Status : Private Islamic School
School Category : Islamic Senior High School

The activities of teaching and learning process were done in the morning for class X to XII. The activity of this school began at 07.15 a.m and ended at 01.00 p.m except on Friday only until 11.15 a.m, with the total number of the teacher was 27 teachers, and the total number of the students was 513 students. To support teaching and learning process, SMP Al-Huda Jatiagung had some classes and rooms. In 2017/2018 academic year there were 9 classrooms consisting of three classes for each grade, with excellent and regular class. Also, there were several rooms functioning as the office in the school. They were headmaster's room, teachers's room. Besides that, there were computer laboratory, library and mosque. Beside that, it was complete by the others rooms, like BK's room, UKS's room, hall's room, official house and 4 toilets. For sport facilities, the school was provided with a football, volly, footsal, table tennis and broad jump court. The court also functioned as the field flag-raising ceremony which was held every Monday morning.

B. Research Procedure

The research was conducted on February until March 2018, through the following steps:

1. Found the subject of research, namely the students at the second semester of eighth grade of SMP Al-Huda Jatiagung Lampung Selatan.
2. Designed the instruments which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test (it was given to the students at eighth grade in excellent class).
5. Held pre-test in order to know the students's score in descriptive text writing ability before the treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing strategy of teaching and learning descriptive text writing ability, in this case the researcher used picture word inductive model strategy.
8. Held post-test in order to know the students' score in descriptive text writing ability after the treatments.
9. Analyzed the data gotten through post-test. The data were analyzed by using excel formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

C. Data Description

The research conducted in five meetings. In SMP Al-Huda Jatiagung Lampung Selatan itself, English subject was taught twice a week. On Monday,

February 19th 2018 pre-test gave in experimental class and control class. Experimental class consists of 33 students and control class consists of 32 students. The last treatment was done on Thursday, March 1st 2018. The different topic gave in each treatment. For the last meeting, the students in experimental class and control class were given the post-test on Monday March 5th 2018. All the students in experimental and control class followed the post-test.

1. Description of the Treatment for Experimental Class

In experimental class the students taught about descriptive text by using picture word inductive model strategy. In this research did the treatment in three meetings. The first meeting was conducted on Thursday, February 22nd 2018 at 07.30 a.m. In this meeting the teacher explained about how to describe place. In this meeting, the students was given an example about Borobudur Temple. After the students got the explanation, the teacher asked them to make a descriptive text about Dufan.

The second treatment was conducted on Monday, February 26th 2018 at 07.30a.m. In this meeting the students were asked to write some informations about the material in the white board and the teacher explained it based on the information that was written. In this meeting the teacher gave material about how to describe person. Then some of students tell someone as their idol in front of class. After that, the teacher asked them to make a descriptive text about Stefan William.

The third meeting was conducted on Thursday, March 1st 2018 at 07.30 a.m. The researcher gave the explanation about how to describe animal. In this case the researcher also showed a picture about elephant. After that, the students were asked to make a description about penguin.

2. Description of the Treatment for Control Class

As the same with experimental class, the control class got draw label caption strategy. In this class also was given the treatment in three times. The first treatment was conducted on Thursday, February 22nd 2018 at 10.30a.m. In this meeting the teacher gave explanation about how to describe place. Before the teacher gave explanation, the teacher asked the question related to the material that would be discussed. Then the teacher gave the explanation about descriptive text by using description of Borobudur Temple as the example. After the students got the explanation, they were asked to write a description of Dufan.

The second treatment was given on Monday, 26th February 2018 at 10.30a.m. In this meeting the teacher did the same thing with experimental class where the students got the explanation about the material and then they wrote a description about person. After that, the teacher asked them to make a descriptive text about Stefan William.

The last treatment was given on Thursday, March 1st 2018 at 10.30 a.m. In the last treatment teacher taught the students about how to describe animal after reviewed the material. Then the students were asked to make a descriptive text about penguin.

D. Data Analysis

There were two classes at the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan, they were VIIIA and VIIIB. In this case, class VIIIA as experimental class and VIIIB as control class. After the researcher gave the pre-test and post-test between experimental and control class, the researcher got the score that would be compared to know whether there was a significant influence for the students' descriptive text writing ability after they were given treatment by using picture word inductive model strategy.

1. Result of the Pre-test

The researcher conducted the pre-test in order to know the students' descriptive text writing ability before the treatment. The pre-test was administered on Monday, February 19th 2018 at 07.30 a.m for class VIIIA as experimental class and at 10.30a.m for class VIIIB as control class.

Based on score that was gotten from pre-test, the researcher analyzed the data. The analysis showed that the mean of the students' score in the experimental class was 60.07. The highest score was 70.5 and the lowest score was 44.5. The median score was 60 and mode score was 59.5.

In control class the mean was 62.93. The highest score was 76 and the lowest score was 49.5. The median score was 62.25 and mode score was 61.5.

2. Result of Post-test

After experimental and control class got the treatment in three meetings, the researcher gave the post-test to both classes. The researcher conducted the post-test in order to know whether the students' descriptive text writing ability after the treatment increased or not. The post-test was administered on March, 5th 2018 at 07.30 a.m for class VIIIA as experimental class and at 10.30 a.m for class VIIIB as control class.

Based on score that was gotten from post-test, the researcher analyzed the data. The analysis showed that the mean of the students' score in the experimental class was 73.24. The highest score was 84.5 and the lowest score was 63. The median score was 72.5 and mode score was 72.5. In control class the mean was 70.34. The highest score was 76 and the lowest score was 60. The median score was 70.75 and mode score was 74.

3. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not.

Hypothesis for normally test as follows:

H_o = the data have normal distribution.

H_a = the data do not have normal distribution .

The criteria for normally test as follows:

H_0 was accepted if $L_{observed} < L_{critical}$ it means that the distribution of the data was normal.

H_a was accepted if $L_{observed} > L_{critical}$ it means that the distribution of the data was not normal.

Table 4
Normality Gain Score in Experimental Class and Control Class

Class	$L_{observed}$	$L_{critical}$	Calculation
Experimental	0.08988	0.15423	Normal
Control	0.07343	0.161	

Based on the table above, it can be seen that the result of test in experimental class and control class showed $L_{observed} < L_{critical}$. Thus, it can be concluded that the data was normally distributed. (See **Appendices 19**)

4. Result of Homogeneity Test

Homogeneity test was used to determine whether the data was homogeneous or not.

Hypothesis for homogeneity test as follows:

H_0 = the variance of the data was homogeneous.

H_a = the variance of the data was not homogeneous.

The criteria for homogeneity test as follows:

H_0 was accepted if $F_{observed} < F_{critical}$ it means that the variance of the data was homogeneous.

H_a was accepted if $F_{observed} > F_{critical}$ it means that the variance of the data was not homogeneous.

Table 5
Homogeneity of Experimental Class and Control Class

The Variance		$F_{observed}$	$F_{critical}$	Calculation
Experimental	Control			
2.08155642	6.89414295	3.31	1.88	Not Homogeneous

Based on the table above, it can be seen that the result of test in experimental class and control class showed $F_{observed} > F_{critical}$. Where the $F_{observed}$ of experimental and control class was 3.31. Thus, H_0 was rejected because H_0 rejected if $F_{observed} > F_{critical}$ and it means that the variance of the data was not homogeneous. (See Appendix 20)

5. Result of Hypothetical Test

Mann–Whitney test (a nonparametric test) would be used to test the hypothesis. Siegel and Castellan's says that is an excellent, very easy to read, text about statistical tests for ordinal and nominal data, including the Mann–Whitney test (a nonparametric test). Mann–Whitney test is a statistical test for the difference in the group means for two independent samples when the dependent variable is ranked data. Based on previous explanation, the data would be analyzed after the researcher calculated normality and homogeneity test. The calculation of the data was normal but not

homogeneous, the data was analyzed by Mann-Whitney U test using SPSS in order to know the significance of the treatment effect.

The hypotheses were:

H_a : There was a significant influence of using picture word inductive model strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

H_0 : There was no significant influence of using picture word inductive model strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

While the criteria for acceptance and rejection of the hypotheses were:

H_a was accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_0 was accepted if Sig. (P_{value}) $< \alpha = 0.05$

Table 6
The Result of Mann-Whitney U test

Test Statistics ^a	
	Gain
Mann-Whitney U	8.500
Wilcoxon W	536.500
Z	-6.830
Asymp. Sig. (2-tailed)	.000

Based on the results of Mann-Whitney U test, that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed= 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) < $\alpha = 0.05$. So, H₀ was rejected and H_a was accepted. Based on the computation, it can be concluded that there was a significant influence of using picture word inductive model strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan.

E. Discussion

Based on Perkins, picture word inductive model strategy is the strategy to capitalize on students' ability to think inductively and generalize the basis structural and phonetic analysis. Calhoun states that the students can identify what they see in the picture, and they make a label picture word. Students' can create a title for the picture word, so they think about the information on the word chart, and they generate a sentence, sentences, or paragraph about the picture word chart. This strategy can help the students in writing process. Through this strategy, students can compose their writing from the basic aspect such as vocabulary. Based on Calhoun, the picture word chart is an immediate reference as they add these words to their sight vocabulary. So, with the picture word chart students will be easier to develop their vocabulary.

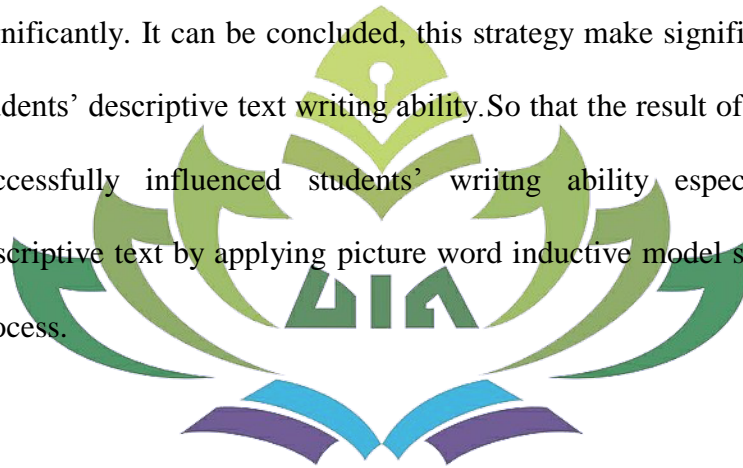
It means that picture word inductive model strategy is kind of strategy that used in teaching writing descriptive text. As mentioned on the holy Qur'an on 126 verse of Surah Ali-Imran:

وَمَا جَعَلَهُ اللَّهُ إِلَّا بُشْرَىٰ لَكُمْ وَلِتَطْمَئِنَّ قُلُوبُكُم بِهِ ۗ وَمَا
النَّصْرُ إِلَّا مِنْ عِنْدِ اللَّهِ الْعَزِيزِ الْحَكِيمِ ﴿١٢٦﴾

“And Allah made it not except as [a sign of] good tidings for you and to reassure your hearts thereby. And victory is not except from Allah, the Exalted in Might, the Wise.” It means to make students enjoyable and think freely what they want to write and help them to generate the idea in the process of writing dealing with their own experiences, the teacher should give the best strategy or technique to help the students to write very well in learning process of writing descriptive text.

Based on the result of the research above, it has shown that picture word inductive model strategy influenced students' descriptive text writing ability. From the result, it can be seen that the result of students' post-test was higher than pre-test. Besides that, picture word inductive model strategy of teaching writing descriptive text could improve each aspect of students' writing ability including content, organization, vocabulary, language and mechanics.

Based on the previous research by Herizal (Improving Students' Descriptive Writing Text through Picture Word Inductive Model Strategy). He showed that teaching writing through Picture Word Inductive Model strategy could improve the students' writing ability significantly. This strategy can help the students to solve their problem in writing, especially writing descriptive text. The students will be easier to develop their writing descriptive text based a picture, so they score of writing can improve the students' writing ability significantly. It can be concluded, this strategy make significant influence on students' descriptive text writing ability. So that the result of this research was successfully influenced students' writing ability especially in writing descriptive text by applying picture word inductive model strategy in writing process.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in previous chapter, the result of research by using Mann-Whitney U test, that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed= 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) < $\alpha = 0.05$. So, H₀ was rejected and H_a was accepted. Based on the computation, it can be concluded that there was a significant influence of using picture word inductive model strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan.

Furthermore, based on the result of research that was carried out in SMP Al-Huda Jatiagung Lampung Selatan, the researcher concluded that there was a significant influence of using Picture Word Inductive Model (PWIM) strategy toward students' writing ability in descriptive text at the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan in the academic year of 2017/2018.

