THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) TECHNIQUE ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMA MA'ARIF NU KARANGANYAR PURBALINGGA

AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as the Requirement for Writing an Undergraduate Thesis**

by

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STATEMENT OF ORIGINALITTY

Here with I,

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declare that the thesis I wrote with the title, **"The Effectivencs of Using Picture Word Inductive Model (PWIM) Technique on Students' Writing Descriptive Text at the First Grade of SMA Ma'arif NU Karanganyar Purbalingga"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, 2 April 2024

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APPROVAL SHEET

This thesis, entitled

THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) TECHNIQUE ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMA MA'ARIF NU KARANGANYAR PURBALINGGA

written by Fatmah (Student Number. 2017404007) English Education Study Program, Education Program, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 19 April 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.
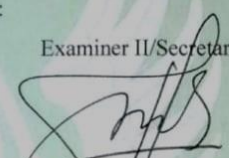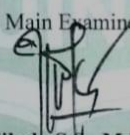
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**H. Agus Husein As Sabiq, M.Pd**
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State Islamic University

Prof. K.H. Saifuddin Zuhri Purwokerto

in

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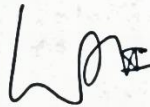*Assalamu'alaikum Warahmatullahi Wabarakatuh*

      After conducting guidance, review, direction, and correction, I convey that:

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      I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan* (S.Pd.) / Undergraduate Degree in English Education.

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ABSTRACT

THE EFFECTIVENESS OF USING PICTURE WORD INDUCTIVE MODEL (PWIM) TECHNIQUE ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMA MA'ARIF NU KARANGANYAR PURBALINGGA

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Abstract: The aim of this study was to find out the effect of PWIM on students' writing of descriptive texts. The research was conducted in the first grade of SMA Ma'arif NU Karanganyar, Purbalingga, in the academic year 2023/2024. The method used in this research was quantitative with a quasi-experimental design. There were two classes taken as samples for this study, namely X B as the experiment class, and X A as the control class. The experiment class was taught using PWIM technique, and the control class used the conventional method. To collect data, the researcher conducted a test that consisted of pretest and posttest and was analyzed by IBM SPSS 25 by using N-gain score. The N-gain score of the experiment class was 0.62, while the N-gain score of the control class was 0.47. Based on the level of effectiveness, if the score $0.3 < $ N-gain $ < 0.7$, it means the level of effectiveness is medium. The experiment class had N-gain value higher than the control class. The difference average N-gain score between the experiment class and the control class displayed that this research had an effective medium on students writing skills in descriptive text.

Keywords: *Descriptive Text; Picture Word Inductive Model; Writing Skill*

MOTTO

We have no knowledge except what You have taught us. Indeed, it is You who is the

Knowing, the Wise.

(Qur'an 2:32)

DEDICATION

I dedicate this thesis to:

My precious parents;

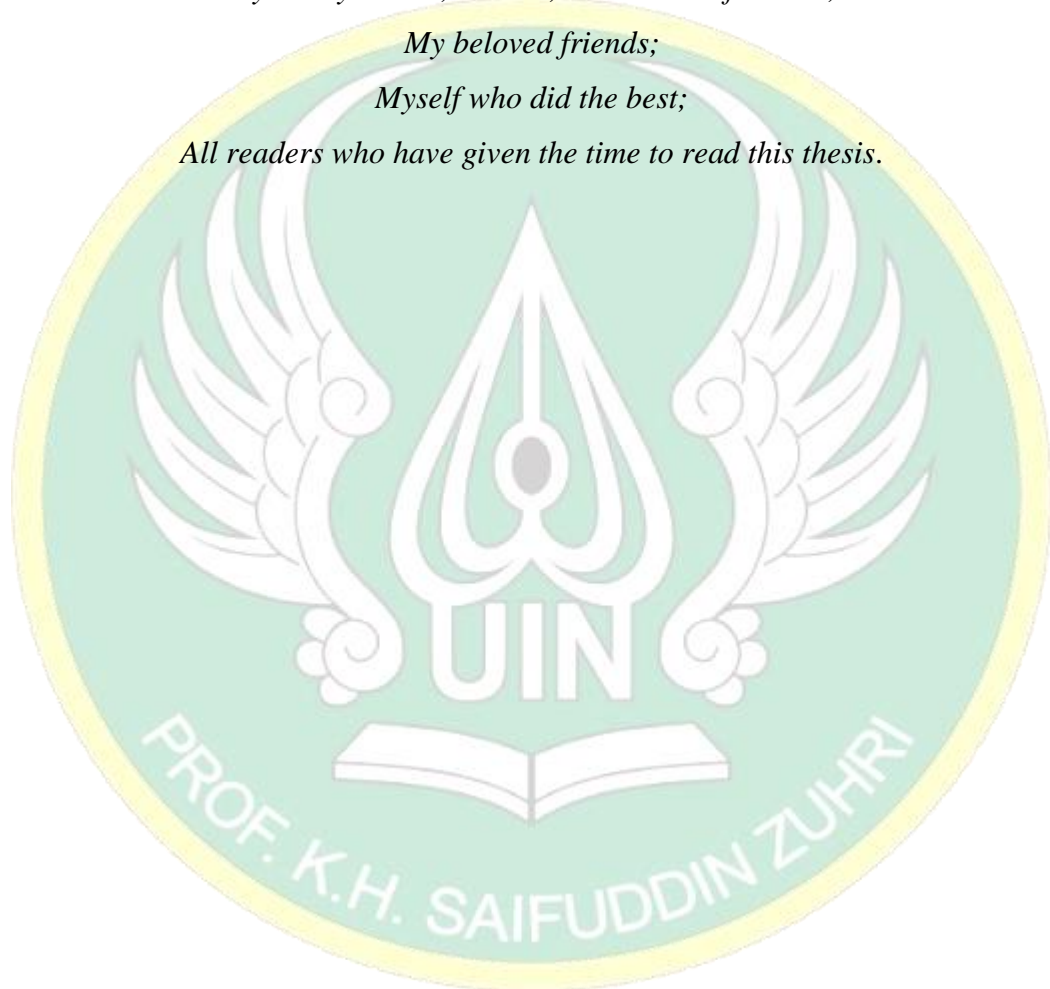*My dearest brothers and sisters, Rofik, Rizan, Subur, Yati, and Isti;*

My lovely nephews, Afnan and Saqina;

My lovely uncles, aunties, cousins and families;

My beloved friends;

Myself who did the best;

All readers who have given the time to read this thesis.

PREFACE

Praise and gratitude to Allah Swt., the Lord of the Universe, who has bestowed abundant blessings, grace and health, so that the researcher could finish this thesis entitled "The Effectiveness of Using Picture Word Inductive Model (PWIM) Technique on Students' Writing Descriptive Text at the First Grade of SMA Ma'arif NU Karanganyar Purbalingga". This thesis is presented as partial fulfilment on the requirements for achieving *Sarjana Pendidikan (S.Pd.)* degree in the English Education Study Program, Faculty of Tarbiya and Teacher Training at State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.