B. Suggestion

Based on the conclusion above, the researcher proposed suggestion as follows:

1. Suggestion to the students

The students should increase their writing ability, especially in writing descriptive text. By write a vocabulary each day, will help the students more creative for developing their idea in written form.

2. Suggestion to the teacher

In this research the researcher found that picture word inductive model strategy can help students to encourage their writing ability, thus the teacher can use this strategy as a recommended for teaching writing descriptive text

3. Suggestion to other researchers

- a. In this research, the researcher focused on the influenced of picture word inductive model strategy toward students writing ability in descriptive text. Therefore, it was suggested for the next researcher to investigate the influence of using picture word inductive model strategy towards other text such as procedure text, narrative text, or report text.
- b. In this research, the researcher only focused on the use of picture word inductive model strategy on the students' Junior High School writing ability in descriptive text. Therefore, it was suggested for the next researcher to investigate on different level of the students in other English skills such as reading.

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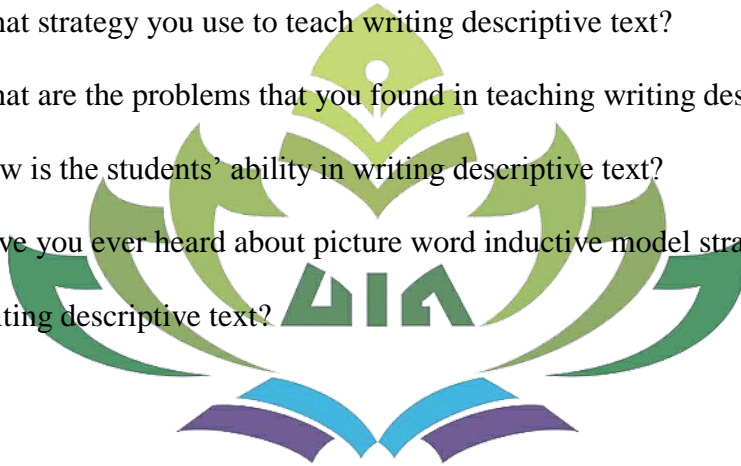


Appendix 1

The Interview for the Teacher

Day/Date : Monday, August 7th 2017
Place : SMP Al-Huda Jatiagung Lampung Selatan
Interviewer : Nurleni
Interviewee : Linda Safitri, S.Pd

1. How long have you been teaching English in this school?
2. What is your experience in teaching writing descriptive text?
3. What strategy you use to teach writing descriptive text?
4. What are the problems that you found in teaching writing descriptive text?
5. How is the students' ability in writing descriptive text?
6. Have you ever heard about picture word inductive model strategy in teaching writing descriptive text?



Appendix 2

The Result of Interview for English Teacher

The following of interview with the English teacher:

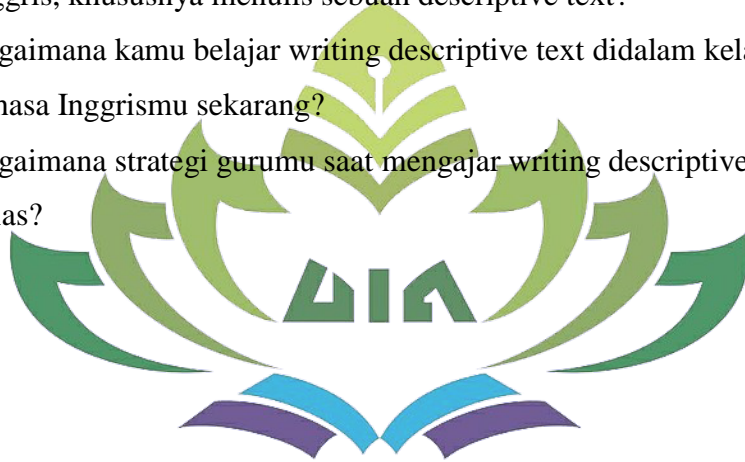
No.	Question	Answer	Conclusion
1.	How long have you been teaching English in this school?	I have been teaching English in SMP Al-Huda Jatiagung since 2012.	The teacher had been teaching English for 5 years.
2.	What is your experience in teaching writing descriptive text?	I do not have specific experience in teaching writing descriptive text as long as 5 years. I just explained to the student what descriptive text, general structure and language features of this text based on the textbook's instruction. I give the example and the students to do the exercise because I just ask student to free write descriptive text beside their ideas. But I ever ask student to draw a picture, and then make a label in that picture, after that I ask them to make a descriptive text from their picture. So the student more creative to improve their idea, but they fell difficult to draw a picture based on the material in descriptive text.	The teacher monotonous in teaching writing descriptive text as long as 5 years. The teacher ever used strategy like draw label caption strategy, because she asked the student to draw a picture, make a label, and describe that picture. But the student fell difficult to draw a picture.
3.	What strategy you use to teach writing descriptive text?	I have been using draw label caption strategy to teach writing descriptive text.	The teacher satisfied by draw label caption strategy to teach writing descriptive text as long as 5 years she has been teaching, but the student not interest with this strategy

4.	What are the problems that you found in teaching writing descriptive text?	My problems are big part of the students had low interest in learning English, when I give a task or homework, some students did not do it. Students' have no idea how to make a sentence in English, especially in developing their idea in descriptive text. Their language proficiency is still poor. It is show when the students write a sentence, they make many mistakes because they lack of vocabulary, and sometimes the teacher find errors in spelling, grammar and punctuation in their writing. They also not motivated to write because they are lazy and afraid to do it.	The problem that teacher face in teaching writing: the students were confused to choose the words in their text because generally they have lack on vocabulary and the grammar
5.	How is the students' ability in writing descriptive text?	The students' ability in writing is low especially in descriptive text. It is because their motivation to practice writing is low	The students' ability in writing descriptive text is low
6.	Have you ever heard about picture word inductive model strategy in teaching writing descriptive text?	I have heard about this strategy that used in teaching writing descriptive text but I never use it before. If it is appropriate in my writing class, I will try picture word inductive model strategy to be implemented	The teacher know little bit about the strategy, but she never use it to teach writing descriptive text and she will implement this strategy if it appropriate

Appendix 3

The Interview for the Students

1. Apakah kamu memiliki kesulitan saat mempelajari skill writing dalam pelajaran Bahasa Inggris?
2. Apakah kamu sudah pernah belajar mengenai writing descriptive text sebelumnya?
3. Masalah apa saja yang kamu hadapi saat menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah descriptive text?
4. Bagaimana kamu belajar writing descriptive text didalam kelas dengan guru bahasa Inggrismu sekarang?
5. Bagaimana strategi gurumu saat mengajar writing descriptive text didalam kelas?



Appendix 4

The Result of Interview for Student

Student 1:

No.	Question	Answer	Conclusion
1.	Apakah kamu memiliki kesulitan saat mempelajari skill writing dalam pelajaran Bahasa Inggris?	Ya, saya malas untuk menulis teks dalam Bahasa Inggris	The student lazy to write text in English
2.	Apakah kamu sudah pernah belajar mengenai writing descriptive text sebelumnya?	Ya, pernah	The student has learned descriptive text
3.	Masalah apa saja yang kamu hadapi saat menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah descriptive text?	Saya punya banyak ide dalam menulis teks Bahasa Inggris tapi saya sulit untuk menuliskannya dalam teks berbahasa Inggris	The student get difficulties in gather an idea
4.	Bagaimana kamu belajar writing descriptive text didalam kelas dengan guru bahasa Inggrismu sekarang?	Saya belajar descriptive text dengan memperhatikan guru dan mengerjakan latihan	The teacher needs more reference of using strategy in teaching writing especially in descriptive text so the student interest with

			the material
5.	Bagaimana strategi gurumu saat mengajar writing descriptive text didalam kelas?	Guru pernah meyuruh kami untuk menggambar sebuah tempat untuk dideskripsikan	The teacher ever use draw in teaching descriptive text

Student 2:

No.	Question	Answer	Conclusion
1.	Apakah kamu memiliki kesulitan saat mempelajari skill writing dalam pelajaran Bahasa Inggris?	Ya, saya tidak terlalu paham mengenai kosa kata dalam Bahasa Inggris jadi saya kesulitan untuk menuliskannya dalam Bahasa Inggris	The student does not has many vocabularies, this is why her writing ability still low
2.	Apakah kamu sudah pernah belajar mengenai writing descriptive text sebelumnya?	Ya, pernah	The student has learned descriptive text
3.	Masalah apa saja yang kamu hadapi saat menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah descriptive text?	Saya tidak bisa menulis dalam Bahasa Inggris karena saya tidak tau susunan kalimat yang baik dan benar dalam Bahasa Inggris	The student does not know in using grammar
4.	Bagaimana kamu belajar writing descriptive text didalam	Saya hanya memperhatikan guru. Sedangkan guru saya	Student is the people who need a practice, so that better student

	kelas dengan guru bahasa Inggrismu sekarang?	memberikan beberapa penjelasan dengan contoh dan langsung memberikan tugas kepada kami untuk membuat descriptive text	who are active in the class than teacher
5.	Bagaimana strategi gurumu saat mengajar writing descriptive text didalam kelas?	Saya pernah diajarkan menggambar tempat lalu mendeskripsikan gambar tersebut	The teacher ever asks the students to draw, and then they describe about their picture

Student 3:

No.	Question	Answer	Conclusion
1.	Apakah kamu memiliki kesulitan saat mempelajari skill writing dalam pelajaran Bahasa Inggris?	Ya, saya bingung ketika mulai menulis teks Bahasa Inggris karena saya tidak tau apa yang harus saya tulis di paragraf pertama sampai paragraf terakhir	The student is still confused when they are going to write at the first paragraph until the end because of lack in the vocabulary
2.	Apakah kamu sudah pernah belajar mengenai writing descriptive text sebelumnya?	Ya, saya pernah belajar descriptive text	The student has learned descriptive text
3.	Masalah apa saja yang kamu hadapi saat menulis sebuah teks	Saya tidak menguasai grammar, jadi saya susah untuk menulis descriptive	The student does not master in grammar

	dalam Bahasa Inggris, khususnya menulis sebuah descriptive text?	text	
4.	Bagaimana kamu belajar writing descriptive text didalam kelas dengan guru bahasa Inggrismu sekarang?	Saya merasa bosan ketika belajar descriptive text	The student is less interesting in the class when learning about descriptive text
5.	Bagaimana strategi gurumu saat mengajar writing descriptive text didalam kelas?	Saat pembelajaran descriptive text, guru meminta kami menggambar sebuah objek lalu menceritakannya dengan mengarang teks deskriptif	The teacher asks the students to draw an object and then they must be described it

Student 4:

No.	Question	Answer	Conclusion
1.	Apakah kamu memiliki kesulitan saat mempelajari skill writing dalam pelajaran Bahasa Inggris?	Ya, saya merasa sulit ketika belajar Bahasa Inggris	The student has difficulties in learning writing
2.	Apakah kamu sudah pernah belajar mengenai writing	Ya, pernah	The student has learned descriptive text

	descriptive text sebelumnya?		
3.	Masalah apa saja yang kamu hadapi saat menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah descriptive text?	Saya bingung saat menulis teks Bahasa Inggris Karena sangat sedikit sekali kosakata yang saya ketahui	The student does not mastering the vocabulary, so they were confused to write something
4.	Bagaimana kamu belajar writing descriptive text didalam kelas dengan guru bahasa Inggrismu sekarang?	Saya hanya mendengarkan apa yang guru saya jelaskan tentang materi descriptive text. Guru saya memberikan beberapa contoh, setelah itu saya mengerjakan latihan untuk membuat descriptive text tentang sesuatu	The teacher still monotonous so that the lesson not interesting for the students in the class
5.	Bagaimana strategi gurumu saat mengajar writing descriptive text didalam kelas?	Saya tidak tau strateginya apa, cuman saat mengajar guru menggambar objek, lalu diberi kata-kata, nah dari kata itu dibuat sebuah teks descriptif	The students did not know about the teacher strategy, but the teacher ever teaching by draw an object, vocabulary and make the descriptive text

Student 5:

No.	Question	Answer	Conclusion
1.	Apakah kamu memiliki kesulitan saat mempelajari skill writing dalam pelajaran Bahasa Inggris?	Ya, tapi saya kurang paham tentang grammar Bahasa Inggris saat menulis sebuah teks	The student does not master the grammar well in writing
2.	Apakah kamu sudah pernah belajar mengenai writing descriptive text sebelumnya?	Ya. pernah	The student has learned descriptive text
3.	Masalah apa saja yang kamu hadapi saat menulis sebuah teks dalam Bahasa Inggris, khususnya menulis sebuah descriptive text?	Saya tidak tau grammar apa yang harus saya gunakan dan sangat susah sekali menuliskan sebuah ide dalam bentuk teks Bahasa Inggris	The student must learn more about grammar, this problem make students' writing ability is still low
4.	Bagaimana kamu belajar writing descriptive text didalam kelas dengan guru bahasa Inggrismu sekarang?	Guru memberikan materi seperti biasa, kemudian kami membuat deskripsi tentang sesuatu.	The teacher must be creative to implement the other strategy in learning descriptive text
5.	Bagaimana strategi gurumu saat mengajar writing descriptive text didalam kelas?	Saya tidak tau strategi apa yang digunakan guru saya ketika mengajar Bahasa Inggris	The student did not know about teacher strategy in learning English



Appendix 5

STUDENTS' WRITING DESCRIPTIVE SCORE CLASS VIII SMP AL-HUDA JATIAGUNG IN THE ACADEMIC YEAR OF 2017/2018

CLASS VIII A			CLASS VIII B		
No.	Name	Score	No.	Name	Score
1.	Agung Dwi Putra	60	1.	Alfian Febriansyah	75
2.	Ahmad Sulaika	65	2.	Bagus Nugroho	50
3.	Aminatul Maysaroh	70	3.	Dea Alidiya	65
4.	Dian Aulia Rahma	85	4.	Fajar Rizki Setiawan	60
5.	Eka Andayani	65	5.	Fitria Triastuti	70
6.	Fauzan Ramadani	55	6.	Hindun	65
7.	Gigih Suryadi	60	7.	Ismuki Khoiriyah	80
8.	M. Naufal Hilmi	60	8.	Jesika Adelia	75
9.	M. Ridho Akbar	50	9.	Kurniawati	60
10.	M. Syaifullah	65	10.	Lidya Ayu Ningrum	75
11.	Malik Habib Akbar	70	11.	Linda Dwi Cahyani	85
12.	Maulana Wibowo	60	12.	M. Agus Setiyadi	65
13.	Mika Anantiara	70	13.	M. Reza Syabana	55
14.	Nurazizah	80	14.	Maulin Agustina Sari	80
15.	Nurmala Sari	65	15.	Mentari Suci	70
16.	Panji Saputra	60	16.	Nurlaili	60
17.	Putri Subari	75	17.	Nurmala Sari	65
18.	Rahma Aliya	70	18.	Nurzaelani Hakim	55
19.	Raisa Anastasya	80	19.	Oka Supriyono	60
20.	Resti Sugesti	65	20.	Okta Pramesti Putri	75
21.	Siti Fatimah	55	21.	Putra Mahardika	85
22.	Sri Andani	80	22.	Putri Anantami	80
23.	Suryo Adi Lesmana	60	23.	Ridho Malik Putra	65
24.	Tiur Lestari	70	24.	Riska Delansa	60
25.	Toni Permana	65	25.	Rizki Syahputra	55
26.	Utami Yuliyanti	75	26.	Siti Aisyah Az-zahra	60
27.	Walida Masruroh	70	27.	Siti Munawaroh	60
28.	Winda Eka Safitri	65	28.	Tiara Amelinda	80
29.	Yolan Dwi Puspita	65	29.	Umi Kalsum	75
30.	Yunita Maya Sari	75	30.	Wawan Gunawan	60
31.	Yusrizal Hendri	60	31.	Yeni Puji Lestari	65
32.	Zahra Dwi Anggraini	65	32.	Zahra Intan Maulinda	75
33.	Zakiah Maulidiya	80			

Appendix 6**Instrument of Pre-test**

Name:
Class:

Subject/ Sub matter: English/ Writing (Descriptive Text)

Class/Time Allocation: VIII/ 60 minutes

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

Direction:

1. Write your text in the present tense form and by covered the generic structures of descriptive text (identification and description).
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics)

Question:

1. Write a descriptive text about the topics and based on the pictures provided.
2. Please choose one of three topics below:
 - a. Susilo Bambang Yudhoyono
 - b. Lembah Hijau
 - c. The Rabbit

a. Susilo Bambang Yudhoyono



b. Lembah Hijau



c. The Rabbit



Appendix 7**Instrument of Post-test**

Name:

Class:

Subject/ Sub matter: English/ Writing (Descriptive Text)

Class/Time Allocation: VIII/ 60 minutes

Instruction:

1. Write your name and your class clearly on the paper.
2. Use your time adequately.
3. Work individually.

Direction:

1. Write your text in the present tense form and by covered the generic structures of descriptive text (identification and description).
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics)

Question:

1. Write a descriptive text about the topics and based on the pictures provided.
2. Please choose one of three topics below:
 - a. Joko Widodo
 - b. Mutun Beach
 - c. The Cat

a. Joko Widodo



b. Mutun Beach



c. The Cat



Appendix 8

LESSON PLAN 1 (Experimental Class)

Nama Sekolah	: SMP Al-Huda Jatiagung Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/ 2 (Dua)
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke	: 1
Skill	: Writing
Topik Pembelajaran	: Descriptive Text
Tema	: Describing Place

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

- 12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedur.

C. Indikator Pencapaian Kompetensi

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks berbentuk descriptive berdasarkan gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks deskriptif sederhana berdasarkan gambar yang disediakan.

E. Materi Pokok

1. Definition of descriptive text

Descriptive text is text which describes the characteristics of something. It can be person, a place, an animal, or thing.

2. Social function

Descriptive text has social function to describe a particular person, place, animal or thing.

3. Generic structure of the text

- a. Identification: It is to identify the phenomena that to be described.
- b. Description: It is to describe part, qualities, or characteristics.

4. Language features of descriptive text

- a. The use of adjective

Example: beautiful, handsome, big, tall, small, etc.

- b. Using the simple present tense

The simple present tense is used to describe an action that is regular, true, or normal. We also use the present tense:

- For repeated or regular actions in the present time period

(I take the car to the office)

- For facts

(A cow has four legs)

- For habits

(I take a bath twice a day)

- For things that are always/generally true

(They speak English at work)

5. Simple present tense

a. Nominal

Subject + To be + Adjective/Adverb. (Positive sentence)

Subject + To be + Not + Adjective/Adverb. (Negative sentence)

To be + Subject + Adjective/Adverb ? (Interrogative sentence)

Example:

- He is handsome boy. (Positive sentence)
- He is not handsome boy. (Negative sentence)
- Is he handsome boy? (Interrogative sentence)

b. Verbal

Subject + Verb1 (s/es) + Object. (Positive sentence)

Subject + Do/Does + Not + Verb1 + Object. (Negative sentence)

Do/Does + Subject + Verb1 + Object ? (Interrogative sentence)

Example:

- She drinks milk every morning. (Positive sentence)
- She does not drink milk every morning. (Negative sentence)
- Does she drink milk every morning? (Interrogative sentence)

Example of descriptive text about place

Borobudur Temple

Identification: Borobudur is Hindu – Budhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Description: Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is construct on a hill 46 m high and consist of eight step like stone terrace. The first five terraces are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

F. Metode Pembelajaran/Teknik: Picture Word Inductive Model (PWIM) Strategy

G. Langkah-langkah Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas. • Guru meminta ketua kelas untuk memimpin do'a. • Guru mengecek kehadiran siswa. • Guru menanyakan kepada siswa menyangkut pengetahuan mereka sebelumnya tentang materi yang akan dipelajari. 	10 menit
2.	<p>Kegiatan inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari. • Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi dan tujuan descriptive text. • Guru menjelaskan generic structures dan language features yang dimiliki oleh descriptive text. • Guru menjelaskan tenses yang biasanya digunakan dalam penulisan descriptive text, yaitu simple present 	60 menit

tense.

- Guru memberikan contoh descriptive text tentang Borobudur Temple, beserta gambar dan siswa diminta untuk menganalisis teks tersebut sesuai dengan beberapa informasi yang telah diperoleh.
- Guru menunjukkan sebuah gambar Dufan
- Guru meminta siswa untuk mengidentifikasi apa yang dapat mereka lihat dari gambar yang dipajang di papan tulis.
- Guru meminta siswa untuk mulai menuliskan kosakata yang mereka ketahui berdasarkan gambar yang ditunjukkan.
- Guru meminta siswa untuk memberi label pada bagian-bagian gambar yang telah diidentifikasi.
- Guru membaca kosakata dan mengulangi gambar kata yang yang telah terbentuk.
- Guru meminta siswa untuk membaca kata-kata tersebut, kemudian mengklasifikasikannya ke dalam berbagai macam kelompok dan mengidentifikasi kesamaan konsep.
- Guru meminta siswa untuk membaca dan mengulangi

	<p>gambar kata seperti langkah sebelumnya (menyebutkan katanya, mengeja, lalu mengatakannya sekali lagi).</p> <ul style="list-style-type: none"> • Guru menambahkan kata-kata bila tidak ditemukan oleh siswa. • Guru membimbing siswa untuk menciptakan judul yang sesuai dengan gambar kata. • Guru meminta siswa untuk membuat descriptive text tentang place (Dufan) berdasarkan gambar yang ditunjukkan. • Guru membaca dan mengulangi kalimat yang dibuat oleh siswa. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. • Guru meminta siswa untuk mengumpulkan hasil karangan mereka. 	
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pembelajaran. • Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. 	10 menit

	<ul style="list-style-type: none"> • Guru menutup pelajaran dengan mengucapkan salam. 	
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H. Sumber dan Media

Sumber: Mukarto. 2007. *English on Sky 1: English for Junior High School Grade*

VIII. Jakarta: Erlangga.

Media: Picture of Place (Borobudur Temple and Dufan)

I. Penilaian

1. Teknik: Writing
2. Bentuk: Text
3. Instrument: Terlampir

J. Rubrik Penilaian

Aspek Penilaian Writing:

No.	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Jatiagung, 22 Februari 2018

Guru Bahasa Inggris

Mahasiswi Peneliti,

Linda Safitri, S.Pd

Nurleni

Mengetahui,
Kepala SMP Al-Huda Jatiagung



Lampiran:



Direction

1. Look at the picture!
2. Make a descriptive text consist of 70-100 words based on the picture!

Answer

Title:

Identification

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Description:

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LESSON PLAN 2 (Experimental Class)

Nama Sekolah	: SMP Al-Huda Jatiagung Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/ 2 (Dua)
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke	: 2
Skill	: Writing
Topik Pembelajaran	: Descriptive Text
Tema	: Describing Person

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

- 12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedur.

C. Indikator Pencapaian Kompetensi

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks berbentuk descriptive berdasarkan gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks deskriptif sederhana berdasarkan gambar yang disediakan.

E. Materi Pokok

1. Definition of descriptive text

Descriptive text is text which describes the characteristics of something. It can be person, a place, an animal, or thing.

2. Social function

Descriptive text has social function to describe a particular person, place, animal or thing.

3. Generic structure of the text

- a. Identification: It is to identify the phenomena that to be described.
- b. Description: It is to describe part, qualities, or characteristics.

4. Language features of descriptive text

- a. The use of adjective

Example: beautiful, handsome, big, tall, small, etc.

- b. Using the simple present tense

The simple present tense is used to describe an action that is regular, true, or normal. We also use the present tense:

- For repeated or regular actions in the present time period

(I take the car to the office)

- For facts

(A cow has four legs)

- For habits

(I take a bath twice a day)

- For things that are always/generally true

(They speak English at work)

5. Simple present tense

a. Nominal

Subject + To be + Adjective/Adverb. (Positive sentence)

Subject + To be + Not + Adjective/Adverb. (Negative sentence)

To be + Subject + Adjective/Adverb ? (Interrogative sentence)

Example:

- He is handsome boy. (Positive sentence)
- He is not handsome boy. (Negative sentence)
- Is he handsome boy? (Interrogative sentence)

b. Verbal

Subject + Verb1 (s/es) + Object. (Positive sentence)

Subject + Do/Does + Not + Verb1 + Object. (Negative sentence)

Do/Does + Subject + Verb1 + Object ? (Interrogative sentence)

Example:

- She drinks milk every morning. (Positive sentence)
- She does not drink milk every morning. (Negative sentence)
- Does she drink milk every morning? (Interrogative sentence)

Example of descriptive text about person

Natasha Wilona

Identification: Her full name is Natasha Wilona. She usually calls Natasha, Tasya, or Wilo. She was born on December 15, 1998 in Jakarta. She works as an actress and model.

Description: Natasha is good looking. She has long hair, white skin, pointed nose, and round eyes. She is not really tall. It is around 166 cm. Natasha like eating pizza. She loves it very much. Her favorite drink is Starbucks. Her favorite color is blue and pink. Her hobbies are dance and swimming.