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Purwokerto, April 23, 2024

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CHAPTER I
INTRODUCTION

A. Background of Study

Writing represents a written method of communication, thus it is an important skill for students to master. Moreover, writing is utilized for a broad variety of purposes and takes many distinct forms (Harmer, 2004). Students can convey their aims and ideas for achieving their goals and objectives through many forms of writing. Without this skill, students are unable to convey their view through written text such as books, novel, article, and others. Writing skill can be considered as process and products. Writing is process of organizing and creating thoughts into words and paragraphs that are easily readable. The writing process involved planning, drafting, editing until final draft and product deal with writing product (Harmer, 2004).

Writing appears to be a complex skill since students need to study several things for better learning. Those attributes include use of language, mechanical skill, treatment of content, stylistic skills, and judgement abilities (Heaton, 1975). Besides that, there are some competencies of many language aspects should be mastered by students. Grammar, diction, punctuation, and cohesion are used to communicate the writer's thought, argument, feelings, and knowledge. Moreover, Sekarini & Ma'rufah (2022), stated that content, grammar, word choice, syntax, etc, must be considered by students to produce good writing. In this skill, students are required to be ready to write fluently and correctly in order to avoid misunderstanding about the meaning of the text.

Furthermore, students in senior high school should master a variety of text kinds, one of which is descriptive text. Descriptive text is a form of text that aims to bring the item described to real for readers (Isma, 2019). The object is a place, person, or thing described in detail that makes an impression on the reader's mind. In reality, many students have problems creating descriptive text.

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On the other hand, when studying descriptive text, students confront three issues. First, the linguistic aspect includes grammatical items and vocabulary mastery (Kristiana et al., 2021). Many students have a restricted vocabulary and make bad word choices. They were unfamiliar with numerous English vocabularies and tended to uses unsuitable terms in context. On the other hand, students with psychological issues have limited motivation and confidence in writing. Students believe that writing is a difficult task, and they have little experience with it. Then, in cognitive difficulties, there are two aspects, namely organization and mechanics. Students only struggles with mechanics because they have no idea writing, word spelled, and punctuation, especially the use of apostrophes and direct quotations. In addition, the students cannot express their feeling and ideas (Sinurat, 2017). Students also have difficulties creating ideas, such as determining identifications, description, and putting them into sentences (Beniario & Saputra, 2021).

This case is relevant to an English teacher at SMA Ma'arif NU Karanganyar, Purbalingga, who noted that writing is one of the most challenging aspects of teaching English, particularly descriptive text, to pupils. The reason for students' lowering the material is because students lack of vocabulary and grammar. They do not even know the basic vocabulary that they should be able to master at their level. In addition, students struggle to find ideas to compose sentences and paragraph. Not only that, students are also having difficulty in learning to write because of their belief that writing is difficult thing. Moreover, the technique of learning that used in the teaching and learning activity is still traditional. On the other hand, the teaching and learning activity was teacher-centred and only focused on the coursebook without any further explanations. Therefore, students felt less interested and quickly got bored with the classroom activity. Besides that, there was no activity transfer of knowledge between teacher and students because the teacher owned the knowledge and the students were the passive recipients.

Based on this statement, as teacher should provide effective methods to learn writing to enhance students' ability in writing descriptive text. One way

to teach and learn writing is to utilize the Picture Word Inductive Model (PWIM) technique, which is a pleasant learning method.

Picture Word Inductive Model (PWIM) is a model for learning reading and writing through images by detecting objects and then connecting the objects identified with vocabulary already present in the student's conversation and hearing vocables (Calhoun, 1999). Other than that, the Picture Word Inductive Model is a technique that helps pupils write by looking for items and actions in the picture, identifying the picture, telling the words, and conducting the word into sentences then paragraph (Beniario & Saputra, 2021). It is strategy that may be used with students of varying levels. The Picture Word Inductive Model allows students to focus on all skills, particularly producing descriptive text. The use of PWIM techniques takes the results of the research on writing skills and links them into a model. It is assumed to be the best choice to help students on writing abilities (Hakimah, 2022). This strategy is on eof the best to educate and learn writing descriptive text for students because it allows them to reflect on what they have learned and how it may be applied in real-world writing activities. It also allows them to check their understanding of the content in the classroom.

The topic of this research is almost the same as several previous studies, such as Rohmatul Maulidiya (2023), "The Effectiveness of Using Picture Word Inductive Model (PWIM) on Students' Writing Skills of the Ninth Grade of MTs Nurul Amin Jatiroto. The findings of this study revealed that employing the Picture Word Inductive Model (PWIM) had an impact on students' writing skill of report text. In accordance with the problems found in the preliminary observation, the researcher looked for to study the usage of PWIM on students' writing descriptive text, and this model will be carried out in class 10 SMA Ma'arif NU Karanganyar, Purbalingga.

According the description above, the researcher wants to investigates the effectiveness of Picture Word Inductive Model in improving students' descriptive writing abilities. According to background mentioned, the researcher interested in researching "The Effectiveness of Using Picture Word

Inductive Model (PWIM) Technique on Students' Writing Descriptive Text at the First Grade of SMA Ma'arif NU Karanganyar. This study will be do in SMA Ma'arif NU Karanganyar, Purbalingga at the first grade.

B. Clarification of Key Terms

Determining key terms is crucial for gathering clear information and establishing research guidelines. This research relies on key terms to guide its conduct. All of them are:

1. Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is an interesting method because it incorporates pictures and words that offer some easy to the students, such as brainstorm ideas for what they will write. By this technique students can develop their vocabulary mastery and concepts of words, sentences, and paragraphs. According to Calhoun (1999), there are certain benefits on implementing PWIM in the classroom, as follows:

a. This technique may teach students phonics, grammar, and mechanics.

b. The pictures used for displaying will provide a concrete visual as students learn about new vocabulary, phrases, and sentences.

c. Students are guided to identify patterns and relationship in their English learning, enabling them to properly hear and spell words, as well as write and pronounce them.

d. They may apply it to new terms discovered beyond the class.

e. Students take advantage of the teacher's teaching of important words and concepts. Furthermore, with more instruction and practice, students might learn to construct sentences or paragraphs relating to the vocabulary.

Much research on PWIM has been employed in language studies in recent years. Those studies claimed that this strategy is has an effect on both beginner and advanced students. Picture Word Inductive model is one of the technique that support in teaching writing (Sinurat, 2017). This model stimulates students to think inductively, from specific thinking

(observing the pictures and words) to general thinking (building the pictures and the words that available become a sentence then a paragraph).

2. Writing Descriptive Text

Language is means of communication that humans have used since ancient times to transmit information to others in the form of signs and words. Without language, humans cannot communicate with each other. A Nunan (2003), stated that writing is an activity that involves gathering ideas, considering how to convey them, and organizing them into correct statements and paragraphs for the reader. Writing is also a kind of communication that is inextricably linked to human life (Chanyoo, 2018). Having instinctive writing skills increases the likelihood of writing since it promotes learning, thinking, and reflecting on language as a means of communication. A type of writing with the intent to inform is descriptive writing. This kind of writing typically describes particular thing, such people, animals, or other individuals, like pets or someone we know well. The social objective of descriptive writing is to provide insight into particular individuals, locations, or objects.

C. Research Questions

Based on the study's the background, the research question for this study is: Is the Picture Word Inductive Model (PWIM) technique effective on students' writing descriptive text at the first grade of SMA Ma'arif NU Karanganyar, Purbalingga?

D. Aims of the Research

The purpose of this research is to identify the effectiveness of using Picture Word Inductive Model (PWIM) technique on students writing descriptive text at the First Grade of SMA Ma'arif NU Karanganyar, Purbalingga.

E. Significance of The Research

The findings of this study are intended to be both theoretical and practical.

a. Theoretically, the findings of the study can provide valuable information by using PWIM in writing descriptive text.

b. Practically, to push pupils to develop their writing skills using engaging learning methods, such as Picture Word Inductive Model. Teachers can make new choices for learning English by employing the PWIM, particularly by authoring descriptive text to engage students in learning process. Aside from that, this study might serve as a resource for other researchers with similar interest.

F. Organization of the Paper

Create a framework to classify the structure of the research is important in order to do a clear, logical, and systematic research. This study is divided into five chapters as follows:

Chapter I contains an introduction which consist of the background of the study, operational definitions, research question, aims, significance of the research, and structure of the research.

Chapter II defines the theories related to the effect of Picture Word Inductive Model (PWIM) on students' writing descriptive text. First, writing skill including definition, writing process, assessing writing, definition of descriptive text. Second, PWIM which divided into subtopics including definition of PWIM, procedures of teaching writing through PWIM, advantages of PWIM. Third, previous study, conceptual framework, and research hypothesis.

Chapter III provides of the research method that consists with type of research, time and location, population and sample of the research, variable of the research, technique of data collection, and technique of data analysis.

Chapter IV present the analysis, finding and discussion of the data research.

Chapter V presents conclusions, limitation of the study and suggestions of the research. The conclusions state the answer to the research questions. On the other hand, in this chapter also available the suggestions for the future research.

CHAPTER II
LITERTURE REVIW

This chapter discusses the theory components used. These components include the theoretical framework, previous studies, and hypothesis.

A. Theoretical Framework

The theoretical framework presented about the operational definition of this study is writing, descriptive text, and Picture Word Inductive Model (PWIM).

1. Writing Skill

a. Definition of Writing Skill

Writing is a part of communication which need to express and split an information, ideas, and knowledge in written form. Writing is a skill that used in letter to message literary to analyse, clarify, and express the concepts clearly and confidently in making a text or sentences to others (Alfisyah et al., 2021). A way of conveying messages or keeps a record of what is in our mind into written form can be delivered when teaching writing (Wahidiyati, 2020). Writing usually build up learning, thinking, reflecting language as mode of communication. Writing is combination of process and product (Ermita et al., 2019). In this activity, the writer should understand the process of writing to obtain a great product. It influenced some elements such as vocabularies, grammar, organization, spelling, and punctuation (Hidayad, 2017). Nunan (2003), also argues the writer imagines, organizes, drafts, edits, reads, and rereads.

It concludes that writing is the activity of organizing ideas in sentences, paragraphs, or texts to develop the use of language in communication through conceptualization, organization, drafting, editing, reading, and review.

b. Writing Process

To get a good outcome, the writer should know the process of writing. According to Harmer (2007), there are four elements in writing process includes:

1) Planning

In this stage, the writers should determine about three main issues. Firstly, they have to consider the purpose of their writing since this influence (among other things) not only the type of text they wish to produce, but also language that use, and the information that choose to include. Secondly, experienced writers to think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraph are structured, etc.), but also the choice of language – whether, for example, it is formal or informal in tone. The last step is the writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

In drafting, it refers to the first version of a piece of writing as a draft. A lot of drafts may be generated on the way to the final version as the writing process progresses towards editing. This signifies that the writer can now begin writing on the previously chosen topic. In this step, the writer may write everything related to the topic.

3) Editing (reflecting and revising)

In this stage, the writers read what they have produced in a draft to see where it works and where it does not. It means that the editing (reflecting and revising) is activity when the writers fix their writing by move paragraphs around or write a new introduction or change the text (sentence or even paragraph). Reflecting and revising are

often helped other readers (or editors) who comment and make suggestion.

4) Final Draft

In the final draft, the writers edit their draft to final version. The writers have finished their editing process and ready to send the written text to audience.

Meanwhile according to Nunan (2003), in the process writing there are techniques can use such as:

1) Invention techniques

To make a planning in writing, the writers can use invention techniques such as brainstorming, word mapping, and quick writing to come up with ideas then develop it. In a brainstorming session, students list all the ideas they can think of related topic, either in writing or aloud, quickly and without much planning. For word mapping, is more visual form of brainstorming. Students begin with an idea at the top or centre of a blank piece of paper and think of related ideas or words, then draw relationship of series of boxes, circles, and arrows. The last technique is quick writing. Students begin with topic then write rapidly about it. From the piece of quick writing, students then identify key ideas or interesting thought by underlining them.

2) Writing

In the writing step students can do drafting, feedback, and revising. Students write first draft after developed their topics and ideas. For the first draft, the writers should be given ample time and reminded that they need to focus on the development of ideas and the organization of those ideas more than the development of perfect grammar, punctuation, or spelling.

After the draft is handed in, the students can utilize peer feedback. Students exchange papers and provide each other with

comments on the paper's content. Then, they begin the process of revising their papers.

3) Proofreading and editing

Students should evaluation through read for mistakes in spelling, grammar, punctuation, etc. It is important that students learn proofread and edit their writing after the final draft is turn in.

c. **Assessing Writing**

Assessment refers to the methods used to gather information about the students' abilities and learning outcomes. The purpose of assessment is to support and improve students learning (Nodoushan, 2014). There are many aspects can be assessed in writing such as vocabulary, pronunciation, grammar. Another opinion argued by Suastra & Menggo (2020), that students must employ their knowledge of the language, such as grammar, diction, punctuation, spelling, and other things that enable them to have a well-structured way of presenting thought in written communication.

Performance assessment is strongly believed to provide better feedback about learners' performance and writing skills. Performance assessment requires students to complete complex and significant tasks, along with the application of previously acquired knowledge, up-to-date education, and relevant skills to solve problems that are realistics or authentic (Wersi Murtini et al., 2013). There are three main components in performance assessment, namely performance task, performance rubrics, and scoring guide. In carrying out this assessment, the teacher should have a standardized rubric that includes aspects of assessment, indicators, weights, scores, and descriptors of each score. There are three scoring methods for writing, namely holistic scoring, primary trait scoring, and analytic scoring (Brown & Abeywickrama, 2004). In this assessment method of scoring that used is analytic scoring. Analytical scoring is scoring based on aspects that contribute to a performance. Furthermore, Brown & Abeywickrama (2004), also

stated that analytical scoring is the best evaluation approach in the class since it provides more specific assessment elements. According to Hughes & Hughes (2020), there are five points assessing writing namely, grammar, vocabulary, mechanics, fluency (style and ease of communication), and form (organization).

d. Definition of Descriptive Text

Descriptive text is a text that has function to describe and provide visualization about something to a readers or audiences. It is about sensory experience – how something looks, sounds, tastes (Kane, 2000). Something is described can be a person, place, or things with the aim to give information to the reader. Same with previous explanation, other opinion state that descriptive text is a text describes a particular object such as place, thing, or person (Widiati et al., 2017). Person in descriptive text usually describe about characteristic of body, attitude, habit, age, activity and family. Then place, usually tell about location, condition, architecture history or interesting facts about the place. Things, the text usually describe about the shape, weight, size, height, colour, and so on.