F. Metode Pembelajaran/Teknik: Picture Word Inductive Model (PWIM) Strategy

G. Langkah-langkah Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas. • Guru meminta ketua kelas untuk memimpin do'a. • Guru mengecek kehadiran siswa. 	10 menit

	<ul style="list-style-type: none"> • Guru menanyakan kepada siswa menyangkut pengetahuan mereka sebelumnya tentang materi yang akan dipelajari. 	
2.	<p>Kegiatan inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari. • Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi dan tujuan descriptive text. • Guru menjelaskan generic structures dan language features yang dimiliki oleh descriptive text. • Guru menjelaskan tenses yang biasanya digunakan dalam penulisan descriptive text, yaitu simple present tense. • Guru memberikan contoh descriptive text tentang seseorang (Natasha Wilona), beserta gambar dan siswa diminta untuk menganalisis teks tersebut sesuai dengan beberapa informasi yang telah diperoleh. • Guru menunjukkan sebuah gambar Stefan William 	60 menit

- Guru meminta siswa untuk mengidentifikasi apa yang dapat mereka lihat dari gambar yang dipajang di papan tulis.
- Guru meminta siswa untuk mulai menuliskan kosakata yang mereka ketahui berdasarkan gambar yang ditunjukkan.
- Guru meminta siswa untuk memberi label pada bagian-bagian gambar yang telah diidentifikasi.
- Guru membaca kosakata dan mengulangi gambar kata yang telah terbentuk.
- Guru meminta siswa untuk membaca kata-kata tersebut, kemudian mengklasifikasikannya ke dalam berbagai macam kelompok dan mengidentifikasi kesamaan konsep.
- Guru meminta siswa untuk membaca dan mengulangi gambar kata seperti langkah sebelumnya (menyebutkan katanya, mengeja, lalu mengatakannya sekali lagi).
- Guru menambahkan kata-kata bila tidak ditemukan oleh siswa.
- Guru membimbing siswa untuk menciptakan judul

	<p>yang sesuai dengan gambar kata.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat descriptive text tentang seseorang (Stefan William) berdasarkan gambar yang ditunjukkan. • Guru membaca dan mengulangi kalimat yang dibuat oleh siswa. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. • Guru meminta siswa untuk mengumpulkan hasil karangan mereka. 	
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pembelajaran. • Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. • Guru menutup pelajaran dengan mengucapkan salam. 	10 menit

H. Sumber dan Media

Sumber: Mukarto. 2007. *English on Sky 1: English for Junior High School Grade VIII*. Jakarta: Erlangga.

Media: Picture of Person (Natasha Wilona and Stefan William)

I. Penilaian

1. Teknik: Writing
2. Bentuk: Text
3. Instrument: Terlampir

J. Rubrik Penilaian

Aspek Penilaian Writing:

No.	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Jatiagung, 26 Februari 2018

Guru Bahasa Inggris

Mahasiswi Peneliti,

Linda Safitri, S. Pd

Nurleni

Mengetahui,
Kepala SMP Al-Huda Jatiagung

Edi Susanto, S.Pd

Lampiran:



Direction

1. Look at the picture!
2. Make a descriptive text based on the picture!

Answer

Title:

Identification

.....

.....

.....

Description:

.....

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LESSON PLAN 3
(Experimental Class)

Nama Sekolah	: SMP Al-Huda Jatiagung Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/ 2 (Dua)
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke	: 3
Skill	: Writing
Topik Pembelajaran	: Descriptive Text
Tema	: Describing Animal

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

- 12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedur.

C. Indikator Pencapaian Kompetensi

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks berbentuk descriptive berdasarkan gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks deskriptif sederhana berdasarkan gambar yang disediakan.

E. Materi Pokok

1. Definition of descriptive text

Descriptive text is text which describes the characteristics of something. It can be person, a place, an animal, or thing.

2. Social function

Descriptive text has social function to describe a particular person, place, animal or thing.

3. Generic structure of the text

- a. Identification: It is to identify the phenomena that to be described.
- b. Description: It is to describe part, qualities, or characteristics.

4. Language features of descriptive text

a. The use of adjective

Example: beautiful, handsome, big, tall, small, etc.

b. Using the simple present tense

The simple present tense is used to describe an action that is regular, true, or normal. We also use the present tense:

- For repeated or regular actions in the present time period

(I take the car to the office)

- For facts

(A cow has four legs)

- For habits

(I take a bath twice a day)

- For things that are always/generally true

(They speak English at work)

5. Simple present tense

a. Nominal

Subject + To be + Adjective/Adverb. (Positive sentence)

Subject + To be + Not + Adjective/Adverb. (Negative sentence)

To be + Subject + Adjective/Adverb ? (Interrogative sentence)

Example:

- He is handsome boy. (Positive sentence)
- He is not handsome boy. (Negative sentence)
- Is he handsome boy? (Interrogative sentence)

b. Verbal

Subject + Verb1 (s/es) + Object. (Positive sentence)

Subject + Do/Does + Not + Verb1 + Object. (Negative sentence)

Do/Does + Subject + Verb1 + Object ? (Interrogative sentence)

Example:

- She drinks milk every morning. (Positive sentence)
- She does not drink milk every morning. (Negative sentence)
- Does she drink milk every morning? (Interrogative sentence)

Example of descriptive text about animal

Elephant

Identification: The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of adult female elephant as the leader of the group, their children and their relative female elephants.

Description: The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

F. Metode Pembelajaran/Teknik: Picture Word Inductive Model (PWIM) Strategy

G. Langkah-langkah Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas. • Guru meminta ketua kelas untuk memimpin do'a. • Guru mengecek kehadiran siswa. • Guru menanyakan kepada siswa menyangkut pengetahuan mereka sebelumnya tentang materi yang akan dipelajari. 	10 menit
2.	<p>Kegiatan inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari. • Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi dan tujuan descriptive text. • Guru menjelaskan generic structures dan language features yang dimiliki oleh descriptive text. • Guru menjelaskan tenses yang biasanya digunakan dalam penulisan descriptive text, yaitu simple present 	60 menit

tense.

- Guru memberikan contoh descriptive text tentang Elephant, beserta gambar dan siswa diminta untuk menganalisis teks tersebut sesuai dengan beberapa informasi yang telah diperoleh.
- Guru menunjukkan sebuah gambar Penguins
- Guru meminta siswa untuk mengidentifikasi apa yang dapat mereka lihat dari gambar yang dipajang di papan tulis.
- Guru meminta siswa untuk mulai menuliskan kosakata yang mereka ketahui berdasarkan gambar yang ditunjukkan.
- Guru meminta siswa untuk memberi label pada bagian-bagian gambar yang telah diidentifikasi.
- Guru membaca kosakata dan mengulangi gambar kata yang yang telah terbentuk.
- Guru meminta siswa untuk membaca kata-kata tersebut, kemudian mengklasifikasikannya ke dalam berbagai macam kelompok dan mengidentifikasi kesamaan konsep.
- Guru meminta siswa untuk membaca dan mengulangi

	<p>gambar kata seperti langkah sebelumnya (menyebutkan katanya, mengeja, lalu mengatakannya sekali lagi).</p> <ul style="list-style-type: none"> • Guru menambahkan kata-kata bila tidak ditemukan oleh siswa. • Guru membimbing siswa untuk menciptakan judul yang sesuai dengan gambar kata. • Guru meminta siswa untuk membuat descriptive text tentang animal (Penguins) berdasarkan gambar yang ditunjukkan. • Guru membaca dan mengulangi kalimat yang dibuat oleh siswa. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. • Guru meminta siswa untuk mengumpulkan hasil karangan mereka. 	
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pembelajaran. • Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. 	10 menit

	<ul style="list-style-type: none"> • Guru menutup pelajaran dengan mengucapkan salam. 	
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H. Sumber dan Media

Sumber: Mukarto. 2007. *English on Sky 1: English for Junior High School Grade*

VIII. Jakarta: Erlangga.

Media: Picture of Animal (Elephant and Penguins)

I. Penilaian

1. Teknik: Writing
2. Bentuk: Text
3. Instrument: Terlampir

J. Rubrik Penilaian

Aspek Penilaian Writing:

No.	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Jatiagung, 1 Maret 2018

Guru Bahasa Inggris

Mahasiswi Peneliti,

Linda Safitri, S. Pd

Nurleni

Mengetahui,
Kepala SMP Al-Huda Jatiagung



Lampiran:



Direction

1. Look at the picture!
2. Make a descriptive text based on the picture!

Answer

Title:

Identification

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Description:

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Appendix 9

LESSON PLAN 1 (Control Class)

Nama Sekolah	: SMP Al-Huda Jatiagung Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/ 2 (Dua)
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke	: 1
Skill	: Writing
Topik Pembelajaran	: Descriptive Text
Tema	: Describing Place

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

- 12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedur.

C. Indikator Pencapaian Kompetensi

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks berbentuk descriptive berdasarkan gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks deskriptif sederhana berdasarkan gambar yang disediakan.

E. Materi Pokok

1. Definition of descriptive text

Descriptive text is text which describes the characteristics of something. It can be person, a place, an animal, or thing.

2. Social function

Descriptive text has social function to describe a particular person, place, animal or thing.

3. Generic structure of the text

- a. Identification: It is to identify the phenomena that to be described.
- b. Description: It is to describe part, qualities, or characteristics.

4. Language features of descriptive text

- a. The use of adjective

Example: beautiful, handsome, big, tall, small, etc.

- b. Using the simple present tense

The simple present tense is used to describe an action that is regular, true, or normal. We also use the present tense:

- For repeated or regular actions in the present time period
(I take the car to the office)
- For facts
(A cow has four legs)
- For habits
(I take a bath twice a day)
- For things that are always/generally true
(They speak English at work)

5. Simple present tense

a. Nominal

Subject + To be + Adjective/Adverb. (Positive sentence)

Subject + To be + Not + Adjective/Adverb. (Negative sentence)

To be + Subject + Adjective/Adverb ? (Interrogative sentence)

Example:

- He is handsome boy. (Positive sentence)
- He is not handsome boy. (Negative sentence)
- Is he handsome boy? (Interrogative sentence)

b. Verbal

Subject + Verb1 (s/es) + Object. (Positive sentence)

Subject + Do/Does + Not + Verb1 + Object. (Negative sentence)

Do/Does + Subject + Verb1 + Object ? (Interrogative sentence)

Example:

- She drinks milk every morning. (Positive sentence)
- She does not drink milk every morning. (Negative sentence)
- Does she drink milk every morning? (Interrogative sentence)

Example of descriptive text about place

Borobudur Temple

Identification: Borobudur is Hindu – Buddhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom.

Borobudur is located in Magelang, Central Java, Indonesia.

Description: Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is construct on a hill 46 m high and consist of eight step like stone terrace. The first five terraces are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

F. Metode Pembelajaran/Teknik: Draw Label Caption Strategy

G. Langkah-langkah Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas. • Guru meminta ketua kelas untuk memimpin do'a. • Guru mengecek kehadiran siswa. • Guru menanyakan kepada siswa menyangkut pengetahuan mereka sebelumnya tentang materi yang akan dipelajari. 	10 menit
2.	<p>Kegiatan inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari. • Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi dan tujuan descriptive text. • Guru menjelaskan generic structures dan language features yang dimiliki oleh descriptive text. • Guru menjelaskan tenses yang biasanya digunakan 	60 menit

	<p>dalam penulisan descriptive text, yaitu simple present tense.</p> <ul style="list-style-type: none"> • Guru memberikan contoh descriptive text tentang Borobudur Temple, beserta gambar dan siswa diminta untuk menganalisis teks tersebut sesuai dengan beberapa informasi yang telah diperoleh. • Guru meminta siswa untuk membuat gambar sebuah tempat. • Guru meminta siswa untuk member label berdasarkan gambar yang telah dibuat oleh siswa. • Guru meminta siswa untuk membuat sebuah kalimat dari label yang ada di gambar tersebut. • Guru meminta siswa untuk membuat sebuah descriptive text tentang tempat dari gambar, label dan kalimat yang telah di buat oleh siswa sebelumnya. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mengumpulkan hasil karangan mereka. 	
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pembelajaran. • Guru menyampaikan materi yang akan dipelajari pada 	10 menit

	<p>pertemuan selanjutnya.</p> <ul style="list-style-type: none"> • Guru menutup pelajaran dengan mengucapkan salam. 	
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H. Sumber dan Media

Sumber: Mukarto. 2007. *English on Sky 1: English for Junior High School Grade VIII*. Jakarta: Erlangga.