The purpose of text is to describe the particular object by describing specific features to help readers visualize what a person, an animal, a park, or a thing is like in detail. Descriptive text constructed with an opening paragraph by a topic sentence that introduces the object will be described. A series paragraphs follow the opening to describe the parts or the features or the specific characteristics of the subject.

Descriptive text consists of identification and description. In identification part, it identified the people, place, or thing. In part of description, it describes the characteristics of people, place or thing (Hermawan et al., 2022).

2. Picture Word Inductive Model (PWIM)

a. Definition of Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is one of strategies applied in teaching writing especially descriptive text. Picture Word Inductive Model is an inquiry-oriented strategy that uses a combination of picture and word. A picture can elicit mental imagery that can aid second-language learners in recalling a phrase or concept (Hidayad, 2017). Picture are easily accessible, may be utilized with any language, and can be used to enhance literal, critical, and creative thinking. It helps students to write by locating objects and actions in the picture, analysing the picture, saying the words, and connecting the word into sentences and paragraphs.

According to Calhoun (1999), "The PWIM is a model of a teaching that uses pictures containing familiar objects an action and designed to capitalize on children's ability to think inductively." The teacher uses pictures familiar to students to explore words that come from the picture so the students can read and write based on the vocabulary of the picture then make a sentence into paragraph. In other words, Picture Word Inductive Model is supporting the students to learn of sight words which include expanding their speaking vocabulary into the writing of titles, factual sentences, and paragraph building (Sepyanda, 2018). Because of that, this strategy can help the students in writing process. Students can compose their writing from basic aspect such as vocabulary.

Based on the explanation above, PWIM is model of study that uses pictures and words to stimulate students' thinking inductively, from the looking at the picture (specific thinking) and words to making the pictures and the words become a sentence and paragraph (general thinking).

b. The Procedure of Teaching Writing through Picture Word Inductive Model (PWIM)

In applying PWIM, there are some procedures that must be followed (Calhoun, 1999). Those procedures are:

1) Selecting the picture

The teacher selects an interesting picture that is related to the topic. The picture put on the board or wall that is eye level of the students to aid their exploration and gathering the evidence. The larger picture is suggested in this model.

2) Asking students to identify what they see in the picture

Ask students to discuss the picture in groups is better in this case and identify the picture. Teacher can help students to find what they see in the picture.

3) Label the picture parts identified

Students draw a line from the identified object or area, say the word aloud, write down the word, then ask the students to spell the word and pronounce it.

4) Reading and reviewing the picture word chart aloud

Lead the students to read aloud review the chart together daily.

5) Asking students to read the words and classifying the words.

Students read and classify the word into a variety of groups, e.g., beginning consonant (flower, fragrant, fruit) and rhyming words (hear, clear, dear).

6) Reading and reviewing the picture word chart

Students say the word, spell it, and say it again.

7) Adding the words

Asking students to find many words which belong to similar categories. Some of these of words can be generated as part of lesson.

8) Leading students into create a title the picture word chart.

Ask the students to think about the information on the chart and what they want to say about it.

9) Generating sentences

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) Reading and reviewing the sentences and paragraphs.

Then descriptive text is done by applying Picture Word Inductive Model.

B. Previous Studies

In supporting this research, there are several relevant studies conducted by some research. Based on several sources related to this research the researcher presents several previous studies that have correlation to this research. There is the result comparison between this research and previous studies:

The first previous was from Nurul Hakimah in 2022 entitled "The Students' Writing Ability to Write Descriptive Text by Using Picture Word Inductive Model (PWIM)". The result of this study was conducted to improve students' descriptive text abilities through the implementation of the Picture Word Inductive Model (PWIM) in an online learning during the Covid-19 pandemic. Test-t showed that the average score for the post-test was significantly higher than the pre-test. The study supports the hypothesis that PWIM strategies can significantly improve students' writing ability. The research had similarity with this study that investigate the use of Picture Word Inductive Model in teaching writing. Then the difference of this study was the subject and object of research, and research methodology. The purpose of this study is to describe the implementation and achievement of the PWIM toward students' achievement of the descriptive text writing skill.

The second previous study is research conducted by Beniario and Joni Saputra in 2021 entitled "The effect of Picture Word Inductive Model Strategy

on Students' Writing Skill in Descriptive Text". The purpose of this study is to provide evidence that the Picture word Inductive Model Strategy is an effective teaching strategy for descriptive writing. The study was conducted with eight-grade students at SMPN 2 Gunung Omeh, and the result showed that the experimental class had higher post-test score than the control class. The researcher concluded that the PWIM strategy can be used by teacher as an alternative way to teach writing especially descriptive text. The research methodology of this study is similar with this research and the difference is the subject of the research.

The third previous study that was analysed by Rita Sutra in 2020 entitled "The Use of Picture Word Inductive Model (PWIM) in Teaching Writing Descriptive Text at the Second Grade of Administrasi Perkantoran of SMKN 4 Pinrang". The goals of this research are expected to explain whether the Picture Word Inductive Model (PWIM) able to improve the students' writing descriptive text at the second grade of Administrasi Perkantoran SMKN 4 Pinrang. Then the result conveys that the use of Picture Word Inductive Model gave positive impact toward students' writing descriptive text. The score of posttest was greater than pre-test. The similarity of the research with this study is the use of strategy, then the difference of this study is the object of research.

From the previous research above, the researcher focuses on the process of teaching writing descriptive strategies especially at SMA Ma'arif NU Karanganyar, Purbalingga. The purpose of study is to analyse the effectiveness of using picture word inductive model (PWIM) technique on students' writing descriptive text. The researcher is interested to investigating an analysis of this study because it has been proven to have good strategies and improve students' ability on writing aspect.

C. Conceptual Framework

Writing is a language skill that is very important to mastered. Writing makes individuals exchange information, opinions, and ideas to acquire

knowledge, thus providing benefits to readers. The ability to use words to describe an item accurately and in depth in order to paint a clear image in the reader's mind is referred to as writing descriptive text. However, there are issues with studying descriptive text, such as students' trouble with syntax, mastery of vocabulary, and lack of exercises to help students develop writing abilities. Teacher also still relies on conventional methods, which make students believe that writing is hard-to-learn, boring, and unpleasant activity.

To aid students in understanding the content in descriptive texts, appropriate strategies might be employed as an alternative. Picture Word Inductive Model (PWIM) is the appropriate approach to use. This technique combines picture with learning words and meanings.

According to the conceptual framework above, the researcher concentrated on implementing the Picture Word Inductive Model (PWIM) approach to students' descriptive text writing. The study compared experimental group that was taught utilizing PWIM technique with the control group, which was taught conventionally. The purpose of this study is to determine if PWIM technique contributes significantly to the development of students' descriptive text-writing skills.

In general, the conceptual definition if this research extends from the investigation and comprehension of the influence of the Picture Word Inductive Model (PWIM) technique on students' writing descripive text at the first grade of SMA Ma'arif NU Karanganyar, Purbalingga.