Media: Picture of Places (Borobudur Temple)

I. Penilaian

1. Teknik: Writing
2. Bentuk: Essay
3. Instrument: Terlampir

J. Rubrik Penilaian

Aspek Penilaian Writing:

No.	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Jatiagung, 22 Februari 2018

Guru Bahasa Inggris

Mahasiswi Peneliti,

Linda Safitri, S. Pd

Nurleni

Mengetahui,

Kepala SMP Al-Huda Jatiagung



LESSON PLAN 2 (Control Class)

Nama Sekolah	: SMP Al-Huda Jatiagung Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/ 2 (Dua)
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke	: 2
Skill	: Writing
Topik Pembelajaran	: Descriptive Text
Tema	: Describing Person

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

- 12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedur.

C. Indikator Pencapaian Kompetensi

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks berbentuk descriptive berdasarkan gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
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- a. The use of adjective

Example: beautiful, handsome, big, tall, small, etc.

- b. Using the simple present tense

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- For repeated or regular actions in the present time period
(I take the car to the office)
- For facts
(A cow has four legs)
- For habits
(I take a bath twice a day)
- For things that are always/generally true
(They speak English at work)

5. Simple present tense

a. Nominal

Subject + To be + Adjective/Adverb. (Positive sentence)

Subject + To be + Not + Adjective/Adverb. (Negative sentence)

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Example:

- He is handsome boy. (Positive sentence)
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- Is he handsome boy? (Interrogative sentence)

b. Verbal

Subject + Verb1 (s/es) + Object. (Positive sentence)

Subject + Do/Does + Not + Verb1 + Object. (Negative sentence)

Do/Does + Subject + Verb1 + Object ? (Interrogative sentence)

Example:

- She drinks milk every morning. (Positive sentence)
- She does not drink milk every morning. (Negative sentence)
- Does she drink milk every morning? (Interrogative sentence)

Example of descriptive text about person

Natasha Wilona

Identification: Her full name is Natasha Wilona. She usually calls Natasha, Tasya, or Wilo. She was born on December 15, 1998 in Jakarta. She works as an actress and model.

Description: Natasha is good looking. She has long hair, white skin, pointed nose, and round eyes. She is not really tall. It is around 166 cm. Natasha like eating pizza. She loves it very much. Her favorite drink is Starbucks. Her favorite color is blue and pink. Her hobbies are dance and swimming.

F. Metode Pembelajaran/Teknik: Draw Label Caption Strategy

G. Langkah-langkah Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas. • Guru meminta ketua kelas untuk memimpin do'a. 	10 menit

	<ul style="list-style-type: none"> • Guru mengecek kehadiran siswa. • Guru menanyakan kepada siswa menyangkut pengetahuan mereka sebelumnya tentang materi yang akan dipelajari. 	
2.	<p>Kegiatan inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari. • Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi dan tujuan descriptive text. • Guru menjelaskan generic structures dan language features yang dimiliki oleh descriptive text. • Guru menjelaskan tenses yang biasanya digunakan dalam penulisan descriptive text, yaitu simple present tense. • Guru memberikan contoh descriptive text tentang Natasha Wilona, beserta gambar dan siswa diminta untuk menganalisis teks tersebut sesuai dengan beberapa informasi yang telah diperoleh. 	60 menit

	<ul style="list-style-type: none"> • Guru meminta siswa untuk membuat gambar seseorang. Guru meminta siswa untuk member label berdasarkan gambar yang telah dibuat oleh siswa. • Guru meminta siswa untuk membuat sebuah kalimat dari label yang ada di gambar tersebut. • Guru meminta siswa untuk membuat sebuah descriptive text tentang seseorang dari gambar, label dan kalimat yang telah di buat oleh siswa sebelumnya. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mengumpulkan hasil karangan mereka. 	
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pembelajaran. • Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. • Guru menutup pelajaran dengan mengucapkan salam. 	10 menit

H. Sumber dan Media

Sumber: Mukarto. 2007. *English on Sky 1: English for Junior High School Grade VIII*. Jakarta: Erlangga.

Media: Picture of Person (Natasha Wilona)

I. Penilaian

1. **Teknik: Writing**
2. **Bentuk: Essay**
3. **Instrument: Terlampir**

J. Rubrik Penilaian

Aspek Penilaian Writing:

No.	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Jatiagung, 26 Februari 2018

Guru Bahasa Inggris

Mahasiswi Peneliti,

Linda Safitri, S. Pd

Nurleni

Mengetahui,

Kepala SMP Al-Huda Jatiagung



Edi Susanto, S.Pd

Lampiran:

Name:

Class:

Date:

Direction:

1. Draw a picture about person!
2. Make the label in the picture that you draw!
3. Make a sentence from the label in the picture!
4. Make a descriptive text!

Answer:

LESSON PLAN 3 (Control Class)

Nama Sekolah	: SMP Al-Huda Jatiagung Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/ 2 (Dua)
Alokasi Waktu	: 2 x 40 Menit
Pertemuan Ke	: 3
Skill	: Writing
Topik Pembelajaran	: Descriptive Text
Tema	: Describing Animal

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

- 12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive/ procedur.

C. Indikator Pencapaian Kompetensi

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks berbentuk descriptive berdasarkan gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat dengan cermat, cepat dan tepat:

1. Menggunakan kalimat simple present tense dalam membuat sebuah deskripsi.
2. Menulis teks deskriptif sederhana berdasarkan gambar yang disediakan.

E.Materi Pokok

1. Definition of descriptive text

Descriptive text is text which describes the characteristics of something. It can be person, a place, an animal, or thing.

2. Social function

Descriptive text has social function to describe a particular person, place, animal or thing.

3. Generic structure of the text

- a. Identification: It is to identify the phenomena that to be described.
- b. Description: It is to describe part, qualities, or characteristics.

4. Language features of descriptive text

- a. The use of adjective

Example: beautiful, handsome, big, tall, small, etc.

- b. Using the simple present tense

The simple present tense is used to describe an action that is regular, true, or normal. We also use the present tense:

- For repeated or regular actions in the present time period
(I take the car to the office)
- For facts
(A cow has four legs)
- For habits
(I take a bath twice a day)
- For things that are always/generally true
(They speak English at work)

5. Simple present tense

a. Nominal

Subject + To be + Adjective/Adverb. (Positive sentence)

Subject + To be + Not + Adjective/Adverb. (Negative sentence)

To be + Subject + Adjective/Adverb ? (Interrogative sentence)

Example:

- He is handsome boy. (Positive sentence)
- He is not handsome boy. (Negative sentence)
- Is he handsome boy? (Interrogative sentence)

b. Verbal

Subject + Verb1 (s/es) + Object. (Positive sentence)

Subject + Do/Does + Not + Verb1 + Object. (Negative sentence)

Do/Does + Subject + Verb1 + Object ? (Interrogative sentence)

Example:

- She drinks milk every morning. (Positive sentence)
- She does not drink milk every morning. (Negative sentence)
- Does she drink milk every morning? (Interrogative sentence)

Example of descriptive text about animal

Elephant

Identification: The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of adult female elephant as the leader of the group, their children and their relative female elephants.

Description: The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

F. Metode Pembelajaran/Teknik: Draw Label Caption Strategy

G. Langkah-langkah Pembelajaran

No.	Kegiatan	Waktu
1.	<p>Pendahuluan</p> <ul style="list-style-type: none"> • Guru mengucapkan salam ketika memasuki kelas. • Guru meminta ketua kelas untuk memimpin do'a. • Guru mengecek kehadiran siswa. • Guru menanyakan kepada siswa menyangkut pengetahuan mereka sebelumnya tentang materi yang akan dipelajari. 	10 menit
2.	<p>Kegiatan inti</p> <p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru memperkenalkan kepada siswa tentang materi yang akan dipelajari. • Guru menggali pengetahuan siswa tentang descriptive text berdasarkan apa yang telah mereka ketahui. <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi dan tujuan descriptive text. • Guru menjelaskan generic structures dan language features yang dimiliki oleh descriptive text. • Guru menjelaskan tenses yang biasanya digunakan dalam penulisan descriptive text, yaitu simple present 	60 menit

	<p>tense.</p> <ul style="list-style-type: none"> • Guru memberikan contoh descriptive text tentang Elephant, beserta gambar dan siswa diminta untuk menganalisis teks tersebut sesuai dengan beberapa informasi yang telah diperoleh. • Guru meminta siswa untuk membuat gambar hewan. Guru meminta siswa untuk member label berdasarkan gambar yang telah dibuat oleh siswa. • Guru meminta siswa untuk membuat sebuah kalimat dari label yang ada di gambar tersebut. • Guru meminta siswa untuk membuat sebuah descriptive text tentang seseorang dari gambar, label dan kalimat yang telah di buat oleh siswa sebelumnya. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mengumpulkan hasil karangan mereka. 	
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi pembelajaran. • Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. • Guru menutup pelajaran dengan mengucapkan salam. 	10 menit

H. Sumber dan Media

Sumber: Mukarto. 2007. *English on Sky 1: English for Junior High School Grade*

VIII. Jakarta: Erlangga.

Media: Picture of Animal (Elephant)

I. Penilaian

1. **Teknik:** Writing
2. **Bentuk:** Essay
3. **Instrument:** Terlampir

J. Rubrik Penilaian

Aspek Penilaian Writing:

No.	Aspect	Score
1.	Content	0-20
2.	Organization	0-20
3.	Vocabulary	0-20
4.	Language	0-30
5.	Mechanics	0-10

Jatiagung, 1 Maret 2018

Guru Bahasa Inggris

Mahasiswi Peneliti,

Linda Safitri, S. Pd

Nurleni

Mengetahui,

Kepala SMP Al-Huda Jatiagung



Appendix 10

EXPERT VALIDATION FORM WRITING TEST

Direction:

For each question, please give your response by ticking (v) a box representing your choice.

No.	Question	Answer		Comments
		Yes	No	
1.	Are the direction and the instructions of the test instrument clear enough?			
2.	Is the time allocation quite effective?			
3.	Do the indicators in the test instrument have covered all aspects measured?			
4.	Does the instrument have covered the generic structures of descriptive text?			
5.	Are the topics quite understandable?			

General Comments

Please give any general comment or suggestion you may have concerning this test development

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Bandar Lampung, 2018

Validator

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Appendix 11

SILABUS PEMBELAJARAN

Sekolah : SMP Al-Huda Jatiagung Lampung Selatan

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Menulis

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan	<p>Teks fungsional pendek berupa :</p> <ul style="list-style-type: none"> - Undangan - Pengumuman - Pesan Singkat <p>Teks rumpang berbentuk</p> <ul style="list-style-type: none"> - <i>descriptive</i> - <i>recount</i> <p>Kalimat acak</p>	<ol style="list-style-type: none"> 1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas. 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional. 3. Menulis kalimat sederhana terkait jenis teks 	<ul style="list-style-type: none"> • Melengkapi rumpang teks fungsional pendek • Meyusun kata menjadi teks fungsional yang bermakna • Menulis teks fungsional pendek 	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>Essay Completion</p> <p>Jumbled sentences</p> <p>Essay</p>	<ol style="list-style-type: none"> 1. Write simple sentences based on the situation given. 2. Write an invitation/ an announcement / message based on the situation given 	2 X 40 Menit	<ol style="list-style-type: none"> 1. Buku teks yang relevan Contoh undangan, pengumuman , SMS 2. Gambar yang relevan. 	Kreatif Cermat Komunikatif

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
sekitar. 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>		4. Menulis teks fungsional pendek berdasarkan konteks dengan kreatif dan komunikatif 1. Review Ungkapan ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang Mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/reallia 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks	<ul style="list-style-type: none"> Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> Menulis teks esai dalam bentuk <i>descriptive</i> 	Tes tulis Tes tulis Tes tulis	<ul style="list-style-type: none"> <i>Complete the paragraph using the suitable words.</i> <i>Rearrange the following sentences correctly</i> <i>Write an essay describing something or a certain place.</i> 	4X 40 menit	1. Buku teks yang relevan. 2. Gambar terkait tema/topik 3. Benda-benda sekitar	Kreatif Cermat Komunikatif Percaya diri Mandiri	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
		deskriptif yangterpadu. 5. Membuat draft teks deskriptive secara mandiri. 6. Mengekspos teks descriptive yang ditulis di kelas dengan mandiri dan percaya diri							



Mengetahui
Kepala SMP Al-Huda Jatiagung

Edi Susanto, S.Pd

Bandar Lampung, 19 Februari 2018

Guru Bahasa Inggris

Linda Safitri S.Pd

Appendix 12

READABILITY OF THE WRITING TEST

Name:

Class:

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1-10)	Comment
1.	Apakah Anda paham dengan petunjuk (instruction) poin pertama?				
2.	Apakah Anda paham dengan petunjuk (instruction) poin kedua?				
3.	Apakah Anda paham dengan petunjuk (instruction) poin ketiga?				
4.	Apakah Anda paham dengan perintah (direction) nomor 1?				
5.	Apakah Anda paham dengan perintah (direction) nomor 2?				
6.	Apakah Anda paham dengan pertanyaan (question) nomor 1?				
7.	Apakah Anda paham dengan pertanyaan (question) nomor 2?				