D. Hypothesis

In this study, there are two hypotheses stated as follows:

- H_a: there is a significant effect of using PWIM technique on students' writing descriptive text at the first grade of SMA Ma'arif NU Karanganyar, Purbalingga.
- H_0: there is no significant effect of using PWIM technique on students' writing descriptive text at the first grade of SMA Ma'arif NU Karanganyar, Purbalingga.

CHAPTER III
RESEARCH METHOD

This chapter explains the research method employed. It includes the type of research, the research setting, the population and sample, the technique of data collection, and the technique of data analysis.

A. Research Design

The approach of this research refers to quantitative research that was dealing with experimental methods. Quantitative methodologies employ measurement and statistics to develop mathematical models and predictions (J. Tracy, 2013). Moreover, according to Cresswell (2014), quantitative research is an interrelated set of constructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables (typically in terms of magnitude or direction).

Thus, the researcher used a quasi-experiment in this study. This design was intended to find out the influence of something applied to the subject of the research. An experiment researcher investigated the effect by comparing one or more groups that received treatment (experiment group) with another group that did not receive treatment (control group). The quasi-experiment was used because the researcher could not artificially create groups for the experiment. The purpose of using the quasi-experiment was to examine the effect of using the Picture Word Inductive Model (PWIM) technique on students' writing ability for descriptive text.

In this research, there were two groups: the experimental and the control group. Both of them used pre-test and post-test on the sample of the research. As a sample the research, the X B was an experimental group, while the X A was a control group. The Picture Word Inductive Model technique was applied to experimental class, while a conventional strategy teaching applied to control class. The design of experimental and control class was as follows:

Table 1. Test Experimental Design

Group	Step 1	Step 2	Step 3
Experimental	Pretest	Picture Word Inductive Model Treatment	Posttest
Control	Pretest	Conventional Learning	Posttest

The table implied that both classes were given wa pretest and posttest in this research, but the difference was in conducting the treatment. In an experimental class, the technique of picture word inductive model was used as a strategy to teach writing descriptive text. Then, for a control class, there was no treatment applied to the learning process. After the strategy was implemented, a posttest was given to examine the results of treatment. Based on the table above, the experimental class was taught by using Picture Word Inductive Model (PWIM) in writing descriptive text.

B. Time and Location of the Research

The research was investigated at SMA Ma'arif NU Karanganyar, located in Raya Karanganyar Street No. 11, Karanganyar, Purbalingga. The research was held from January 10th to February 20th, 2024, in the academic year 2023/2024.

The reason for choosing the research setting at SMA Ma'arif NU Karanganyar, Purbalingga, was because the researcher found problem about students' difficulties in writing especially descriptive text and the English teacher still implemented conventional method with the students. Therefore, the researcher conducted the study in five meetings.

Table 2. Schedule of Research

No	Class	Meeting	Time
1	X-A	Pretest	Wednesday, Januari 10th 2024
2	X-B	Pretest	Monday, Januari 15th 2024
3	X-A	Treatment 1	Wednesday, Januari 17th 2024

4	X-B	Treatment 1 using PWIM	Monday, Januari 22th 2024
5	X-A	Treatment 2	Wednesday, Januari 24th 2024
6	X-B	Treatment 2 using PWIM	Monday, Januari 29th 2024
7	X-A	Treatment 3	Wednesday, Januari 31th 2024
8	X-B	Treatment 3 using PWIM	Monday, February 5th 2024
9	X-A	Posttest	Wednesday, February 7th 2024
10	X-B	Posttest	Monday, February 20th 2024

C. Population and Sample of the Research

Population is the whole subject of subject research that is the target of research. A population is a group of individuals who have the same characteristics (Creswell, 2015). Meanwhile a sample is part of the amount and characteristics that a population has, and the researcher planned to study for generalizing about the target population. The research conducted on the first grade of SMA Ma'arif NU Karanganyar, in academic year 2023/2024. The population was the students of classes X A and X B. In addition, X B become experimental class and X A become control class. X A has 32 students and X B class also has 32 students.

D. Variable and Indicators of the Research

In this study, two variables were used: independent and dependent variables. The independent variable (X) in this research was the Picture Word Inductive Model (PWIM) technique, and the dependent variable (Y) was the effectiveness. The independent variable was a variable that was manipulated to produce a certain influence on the use of PWIM technique to see the effect of this strategy on students' writing descriptive text. The dependent variable was the outcome as result of the influence it means in this study the outcome from treatment with the PWIM technique on students' writing ability.

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E. Techniques of Data Collection

To collect data in this study, the researcher used a pretest-posttest design, which was intended to test and prove a hypothesis by giving treatment to the sample. It showed whether picture word inductive model (PWIM) was one of types of strategies that was better for students' acquisition of writing descriptive text. The form of the test was an essay in which the students need to write a description based on the topic given in form if picture.

Pretests and posttests were given to both experimental and control groups. The pretest was conducted before treatment to determine the students' achievement in writing skills before the treatment was carried out. Meanwhile, the posttest was conducted after the treatment. It was also given both to the experimental and control groups as a measurement tool to measure students' achievement after the treatment was conducted.

a. Pretest

The pretest was carried out before conducting the experiment that purpose was to explain the students' writing abilities of both the experimental and control groups. In this test, the students were asked to write descriptive text about Nadiem Makarim in 60 minutes.

b. Treatment

The treatment that given to experimental class with the following procedure:

1) The researcher divided students into groups consisting of 5-6 students.

2) Then, the researcher explained the descriptive text material. Starting from the definition, generic structure, and language features of the text.

3) The researcher introduced a Picture Word Inductive Model (PWIM) to students.

4) The researcher explained the use of Picture Word Inductive Model (PWIM) in learning, especially in descriptive text.

5) The teacher gave pictures to students, and then students could identify the parts contained in the picture by giving a label or name based on the parts of image that had been identified.

6) Then, the researcher asked students to read and interviewed the parts that they had found as a result of their discussion. The researcher adds words that the students did not find.

7) After that, students made sentences based on the vocabulary found in the picture provided by the researcher, so that the sentences can be composed into a descriptive text.

8) Finally, representatives from each group read descriptive texts based on the results of their discussion.

c. Posttest

The posttest that was given to both the experimental and control classes after treatment was given in 60 minutes about Najwa Shihab. This posttest was intended to find the differences in score between pretest and compare two classes to determine the effectiveness of PWIM on students' ability in writing descriptive text.

In this study the research use rubric of written test assessment based on Arthur Hughes (Hughes & Hughes, 2020).