*1 describes an item that is easy to read and 10 describes an item that is difficult to read.

Appendix 13

The Result of Readability Test

No	Students' Name	Question and Scale							Total	Mean
		1	2	3	4	5	6	7		
1	Students 1	1	1	1	5	4	1	5	18	2.57143
2	Students 2	1	2	2	3	2	1	1	12	1.71429
3	Students 3	1	2	3	1	4	2	3	16	2.28571
4	Students 4	2	1	2	5	5	3	5	23	3.28571
5	Students 5	1	1	1	6	6	6	6	27	3.85714
6	Students 6	2	2	1	2	4	1	1	13	1.85714
7	Students 7	1	2	1	3	5	4	5	21	3
8	Students 8	1	2	3	1	4	4	1	16	2.28571
9	Students 9	1	1	3	2	6	1	2	16	2.28571
10	Students 10	2	1	3	4	3	2	5	20	2.85714
11	Students 11	1	2	2	3	4	2	3	17	2.42857
12	Students 12	1	1	2	3	4	2	3	16	2.28571
13	Students 13	4	3	2	2	2	3	1	17	2.42857
14	Students 14	3	2	1	1	1	3	1	12	1.71429
15	Students 15	1	1	1	3	4	3	1	14	2
16	Students 16	1	3	2	4	5	1	2	18	2.57143
17	Students 17	1	1	1	3	5	1	1	13	1.85714
18	Students 18	1	2	1	4	5	3	5	21	3
19	Students 19	1	2	2	3	4	1	1	14	2
20	Students 20	2	1	1	1	3	1	1	10	1.42857
21	Students 21	1	1	2	3	5	3	4	19	2.71429
22	Students 22	3	2	1	3	1	2	3	15	2.14286
23	Students 23	1	1	1	5	4	1	5	18	2.57143
24	Students 24	2	1	2	5	5	3	5	23	3.28571
25	Students 25	2	1	2	5	6	6	5	27	3.85714
26	Students 26	2	1	3	1	2	1	1	11	1.57143
27	Students 27	3	1	2	4	5	4	5	24	3.42857
Total Mean										67.2856
Mean										2.49205

Appendix 14

List of Sample of the Research

Experimental Class				Control Class			
No	Students' Name	Gender	Code	No	Strudents'Name	Gender	Code
1.	Agung Dwi Putra	M	X-1	1.	Alfian Febriansyah	M	O-1
2.	Ahmad Sulaika	M	X-2	2.	Bagus Nugroho	M	O-2
3.	Aminatul Maysaroh	F	X-3	3.	Dea Alidiya	F	O-3
4.	Dian Aulia Rahma	F	X-4	4.	Fajar Rizki Setiawan	M	O-4
5.	Eka Andayani	F	X-5	5.	Fitria Triastuti	F	O-5
6.	Fauzan Ramadani	M	X-6	6.	Hindun	F	O-6
7.	Gigih Suryadi	M	X-7	7.	Ismuki Khoiriyah	F	O-7
8.	M. Naufal Hilmi	M	X-8	8.	Jesika Adelia	F	O-8
9.	M. Ridho Akbar	M	X-9	9.	Kurniawati	F	O-9
10.	M. Syaifullah	M	X-10	10.	Lidya Ayu Ningrum	F	O-10
11.	Malik Habib Akbar	M	X-11	11.	Linda Dwi Cahyani	F	O-11
12.	Maulana Wibowo	M	X-12	12.	M. Agus Setiyadi	M	O-12
13.	Mika Anantiara	F	X-13	13.	M. Reza Syabana	M	O-13
14.	Nurazizah	F	X-14	14.	Maulin Agustina Sari	F	O-14
15.	Nurmala Sari	F	X-15	15.	Mentari Suci	F	O-15
16.	Panji Saputra	M	X-16	16.	Nurlaili	F	O-16
17.	Putri Subari	F	X-17	17.	Nurmala Sari	F	O-17
18.	Rahma Aliya	F	X-18	18.	Nurzaelani Hakim	M	O-18
19.	Raisa Anastasya	F	X-19	19.	Oka Supriyono	M	O-19
20.	Resti Sugesti	F	X-20	20.	Okta Pramesti Putri	F	O-20
21.	Siti Fatimah	F	X-21	21.	Putra Mahardika	M	O-21
22.	Sri Andani	F	X-22	22.	Putri Anantami	F	O-22
23.	Suryo Adi Lesmana	M	X-23	23.	Ridho Malik Putra	M	O-23
24.	Tiur Lestari	F	X-24	24.	Riska Delansa	F	O-24
25.	Toni Permana	M	X-25	25.	Rizki Syahputra	M	O-25
26.	Utami Yuliyanti	F	X-26	26.	Siti Aisyah Az-zahra	F	O-26
27.	Walida Masruroh	F	X-27	27.	Siti Munawaroh	F	O-27
28.	Winda Eka Safitri	F	X-28	28.	Tiara Amelinda	F	O-28
29.	Yolan Dwi Puspita	F	X-29	29.	Umi Kalsum	F	O-29
30.	Yunita Maya Sari	F	X-30	30.	Wawan Gunawan	M	O-30
31.	Yusrizal Hendri	M	X-31	31.	Yeni Puji Lestari	F	O-31
32.	Zahra Dwi Anggraini	F	X-32	32.	Zahra Intan Maulinda	F	O-32
33.	Zakiah Maulidiya	F	X-33				

Appendix 15

Students' Score Pre-test and Post-test in Experimental Class and Control Class

No	Code	Pre-test Score X_1	Code	Pre-test Score X_2	No	Code	Pre-test Score Y_1	Code	Post-test score Y_2
1	X-16	44.5	X-16	63	1	O-16	49.5	O-16	60
2	X-17	51.5	X-17	66	2	O-15	50	O-15	60.5
3	X-18	53.5	X-15	67.5	3	O-17	51.5	O-17	61.5
4	X-15	53.5	X-18	67.5	4	O-14	53.5	O-14	63.5
5	X-14	54	X-19	68.5	5	O-18	55	O-18	67
6	X-19	54	X-14	68.5	6	O-13	56.5	O-13	67.5
7	X-20	54.5	X-13	69.5	7	O-19	58.5	O-12	68
8	X-13	54.5	X-21	69.5	8	O-20	59.5	O-19	68
9	X-21	55	X-20	69.5	9	O-12	59.5	O-20	68
10	X-12	57	X-31	70	10	O-21	60	O-11	69
11	X-31	57	X-12	70	11	O-11	60	O-21	69
12	X-22	58.5	X-11	70.5	12	O-10	61	O-22	69.5
13	X-11	59	X-22	70.5	13	O-22	61	O-23	69.5
14	X-10	59.5	X-23	71	14	O-23	61.5	O-10	69.5
15	X-9	59.5	X-10	71	15	O-9	61.5	O-9	70.5
16	X-23	59.5	X-8	72.5	16	O-24	61.5	O-24	70.5
17	X-32	60	X-24	72.5	17	O-8	63	O-25	71
18	X-8	60	X-9	72.5	18	O-25	63	O-8	71
19	X-24	60.5	X-32	72.5	19	O-26	64	O-26	71.5
20	X-7	60.5	X-25	74	20	O-7	64	O-27	72
21	X-25	61.5	X-7	74	21	O-6	68	O-7	72
22	X-6	61.5	X-6	74.5	22	O-27	68	O-6	73
23	X-26	63	X-26	74.5	23	O-28	68.5	O-5	74
24	X-5	63	X-5	75	24	O-5	68.5	O-4	74
25	X-33	63.5	X-4	76	25	O-29	69	O-28	74
26	X-27	64	X-27	76	26	O-4	69.5	O-29	74
27	X-4	64	X-33	76	27	O-30	70	O-3	75
28	X-3	67.5	X-3	79	28	O-32	70	O-30	75
29	X-28	67.5	X-28	79	29	O-3	70	O-2	75.5
30	X-2	70	X-30	84	30	O-2	70.5	O-22	75.5
31	X-29	70	X-2	84	31	O-1	72	O-31	76
32	X-30	70.5	X-29	84	32	O-31	76	O-1	76
33	X-1	70.5	X-1	84.5	Total		2014	Total	2251
Total		1982.5	Total	2417	Mean		62.93	Mean	70.34
Mean		60.07	Mean	73.24	Median		62.25	Median	70.75
Median		60	Median	72.5	Modus		61.5	Modus	74
Modus		59.5	Modus	72.5	Max		76	Max	76
Max		70.5	Max	84.5	Min		49.5	Min	60
Min		44.5	Min	63					

Appendix 16**a. Score Pre-test in Experimental Class**

No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total R1	Total R2	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2			
1	X-1	16	14	16	16	16	14	19	18	7	5	74	67	70.5
2	X-2	16	16	16	14	14	13	20	18	7	6	73	67	70
3	X-3	15	17	16	14	16	14	17	13	7	6	71	64	67.5
4	X-4	14	13	16	14	12	10	18	16	7	8	67	61	64
5	X-5	16	14	16	14	13	10	18	13	7	5	70	56	63
6	X-6	14	12	13	12	14	11	19	16	7	5	67	56	61.5
7	X-7	11	14	10	16	12	16	14	15	7	6	54	67	60.5
8	X-8	16	12	16	14	14	11	17	10	6	4	69	51	60
9	X-9	14	12	14	11	12	11	18	14	7	6	65	54	59.5
10	X-10	12	15	11	14	11	12	12	20	5	7	51	68	59.5
11	X-11	14	14	12	14	11	12	16	15	5	5	58	60	59
12	X-12	11	14	12	16	8	12	11	18	5	7	47	67	57
13	X-13	11	14	11	13	12	11	11	16	5	5	50	59	54.5
14	X-14	12	14	12	12	11	9	11	14	6	7	52	56	54
15	X-15	11	12	10	13	12	12	11	16	4	6	48	59	53.5
16	X-16	9	12	12	10	11	8	10	8	5	4	47	42	44.5
17	X-17	11	9	11	10	11	8	17	15	6	5	56	47	51.5
18	X-18	11	11	11	11	12	9	14	16	7	5	55	52	53.5
19	X-19	12	14	12	12	11	9	11	14	6	7	52	56	54
20	X-20	11	14	12	13	10	12	11	14	5	7	49	60	54.5
21	X-21	11	12	9	14	11	12	13	17	6	5	50	60	55
22	X-22	11	12	11	14	12	12	17	16	6	6	57	60	58.5
23	X-23	16	12	12	11	12	13	18	12	8	5	66	53	59.5
24	X-24	11	14	10	16	12	16	14	15	7	6	54	67	60.5
25	X-25	14	12	13	12	14	11	19	16	7	5	67	56	61.5
26	X-26	16	14	16	14	13	10	18	13	7	5	70	56	63
27	X-27	14	13	16	14	12	10	18	16	7	8	67	61	64
28	X-28	15	17	16	14	16	14	17	13	7	6	71	64	67.5
29	X-29	17	15	16	14	14	12	21	18	7	6	75	65	70
30	X-30	16	14	16	16	16	14	19	18	7	5	74	67	70.5
31	X-31	11	14	12	16	8	12	11	18	5	7	47	67	57
32	X-32	16	12	16	14	14	11	17	10	6	4	69	51	60
33	X-33	11	14	11	16	12	12	17	20	7	7	58	69	63.5
Total		436	442	433	448	409	383	514	501	208	191	2000	1965	1982.5

b. Score Pre-test in Control Class

No.	Code	Content		Organization		Vocabulary		Language		Mechanics		Total R1	Total R2	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2			
1	O-1	17	15	16	14	16	14	19	16	7	6	75	65	70
2	O-2	17	14	15	16	16	13	20	18	8	7	76	68	72
3	O-3	17	16	16	14	16	16	16	16	7	6	72	68	70
4	O-4	17	14	16	14	15	12	19	18	6	7	73	65	69
5	O-5	17	13	16	12	16	13	21	17	7	5	77	60	68.5
6	O-6	16	14	15	14	16	15	17	16	7	6	71	65	68
7	O-7	14	15	15	13	15	12	17	16	5	6	66	62	64
8	O-8	16	14	15	14	14	12	15	13	6	7	66	60	63
9	O-9	16	13	14	12	15	12	17	15	5	4	67	56	61.5
10	O-10	14	16	13	11	15	12	15	14	6	7	63	60	61.5
11	O-11	14	15	14	12	14	12	14	15	6	6	62	60	61
12	O-12	15	12	13	12	14	13	14	15	6	6	62	58	60
13	O-13	14	12	16	12	12	11	16	15	6	5	64	55	59.5
14	O-14	15	13	14	14	12	11	13	14	6	5	60	57	58.5
15	O-15	12	12	11	13	11	10	16	15	5	5	55	55	55
16	O-16	11	9	14	12	11	9	14	14	5	4	55	48	51.5
17	O-17	13	10	12	11	10	8	13	11	6	5	54	45	49.5
18	O-18	12	10	13	10	10	8	15	12	5	5	55	45	50
19	O-19	10	7	10	12	14	13	14	16	5	6	53	54	53.5
20	O-20	12	12	13	12	11	10	17	15	6	5	59	54	56.5
21	O-21	14	12	16	12	12	11	16	15	6	5	64	55	59.5
22	O-22	15	12	13	12	14	13	14	15	6	6	62	58	60
23	O-23	14	11	14	11	14	12	18	17	6	5	66	56	61
24	O-24	14	16	13	11	15	12	15	14	6	7	63	60	61.5
25	O-25	16	14	15	14	14	12	15	13	6	7	66	60	63
26	O-26	17	15	13	12	15	13	14	15	7	7	66	62	64
27	O-27	14	16	14	15	16	14	18	17	6	6	68	68	68
28	O-28	17	13	16	12	16	13	21	17	7	5	77	60	68.5
29	O-29	17	15	16	17	16	14	17	15	7	5	73	66	69.5
30	O-30	16	15	15	16	15	13	20	18	7	5	73	67	70
31	O-31	17	16	17	16	14	15	16	17	7	6	71	70	70.5
32	O-32	17	16	18	17	17	16	20	16	8	7	80	72	76
Total		477	427	461	419	451	394	526	490	199	184	2114	1914	2014

c. Score Post-test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanics		Total R1	Total R2	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2			
1	X-1	19	18	18	19	18	17	22	20	9	9	86	83	84.5
2	X-2	18	19	18	19	19	18	19	20	9	9	83	85	84
3	X-3	17	16	17	19	18	18	19	19	8	7	79	79	79
4	X-4	17	16	16	14	14	17	21	23	7	7	75	77	76
5	X-5	17	15	16	17	17	18	17	18	7	8	74	76	75
6	X-6	16	16	15	17	18	18	17	18	7	7	73	76	74.5
7	X-7	16	17	15	15	16	16	20	18	8	7	75	73	74
8	X-8	17	16	16	17	14	14	20	17	7	7	74	71	72.5
9	X-9	14	17	12	17	12	16	20	23	7	7	65	80	72.5
10	X-10	15	13	16	17	17	18	17	16	7	6	72	70	71
11	X-11	14	15	16	16	16	15	18	17	8	6	72	69	70.5
12	X-12	12	19	14	18	12	14	17	20	7	7	62	78	70
13	X-13	15	15	16	15	15	16	15	17	7	8	68	71	69.5
14	X-14	15	15	14	15	14	16	17	18	6	7	66	71	68.5
15	X-15	12	14	16	15	12	15	17	20	7	7	64	71	67.5
16	X-16	14	12	15	13	15	14	16	13	7	7	67	59	63
17	X-17	14	14	12	15	12	16	19	15	7	8	64	68	66
18	X-18	12	16	14	16	12	12	18	20	8	7	64	71	67.5
19	X-19	16	17	12	17	12	14	18	17	7	7	65	72	68.5
20	X-20	15	15	16	15	15	16	15	17	7	8	68	71	69.5
21	X-21	16	15	15	15	15	17	15	16	7	8	68	71	69.5
22	X-22	14	15	16	16	16	15	18	17	8	6	72	69	70.5
23	X-23	15	13	16	17	17	18	17	16	7	6	72	70	71
24	X-24	17	16	16	17	14	14	20	17	7	7	74	71	72.5
25	X-25	17	14	16	17	16	15	22	17	7	7	78	70	74
26	X-26	16	16	15	17	18	18	17	18	7	7	73	76	74.5
27	X-27	17	16	16	14	14	17	21	23	7	7	75	77	76
28	X-28	17	16	17	19	18	18	19	19	8	7	79	79	79
29	X-29	18	19	18	19	19	20	19	18	9	9	83	85	84
30	X-30	18	19	18	19	19	18	19	20	9	9	83	85	84
31	X-31	12	19	14	18	12	14	17	20	7	7	62	78	70
32	X-32	14	17	12	17	12	16	20	23	7	7	65	80	72.5
33	X-33	17	16	16	14	14	17	21	23	7	7	75	77	76
Total		513	526	509	545	502	535	607	613	244	240	2375	2459	2417



d. Score Post-test in Control Class

No.	Code	Content		Organization		Vocabulary		Language		Mechanics		Total R1	Total R2	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2			
1	O-1	18	18	17	16	16	12	21	18	8	7	80	71	75.5
2	O-2	17	16	17	17	16	14	21	19	8	7	79	73	76
3	O-3	17	16	17	16	14	12	23	19	8	8	79	71	75
4	O-4	18	17	17	17	12	14	22	17	7	7	76	72	74
5	O-5	18	17	17	17	13	12	22	17	8	7	78	70	74
6	O-6	16	15	15	15	16	12	22	18	7	8	76	68	72
7	O-7	14	15	17	17	16	12	20	18	8	6	75	68	71.5
8	O-8	16	15	16	15	14	12	22	18	7	7	75	67	71
9	O-9	17	14	15	15	14	16	18	17	7	8	71	70	70.5
10	O-10	16	14	14	14	15	12	22	18	8	6	75	64	69.5
11	O-11	15	14	17	17	15	12	19	17	7	6	73	66	69.5
12	O-12	15	14	16	15	16	16	17	15	8	6	72	66	69
13	O-13	16	15	15	14	12	12	19	20	7	6	69	67	68
14	O-14	15	14	16	15	14	11	20	18	6	7	71	65	68
15	O-15	14	14	16	15	13	14	18	16	8	6	69	65	67
16	O-16	12	14	13	15	14	15	14	13	6	7	59	64	61.5
17	O-17	14	12	13	11	12	11	18	18	6	5	63	57	60
18	O-18	12	10	13	12	14	14	16	17	7	6	62	59	60.5
19	O-19	17	15	15	12	14	12	15	14	7	6	68	59	63.5
20	O-20	16	12	16	14	14	11	20	17	8	7	74	61	67.5
21	O-21	14	12	16	14	14	12	18	22	7	7	69	67	68
22	O-22	15	14	16	15	16	16	17	15	8	6	72	66	69
23	O-23	16	14	14	14	15	12	22	18	8	6	75	64	69.5
24	O-24	16	14	15	17	16	14	19	17	7	6	73	68	70.5
25	O-25	16	15	16	15	14	12	22	18	7	7	75	67	71
26	O-26	16	15	15	15	16	12	22	18	7	8	76	68	72
27	O-27	17	16	17	17	14	12	22	18	7	6	77	69	73
28	O-28	18	17	17	17	12	14	22	17	7	7	76	72	74
29	O-29	18	17	17	17	13	12	22	17	8	7	78	70	74
30	O-30	17	16	17	16	14	12	23	19	8	8	79	71	75
31	O-31	17	16	17	16	14	12	22	20	8	9	78	73	75.5
32	O-32	17	16	17	17	16	14	21	19	8	7	79	73	76
Total		510	473	506	489	458	410	641	562	236	217	2351	2151	2251



Appendix 17

a. Reliability for Pre-test in Experimental Class

No	Code	Score		Rank		D (R1-R2)	D ²
		R1	R2	R1	R2		
1	X-1	74	67	2	3	-1	1
2	X-2	73	67	3	3	0	0
3	X-3	71	64	4	5	-1	1
4	X-4	67	61	7	6	1	1
5	X-5	70	56	5	9	-4	16
6	X-6	67	56	7	9	-2	4
7	X-7	54	67	14	3	11	121
8	X-8	69	51	6	13	-7	49
9	X-9	65	54	9	10	-1	1
10	X-10	51	68	16	2	14	196
11	X-11	58	60	10	7	3	4
12	X-12	47	67	20	3	18	324
13	X-13	50	59	17	8	9	81
14	X-14	52	56	15	9	6	16
15	X-15	48	59	19	8	11	121
16	X-16	47	42	20	15	5	25
17	X-17	56	47	12	14	-2	4
18	X-18	55	52	13	12	1	1
19	X-19	52	56	15	9	6	36
20	X-20	49	60	18	7	11	121
21	X-21	50	60	17	7	10	100
22	X-22	57	60	11	7	4	16
23	X-23	66	53	8	11	-3	9
24	X-24	54	67	14	3	11	121
25	X-25	67	56	7	9	-2	4
26	X-26	70	56	5	9	-4	16
27	X-27	67	61	7	6	1	1
28	X-28	71	64	4	5	-1	1
29	X-29	75	65	1	4	-3	9
30	X-30	74	67	2	3	-1	1
31	X-31	47	67	20	3	17	289
32	X-32	69	51	6	13	-7	49
33	X-33	58	69	10	1	9	81
Total							1820

$$p = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

$$p = 1 - \frac{6(1820)}{65(65^2-1)}$$

$$p = 1 - \frac{10920}{274560}$$

$$p = 1 - 0.03977273$$

$$p = 0.96022727$$

The result reliability of the pre-test in experimental class was 0.96022727 and the criteria reliability was very high.

b. Reliability for Pre-test in Control Class

No.	Code	Score		Rank		D (R1-R2)	D ²
		R1	R2	R1	R2		
1	O-1	75	65	4	6	-2	4
2	O-2	76	68	3	3	0	0
3	O-3	72	68	6	3	3	9
4	O-4	73	65	5	6	-1	1
5	O-5	77	60	2	8	-6	36
6	O-6	71	65	7	6	1	1
7	O-7	66	62	10	7	3	9
8	O-8	66	60	10	8	2	4
9	O-9	67	56	9	11	-2	4
10	O-10	63	60	12	8	3	9
11	O-11	62	60	13	8	5	25
12	O-12	62	58	13	9	4	16
13	O-13	64	55	11	12	-1	1
14	O-14	60	57	14	10	4	16
15	O-15	55	55	16	12	4	16
16	O-16	55	48	16	14	2	4
17	O-17	54	45	17	15	2	4
18	O-18	55	45	16	15	1	1
19	O-19	53	54	18	13	5	25
20	O-20	59	54	15	13	2	4
21	O-21	64	55	11	12	-1	1
22	O-22	62	58	13	9	4	16
23	O-23	66	56	10	11	-1	1
24	O-24	63	60	12	8	4	16
25	O-25	66	60	10	8	2	4
26	O-26	66	62	10	7	3	9
27	O-27	68	68	8	3	5	25
28	O-28	77	60	2	8	-6	36
29	O-29	73	66	5	5	0	0
30	O-30	73	67	5	4	1	1
31	O-31	71	70	7	2	5	25
32	O-32	80	72	1	1	0	0
Total							323

$$p = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

$$p = 1 - \frac{6(323)}{65(65^2-1)}$$

$$p = 1 - \frac{1938}{274560}$$

$$p = 1 - 0.00705857$$

$$p = 0.99294143$$

The result reliability of the pre-test in control class was 0.99294143 and the criteria reliability was very high.

c. Reliability for Post-test in Experimental Class

No	Code	Score		Rank		D (R1-R2)	D ²
		R1	R2	R1	R2		
1	X-1	86	83	1	2	-1	1
2	X-2	83	85	2	1	1	1
3	X-3	79	79	3	4	-1	1
4	X-4	75	77	5	6	-1	1
5	X-5	74	76	5	7	-2	4
6	X-6	73	76	7	7	0	0
7	X-7	75	73	5	8	-3	9
8	X-8	74	71	6	10	-4	16
9	X-9	65	80	12	3	9	81
10	X-10	72	70	8	11	-3	9
11	X-11	72	69	8	12	-4	16
12	X-12	62	78	14	5	9	81
13	X-13	68	71	9	10	-1	1
14	X-14	66	71	11	10	1	1
15	X-15	64	71	13	10	3	9
16	X-16	67	59	10	14	-4	16
17	X-17	64	68	13	13	0	0
18	X-18	64	71	13	10	3	9
19	X-19	65	72	12	9	3	9
20	X-20	68	71	9	10	-1	1
21	X-21	68	71	9	10	-1	1
22	X-22	72	69	8	12	-4	16
23	X-23	72	70	8	11	-3	9
24	X-24	74	71	5	10	-5	25
25	X-25	78	70	4	11	-7	49
26	X-26	73	76	7	7	0	0
27	X-27	75	77	5	6	-1	1
28	X-28	79	79	3	4	-1	1
29	X-29	83	85	2	1	1	1
30	X-30	83	85	2	1	1	1
31	X-31	62	78	14	5	9	81
32	X-32	65	80	12	3	9	81
33	X-33	75	77	5	6	-1	1
Total							533

$$p = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

$$p = 1 - \frac{6(533)}{65(65^2-1)}$$

$$p = 1 - \frac{3198}{274560}$$

$$p = 1 - 0.01164773$$

$$p = 0.98835227$$

The result reliability of the post-test in experimental class was 0.98835227 and the criteria reliability was very high.