Table 3. Rubric of Writing Assessment

No.	Aspects	Scale	Criteria
1	Grammar	6	Few (if any) noticeable errors of grammar or word order.
		5	Some errors of grammar or word order which do not, however, interfere with comprehension.
		4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
		3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
		2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
		1	Errors of grammar or word order so severe as to make comprehension virtually impossible,

2	Vocabulary	6	Use of vocabulary and idiom (if it all) distinguishable from that of educated native writer.
		5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
		4	Uses wrong or inappropriate word fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
		2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
		1	Vocabulary limitations so extreme as to make comprehension virtually impossible.
3	Mechanics	6	Few (if any) noticeable lapses in punctuation or spelling.
		5	Occasionally lapses in punctuation or spelling which do not, however, interfere with comprehension.
		4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
		3	Errors in spelling or punctuation; lead sometimes to obscurity.
		2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
		1	Errors in spelling or punctuation so serve as to make comprehension virtually impossible.
4	Fluency (style and ease of communication)	6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
		5	Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
		4	'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
		3	Structures or vocabulary items sometimes not only inappropriate but

			also misused; little sense of ease of communication.
		2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
		1	A 'hotch-hotch' or half-learned misused structures and vocabulary items rendering communication almost impossible.
5	Form (organization)	6	Highly organised; clear progression of ideas well inked; like educated native writer.
		5	Material well organised; links could occasionally be clearer but communication not impaired.
		4	Some lack of organisation; re-reading required for clarification of ideas.
		3	Little or no attempt at connectivity, though reader can deduce some organisation.
		2	Individual ideas may be clear, but very difficult to deduce connection between them.
		1	Lack of organisation so severe that communication is seriously impaired.

SCORE:

Gramm: ___ + Vocab: ___ + Mech: ___ + Fluency: ___ + Form: ___ = ___

$$\left(\frac{Total}{3} \ x \ 10\right)$$

F. Analysis of Research Instrument

The success of many studies was determined by the instruments used because the data needed to answer research questions and test hypothesis are obtained through instruments. The instrument as a data collection tool must be really designed and made in such a way as to produce empirical data is it. Before the instrument is given to students in the experimental and control class, it must be test. In this occasion, the researcher used validity test.

Validity is a statistic that measures how accurately a tool performs its role. (Ary et al., 2010) A validity test offers an overview of the instrument's ability to measure what is being examined. In this study, the researcher used expert validation (expert judgement). Before conducting the validity test, the

researcher created a writing test and an outline based on the curriculum. The test assessed by two experts: an English lecturer and a supervisor. The test instrument in this thesis was validated by English lecturer at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, namely Irra Wahidiyati, M.Pd. Furthermore, the second validator was Desi Wijayanti Ma'rufah, M.Pd., as a writing lecturer. The decision given was an instrument can be used by several revisions.

G. Techniques of Data Analysis

To analyse the data, pretest and posttest used to examine the impact of the use of PWIM technique in students' writing descriptive text. In this study, the researcher used a normalized gain (N-gain). N-gain is a test can provide an overview of an increase in learning outcomes scores before and after the application of method (Sesmiyanti et al., 2019). The differences of students' ability score, both in terms of increase or decrease can be known by N-gain. On the other hand, N-gain was appropriate to apply in this study to determine the presence of development. The Hake's formula can be seen below:

$$N - gain = \frac{score\ (posttest) - score\ (pretest)}{score\ ideal - score\ (pretest)}$$

Moreover, according to Hake (1999), there are three decisions criteria for N-gain test as follows:

If the score of N-gain > 0.7, it means the level of effectiveness is high.

If the score $0.3 <$ N-gain < 0.7, it means the level of effectiveness is medium.

If the score of N-gain < 0.3, it means the level of effectiveness is low.

Table 4. N-gain Score Criteria

No	Limitation	Category
1	N-gain > 0.7	High
2	0.3 < N-gain < 0.7	Medium
3	N-gain < 0.3	Low

CHAPTER IV

FINDINGS AND DICUSSIONS

In this chapter, the researcher describes the data collection by pre-test and post-test from students' tests in experimental and control classes.

A. Findings

The researcher acquired and examined the pre-test and post-test data from both the experimental and control classes based on the study's findings. The analysis findings are presented as tables and explanations. Furthermore, the processed data's final result is designed to demonstrate if there is a substantial difference between the control and experimental classes after using the Picture Word Inductive Model (PWIM) approach in the learning of descriptive text.

1. Description of Data

The main instrument of this study was a test. Therefore, the researcher used pretest and posttest to get the data. In this part, the researcher provided the result of students' test. The data of pretest and posttest could be seen as follows:

Table 5. Students' Pretest and Posttest

No	Experiment Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
1	46	86	36	63
2	43	70	43	60
3	56	90	43	73
4	60	70	50	73
5	40	80	53	80
6	40	70	36	70
7	36	70	50	70
8	43	83	53	70
9	46	86	53	70
10	46	60	40	70
11	63	90	43	73
12	40	73	53	73
13	43	86	53	73
14	53	86	43	70

15	36	66	50	70
16	36	60	46	70
17	36	83	40	70
18	33	86	43	63
19	53	83	46	76
20	33	83	50	70
21	36	80	36	70
22	33	70	40	63
23	40	73	40	70
24	36	83	40	66
25	40	86	60	90
26	33	70	36	70
27	33	83	53	80
28	33	80	53	76
29	46	86	40	66
30	36	86	43	70
31	40	60	46	73
32	40	83	46	73

a. Students' Result in Experimental Class

The experimental class was the XB of students at SMA Ma'arif NU Karanganyar, Purbalingga. There were 32 students, consisting of 21 males and 11 females. In the test, the students were instructed to find and write the vocabulary based on the picture. The vocabulary was about adjectives and parts of the body that describe the person in the picture. After the vocabulary was collected, the students were commanded to compose the vocabulary into one paragraph of descriptive text that consisted of ten sentences. The pretest was given to determine the students' scores before being taught by the teaching method in particular. After the pretest was done in this class, the researcher carried out the treatment. In the experimental class, researchers used the Picture Word Inductive Model (PWIM) technique to teach descriptive text. The treatment was conducted in three meetings for this class. After the treatment, the researcher conducts the posttest. The posttest was done to identify the students' scores after

receiving the treatment, which is taught by the PWIM technique. Then, the researcher was able to compare the differences between the pretest and posttest. The summary of the students' result in pretest and posttest could be known as follows:

Table 6. The Result of Pretest and Posttest of Experiment Class

No	Statistics	Experiment Class	
		Pretest	Posttest
1	N	20	20
2	Minimum	33	63
3	Maximum	60	90
4	Mean	41.50	78.22
5	Median	40.00	83.00
Mean different = 36.72			

In the experimental class, there are 32 students who conducted pretests and posttests. According to the table above, it could be seen that the mean score of the pretest was 41.50. Then, the minimum and maximum scores before the treatment were 33 and 63. From the data, it could be concluded that the students had low skills in writing descriptive text. Because the score of students is lower than the criteria of the minimum score in English.

After conducting the treatment, the posttest showed that students' scores in writing descriptive text increased. The mean score was 78.22, with the minimum score of the posttest in the experimental class being 60, while the maximum score of the posttest was 90. It could be decided that the range of the mean of the pretest and posttest was 36.72.

b. Students' Result in Control Class

In this study, XC was control group. There were 32 students. The result of the students' pretest and posttest could be seen as follows:

Table 7. The Result of Pretest and Posttest in Control Class

No	Statistics	Control Class	
		Pretest	Posttest
1	N	32	32
2	Minimum	36	60
3	Maximum	60	90
4	Mean	45.53	71.06
5	Median	44.50	70.00
Mean different = 25.53			

Based on the table above, the students who conducted the pretest and posttest were 32, the same as the experiment class. It could be known that the mean score of the pretest was 45.53. Besides that, the table showed the minimum score in the control class was 36, and the highest score was 60. Based on the data, it can be concluded that the majority of students also had low skills in writing descriptive text. Since their score is lower than the criteria for the minimum score in English.