d. Reliability for Post-test in Control Class

No.	Code	Score		Rank		D (R1-R2)	D ²
		R1	R2	R1	R2		
1	O-1	80	71	1	3	-2	4
2	O-2	79	73	2	1	1	1
3	O-3	79	71	2	3	-1	1
4	O-4	76	72	5	2	3	9
5	O-5	78	70	3	4	-1	1
6	O-6	76	68	5	6	-1	1
7	O-7	75	68	6	6	0	0
8	O-8	75	67	6	7	-1	1
9	O-9	71	70	9	4	5	25
10	O-10	75	64	6	10	-4	16
11	O-11	73	66	8	8	0	0
12	O-12	72	66	9	8	1	1
13	O-13	69	67	11	7	4	16
14	O-14	71	65	10	9	1	1
15	O-15	69	65	11	9	2	4
16	O-16	59	64	15	10	5	25
17	O-17	63	57	13	13	0	0
18	O-18	62	59	14	12	2	4
19	O-19	68	59	12	12	0	0
20	O-20	74	61	7	11	-4	16
21	O-21	69	67	11	7	4	16
22	O-22	72	66	9	8	1	1
23	O-23	75	64	6	10	-4	16
24	O-24	73	68	8	6	2	4
25	O-25	75	67	6	7	-1	1
26	O-26	76	68	5	6	-1	1
27	O-27	77	69	4	5	-1	1
28	O-28	76	72	5	2	3	9
29	O-29	78	70	3	4	-1	1
30	O-30	79	71	2	3	-1	1
31	O-31	78	73	3	1	2	4
32	O-32	79	73	2	1	1	1
Total							182

$$p = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

$$p = 1 - \frac{6(182)}{65(65^2-1)}$$

$$p = 1 - \frac{1092}{274560}$$

$$p = 1 - 0.00397727$$

$$p = 0.99602273$$

The result reliability of the post-test in control class was 0.99602273 and the criteria reliability was very high.

Appendix 18

a. Gain Score in Experimental Class

No	Code	Pre-test X	Post-test X	Gain X
1	X-1	70.5	84.5	14
2	X-2	70	84	14
3	X-3	67.5	79	11.5
4	X-4	64	76	12
5	X-5	63	75	12
6	X-6	61.5	74.5	13
7	X-7	60.5	74	13.5
8	X-8	60	72.5	12.5
9	X-9	59.5	72.5	13
10	X-10	59.5	71	11.5
11	X-11	59	70.5	11.5
12	X-12	57	70	13
13	X-13	54.5	69.5	15
14	X-14	54	68.5	14.5
15	X-15	53.5	67.5	14
16	X-16	44.5	63	18.5
17	X-17	51.5	66	14.5
18	X-18	53.5	67.5	14
19	X-19	54	68.5	14.5
20	X-20	54.5	69.5	15
21	X-21	55	69.5	14.5
22	X-22	58.5	70.5	12
23	X-23	59.5	71	11.5
24	X-24	60.5	72.5	12
25	X-25	61.5	74	12.5
26	X-26	63	74.5	11.5
27	X-27	64	76	12
28	X-28	67.5	79	11.5
29	X-29	70	84	14
30	X-30	70.5	84	13.5
31	X-31	57	70	13
32	X-32	60	72.5	12.5
33	X-33	63.5	76	12.5
Total		1982.5	2417	434.5
Mean		60.07576	73.24242	13.16667

b. Gain Score in Control Class

No	Code	Pre-test Y	Post-test Y	Gain Y
1	O-1	76	76	0
2	O-2	70.5	75.5	5
3	O-3	70	75	5
4	O-4	69.5	74	4.5
5	O-5	68.5	74	5.5
6	O-6	68	73	5
7	O-7	64	72	8
8	O-8	63	71	8
9	O-9	61.5	70.5	9
10	O-10	61	69.5	8.5
11	O-11	60	69	9
12	O-12	59.5	68	8.5
13	O-13	56.5	67.5	11
14	O-14	53.5	63.5	10
15	O-15	50	60.5	10.5
16	O-16	49.5	60	10.5
17	O-17	51.5	61.5	10
18	O-18	55	67	12
19	O-19	58.5	68	9.5
20	O-20	59.5	68	8.5
21	O-21	60	69	9
22	O-22	61	69.5	8.5
23	O-23	61.5	69.5	8
24	O-24	61.5	70.5	9
25	O-25	63	71	8
26	O-26	64	71.5	7.5
27	O-27	68	72	4
28	O-28	68.5	74	5.5
29	O-29	69	74	5
30	O-30	70	75	5
31	O-31	72	76	4
32	O-32	70	75.5	5.5
Total		2014	2251	237
Mean		62.9375	70.34375	7.40625

Appendix 19

a. Normality Gain Score in Experimental Class

X	Z	Tabel	F(z)	Fkum	S(z)	Lo
14	0.62	0.4913	0.0087	1	0.03226	0.0235581
14	0.62	0.4345	0.0655	2	0.06452	0.0009839
11.5	-1.11	0.3997	0.1003	3	0.09677	0.0035258
12	-0.76	0.3315	0.1685	5	0.16129	0.0072097
12	-0.76	0.3315	0.1685	5	0.16129	0.0072097
13	-0.07	0.3133	0.1867	7	0.22581	0.0391065
13.5	0.28	0.3133	0.1867	7	0.22581	0.0391065
12.5	-0.42	0.291	0.209	9	0.29032	0.0813226
13	-0.07	0.291	0.209	9	0.29032	0.0813226
11.5	-1.11	0.2673	0.2327	10	0.32258	0.0898806
11.5	-1.11	0.1628	0.3372	11	0.35484	0.0176387
13	-0.07	0.0714	0.4286	12	0.3871	0.0415032
15	1.31	0.0398	0.4602	13	0.41935	0.0408452
14.5	0.97	0.008	0.492	15	0.48387	0.008129
14	0.62	0.008	0.492	15	0.48387	0.008129
18.5	3.74	0.008	0.508	16	0.51613	0.008129
14.4	0.90	0.0239	0.5239	17	0.54839	0.0244871
14	0.62	0.0517	0.5517	19	0.6129	0.0612032
14.5	0.97	0.0517	0.5517	19	0.6129	0.0612032
12	-0.76	0.1141	0.6141	21	0.67742	0.0633194
11.5	-1.11	0.1141	0.6141	21	0.67742	0.0633194
12	-0.76	0.2019	0.7019	23	0.74194	0.0400355
12.5	-0.42	0.2019	0.7019	23	0.74194	0.0400355
11.5	-1.11	0.2291	0.7291	24	0.77419	0.0450935
12	-0.76	0.2517	0.7517	25	0.80645	0.0547516
11.5	-1.11	0.2995	0.7995	26	0.83871	0.0392097
14	0.62	0.3907	0.8907	27	0.87097	0.0197323
13.5	0.28	0.4394	0.9394	29	0.93548	0.0039161
14	0.62	0.4394	0.9394	29	0.93548	0.0039161
13.5	0.28	0.4454	0.9454	30	0.96774	0.0223419
13	-0.07	0.4454	0.9454	30	0.96774	0.0223419
12.5	-0.42	0.4625	0.9625	31	1	0.0375
12.5	-0.42	0.4625	0.9625	31	1	0.0375
Mean	13.103	Because $L_{\text{observed}} < L_{\text{critical}}$, so H_0 is accepted. Conclusion: the data is normal distribution.				
S	1.44276					
Konstanta	0.5					
Lo	0.08988					
Lc	0.15423					

b. Normality Gain Score in Control Class

X	Z	Tabel	F(z)	Fkum	S(z)	Lo
0	-2.82	0.475	0.025	1	0.03333	0.00833
5	-0.92	0.4706	0.0294	2	0.06667	0.03727
5	-0.92	0.4525	0.0475	3	0.1	0.0525
4.5	-1.11	0.4162	0.0838	4	0.13333	0.04953
5.5	-0.73	0.377	0.123	5	0.16667	0.04367
5	-0.92	0.3289	0.1711	6	0.2	0.0289
8	0.23	0.2454	0.2546	7	0.23333	0.02127
8	0.23	0.195	0.305	9	0.3	0.005
9	0.61	0.195	0.305	9	0.3	0.005
8.5	0.42	0.17	0.33	10	0.33333	0.00333
9	0.61	0.1141	0.3859	12	0.4	0.0141
8.5	0.42	0.1141	0.3859	12	0.4	0.0141
11	1.37	0.0871	0.4129	14	0.46667	0.05377
10	0.99	0.0871	0.4129	14	0.46667	0.05377
10.5	1.18	0.0596	0.4404	15	0.5	0.0596
10.5	1.18	0	0.5	16	0.53333	0.03333
10	0.99	0.0557	0.5557	18	0.6	0.0443
12	1.75	0.0557	0.5557	18	0.6	0.0443
9.5	0.80	0.2642	0.7642	21	0.7	0.0642
8.5	0.42	0.2642	0.7642	21	0.7	0.0642
9	0.61	0.2642	0.7642	21	0.7	0.0642
8.5	0.42	0.2852	0.7852	22	0.73333	0.05187
8	0.23	0.3051	0.8051	23	0.76667	0.03843
9	0.61	0.3264	0.8264	24	0.8	0.0264
8	0.23	0.3438	0.8438	27	0.9	0.0562
7.5	0.04	0.3438	0.8438	27	0.9	0.0562
4	-1.30	0.3438	0.8438	27	0.9	0.0562
5.5	-0.73	0.3438	0.8438	27	0.9	0.0562
5	-0.92	0.3438	0.8438	27	0.9	0.0562
5	-0.92	0.4032	0.9032	29	0.96667	0.06347
4	-1.30	0.4699	0.9699	30	1	0.0301
5.5	-0.73	0.3599	0.8599	28	0.93333	0.07343

Mean	7.40625
S	2.62567
Konstanta	0.5
Lo	0.07343
Lc	0.161

Because $L_{\text{observed}} < L_{\text{critical}}$, so H_0 is accepted.
 Conclusion: the data is normal distribution.

Appendix 20**Homogeneity Test**

Variance (S^2) of Experimental Class = 2.08155642

Variance (S^2) of Control Class = 6.89414295

The formula:

$$F_{\text{observed}} = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

$$F_{\text{observed}} = \frac{6.89414295}{2.08155642}$$

$$F_{\text{observed}} = 3.31$$

After the homogeneity test was calculated, it found that F_{observed} was 3.31 while the F_{critical} at significant level of 0.05 was 1.84. It means that $F_{\text{observed}} > F_{\text{critical}} = 3.31 > 1.84$. It proved that the variance of the data was not homogeneous.

Appendix 21

Hypothetical Test

Group Statistics

technique	N	Mean	Std. Deviation	Std. Error Mean
gain 1	32	13.1406	1.50930	.26681
2	31	7.3065	2.60665	.46817

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
gain	Equal variances assumed	11.494	.001	10.914	61	.000	5.83417	.53455	4.76528	6.90307
	Equal variances not assumed			10.827	47.775	.000	5.83417	.53886	4.75059	6.91775

The hypotheses were:

H_a was accepted if $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

H_o was accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

Conclusion:

Based on the results of independent sample test, that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed= 0.000 and $\alpha = 0.05$. It means that Sig. (P_{value}) < $\alpha = 0.05$. So, H_0 was rejected and H_a was accepted. Based on the computation, it can be concluded that there was a significant influence of using picture word inductive model strategy toward students' descriptive text writing ability at the second semester of the eighth grade of SMP Al-Huda Jatiagung Lampung Selatan.



Documentation of the Research

First treatment



Second treatment



Third treatment



Pre-test



Post-test





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No	Day /Date	Consultation	Signature
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