After the students received the treatment, the posttest showed that the students' scores for writing descriptive text increased. The researcher used conventional teaching methods in this class. The treatment was conducted in three meetings. Then, the data indicated that the mean of the students' posttest was 71.06, with the minimum score of the posttest being 60 and the maximum score being 90. So, the range of the mean of the pretest and posttest in the control class was 25.53.

The researcher also provided the descriptive statistics from SPSS that contain data from the pretest and posttest, both of the experimental and control classes, as follows:

Table 8. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Descriptive Statistics						
Pre-Test Experiment	32	30	33	63	41.50	8.088
Post-Test Experiment	32	30	60	90	78.22	9.086
Pre-Test Control	32	24	36	60	45.53	6.390
Post-Test Control	32	30	60	90	71.06	5.616
Valid N (listwise)	32					

2. **Data Analysis**

In data analysis, the data obtained from the pretest and posttest was collected in both classes. After that, the researcher applied the N-gain score by using IBM SPSS 25. By using N-gain score, the differences in students' writing of descriptive text could be find out. It measures the result of experiment and control class by comparing score between before and after treatment. The N-gain scores obtained from experiment and control class are presented in these table below.

Table 9. N-gain Score of Experiment Class

No	Name	N-gain
1	Aji Arifianto	.74
2	Aji Zakaria	.47
3	Alin Salma	.77
4	Al Falah Maolana Subhan	.25
5	Amjad Syafiq Dhilaulhaq	.67
6	Apriyan	.50
7	Arya Dwi Andika	.53
8	Arya Pranata Ramli	.70
9	Beni Nur Alansyah	.74
10	Destika Tri Hafizah	.26

11	Dwi Afandi Agustin	.73
12	Halimatuz Zahra	.55
13	Hermaya Putri	.75
14	Imarotul Wafa Ramdani	.70
15	Khambali Dzikrilloh	.47
16	Khoerul Anam	.38
17	M. Aris Syahputra	.73
18	Mahriza Zulmi	.79
19	Maulana Adnan Subhi	.64
20	Nur Faizin	.75
21	Nur Hakim	.69
22	Rafli Ahmad	.55
23	Rahma Zharifah Azzahra	.55
24	Riska Maulidia	.73
25	Rival Firnanda	.77
26	Rizki Kuriawan	.55
27	Rizki Nur Rochman	.78
28	Safira Mistriani	.70
29	Salwa Silvia Utami	.74
30	Silvi Anisya Fardani	.78
31	Siti Aminah	.33
32	Siti Nur Aisyah	.72
Average		0.62

Table 10. N-gain Score of Control Class

No	Name	N-gain
1	Abji Akbar Prananda	.42
2	Ahmad Lukoni	.30
3	Aknaf Nailurikza	.53
4	Al Shifa Naila Putri	.46

5	Al Shinta Kaila Putri	.57
6	Andika Saputra	.53
7	Fadhil Saputra	.40
8	Fahri Fardiansyah	.36
9	Fitriyani	.36
10	Ibnu Raditya	.50
11	Khikmatul Alia Apriliani	.53
12	Laelatul Lutfiati	.43
13	Muhammad Aldo Khoerudin	.43
14	Naelal Lusita	.47
15	Nurani Fitrah Qalbi	.40
16	Rafelia Ramadani	.44
17	Rafi Rifai	.50
18	Refansyah Aulia Ramadhan	.35
19	Rena Aprilia Rahayu	.56
20	Reva Aulia Nadina	.40
21	Revita Amanatur Rahmah	.53
22	Rifa Adhika Rahman	.38
23	Saefur Rohman	.50
24	Samrotul Hikmah	.43
25	Saniatul Fauziah	.75
26	Sifa Juliansyah	.53
27	Siti Arifah	.57
28	Tasya Faramudita	.49
29	Teguh Juli Anggara	.43
30	Tria Asih	.47
31	Ulfiatun Nur Afifah	.50
32	Zakiyati Fakiroh	.50
Average		0.47

Table 11. Description of N-gain

	Class			Statistic	Std. Error
NGain_Score	Experiment Class	Mean		.6256	.02787
		95% Confidence Interval for Mean	Lower Bound	.5688	
			Upper Bound	.6825	
		5% Trimmed Mean		.6373	
		Median		.7016	
		Variance		.025	
		Std. Deviation		.15767	
		Minimum		.25	
		Maximum		.79	
		Range		.54	
		Interquartile Range		.20	
		Skewness		-1.075	.414
		Kurtosis		.174	.809
	Control Class	Mean		.4699	.01520
		95% Confidence Interval for Mean	Lower Bound	.4389	
			Upper Bound	.5009	
		5% Trimmed Mean		.4665	
		Median		.4737	
		Variance		.007	
		Std. Deviation		.08597	
		Minimum		.30	
		Maximum		.75	
		Range		.45	
		Interquartile Range		.12	
		Skewness		.797	.414
		Kurtosis		2.422	.809

Based on the table above, it is indicated that N-gain score of the experiment class was 0.62 and 0.47 in the control class. It can be concluded that the Picture

Word inductive Model (PWIM) has a medium effect on students' writing descriptive text.

B. Classroom Treatment

Based on the result of preliminary research, the researcher found some students' problems in writing descriptive text that caused their level of writing to be low. The first reason was that students lacked of vocabulary and grammatical skills. Students did not even know the basic terminology that they should master at their level. Furthermore, students struggled to generate ideas for composing sentences and paragraph. Besides that, students also struggled to learn writing because they believed it was a tough activity. To overcome this problem, teacher should provide a strategy to teach writing especially descriptive text. One of the strategies that can be used was Picture Word Inductive Model (PWIM).

The researcher distributed the pretest and posttest in control and experiment classes on Wednesday, January 10th, 2024, and Monday, January 15th, 2024. Then, the first and second treatments in the control class were held on Wednesday, January 17th and 24th, 2024. Meanwhile, in experiment class, the first and second treatments were held on Monday, 22nd and 29th, 2024. Besides that, the last treatment was held on Wednesday, January 31st, 2024, for the control class, and Monday, February 5th, 2024. After that, the researcher conducted the last step, which is the posttest. In control class, the posttest was held on Wednesday, February 7th, 2024. In experiment class, the posttest was held on Monday, February 20th, 2024.

The treatment that was given to the students was conducted in three meetings for every class, and then the pretest and posttest were done at the first and last meeting. The researcher used different teaching methods in the experiment and control classes during the treatments. In the experimental group, the researcher implemented the Picture Word Inductive Model (PWIM) in teaching descriptive text. In the first meeting, through inquiry-based learning, the researcher guided students to learn about descriptive text. After that, the researcher deepens the language feature material, especially regarding the use of adjectives and simple present tense to compose sentences in descriptive text. After that, the researcher

also introduced the PWIM to the students. In the third meeting, the researcher implemented the step-by-step PWIM for the students. There are ten procedures that must be followed in applying PWIM (Calhoun, 1999). The researcher selected the picture that is related to the topic, namely Maudy Ayunda. Then, the researcher asked the students to help with what they saw in the picture. After identifying meeting-based words in the picture, students draw a line, write it, and pronounce it for the third step. Furthermore, the researcher led the students to read aloud and review the words they had identified. The next step was asking students to classify the vocabulary based on the number of parts and the body adjectives used. The sixth step that was taken was for the students to say the word, spell it, and say it again. Students were asked to find many words again that belonged to similar categories. It could be generated as part of a lesson. Then, the researcher led the students to create a picture title and generate sentences into paragraphs in descriptive text.

In the control class, the researcher treated students using the conventional teaching method. At the first and second meetings, the researcher gave an explanation of descriptive text: definition, generic structure, and language features. In the third meeting, students made sentences to compose paragraphs related to descriptive text based on the topic, and an evaluation of the material was given.

In the control class, the researcher treated students by conventional teaching method. At the first and second meeting the researcher gave an explanation about descriptive text: definition, generic structure and language feature. In the third meeting, students made sentences to compose became paragraph related to descriptive text based on the topic and evaluation about the material has been taught.

C. Discussions

The aim of this research is to determine the effectiveness of using Picture Word Inductive Model (PWIM) technique on students' writing descriptive text at the first grade of SMA Ma'arif NU Karanganyar, Purbalingga. Moreover, the researcher conducted the study to in order to find out whether or not applying the PWIM has

a substantial effect and to assess the strength of the teaching model. The researcher required two classes to carry out the treatment since the study was quasi-experimental, with an experiment and control class.

According to Sari & Santika (2020), writing has a become a crucial aspect of communication since it allows people to express and share their thoughts, feelings, knowledge, and information. By writing, people are able to share information, carry out transaction, persuade, and tell what people are felt. On other hand, writing is more than just putting words into phrases, it requires multiple steps to create a piece of writing. Students should use their language abilities to develop and support the primary idea, summarize the thoughts of the expert, have an adequate understanding of diction, topic selection, and punctuation, build strong connections between sentence, and discover acceptable references (Suastra & Menggo, 2020). However, learning to write becomes the most difficult skill when it is learned by students learning in a foreign language, such as Indonesian. The writers must be able writing on variety of aspects, such as content, organization, meaning, vocabulary, audience, and mechanics including spelling, capitalization, and punctuation (Rachel & Samban, 2022).

In writing, descriptive text becomes one of the primary functions of any language system and one of the first skills that appear and may be regulated by language users (Ermita et al., 2019). According to Knapp & Watkins (2005), description enables one to categorize or classify practically any experiences, observations, and interactions into a system and determine whether they are objective or subjective, based on the learning area or the writer's aim.

As a material, descriptive text serves to describe something in great detail. Students are requiring to be able to translate their thoughts into written form. In truth, students are confused about how they get the idea and organize it into good text (Sari & Santika, 2020). In general, students have issues with a lack of vocabulary, lack of ideas, and lack of skill to compose sentences (Rachel & Samban, 2022). Then, teacher tended to use traditional learning methods and seldom taught pupils how to compose how to produce text until become a good paragraph. According to the data description that has been gathered, the use of

PWIM in order to teach descriptive text and the students' writing skill increased. It was supported by the average scores of experiment and control class after conducting the treatment, which showed significant differences. Even though both of classes have increased in mean, it could be seen that the average scores in experimental class, which taught by using PWIM technique, was higher than control class, which has taught by conventional method.

Based on findings, before using the PWIM technique, students at SMA Ma'arif NU Karanganyar produced poor descriptive text. According to the pretest and posttest result, 32 students who participated in either the experiment or the control class obtained a variety of scores. The experiment class got a maximum score of 60 and a minimum score of 33, with a mean score of 41.50. Then the mean score of control class was 45.53, with pretest higher and lower scores of 60 and 36. Pretest results indicate that the students' descriptive text skills were low. Students had difficulties in finding ideas, having limited vocabulary, and composing sentences.

According to Astrini, N. et al., (2020), a correct and appropriate strategy for teaching may assist students in the writing process. The Picture Word Inductive Model (PWIM) technique could be an alternative strategy for teaching writing, especially descriptive text. Calhoun (1999), argued that Picture Word Inductive Model or PWIM is strategy of teaching for beginning reading and writing. This model stimulates students to write language experience activities with common words and things by showing the vocabulary directly in the picture. It can supports students develop their ideas throughout the writing process (Alfisyah et al., 2021). Based on the results of the posttest, both of experimental and control classes got the same score, either lower or greater, which were 60 and 90. However, the mean of experimental class which served as the study's outcome, was 78.22, higher than control class's mean of 71.06. It could be evidence of the improvement. By using PWIM, students can employ this strategy, and then students could employ basic vocabulary as a foundation for their writing. The main point of this technique is to construct vocabulary concepts, sentence structures, paragraphs and whole essays (Hakimah, 2022). In short, it can be assumed that the Picture Word Inductive

Model technique is more effective for students' writing descriptive text than using conventional teaching method.

In addition, to analyze the effect of PWIM on students' writing descriptive text, the researcher used N-gain. Based on Hake (1999), there are three criteria to identify whether the result had a high, medium or low. The value 0 – 0.3 is categorized low effect, and 0.3 – 0.7 is a medium effect. Then N-gain > 0.7 is a high effect. After calculating the N-gain score, the value of data was 0.62. Based on criteria before, there is a medium effect on students' writing skills in descriptive text after applying the PWIM technique.

Picture Word Inductive Model (PWIM) is strategy to teach writing by combining picture and word. Wahyuningsih et al., (2019), claimed that the sequence for employing this strategy begins with a picture. The students observed and put out word from the picture. It means that students identify the things or objects that are seen in the picture and draw a line from those things to place them outside picture. The teacher repeats the words, writes and spell it loudly, and students imitate the teacher to spell the words. Then the students create sentences by using the words before and composing into paragraph.

Based on Alfisyah et al., (2021), the use of PWIM in students' descriptive text showed that there were improvements. This study had similarity during the treatment. The result showed before applying PWIM, the result of pretest was categorized poor score. While after the treatment done, the score of posttest has a good score. In this case, the researcher assumed that Picture Word Inductive Model becomes increase learners' writing in text of descriptive text.

Furthermore, the research of Sutra (2020), stated that teaching writing descriptive text by using Picture Word Inductive Model was made the result higher than before the implemented by strategy. This study was conducted in four meetings of treatment. There result was indicated that there was improvement of students' skill in writing descriptive text. However, the effect of using PWIM on students' writing descriptive text could not identified because it was not analyzed by the researcher.

The positive changes are also supported by the test result. Moreover, students' attitude toward writing has changed to be better. It was not hard to ask students to write a descriptive text. Students were also enjoyed, motivated and interested in joining the learning process by using picture. The picture might be able to helps students by illustrating a particular subject that they could write down. Students were also able to complete their writing in a shorter time because of what they saw in the picture. The students became more active and enthusiastic both in responding to the researcher and finishing the exercise given. This finding was supported by Ermita et al., (2019) that the use of PWIM can improve students' writing skill especially descriptive text.

The PWIM was given many advantages for students in teaching writing of descriptive text. The students could use the appropriate vocabulary and grammar in their writing, then compose better the sentences and longer paragraph using simple present tense (Ermita et al., 2019). Moreover, grammar is the area where students most need it (Ma'rufah et al., 2021). On the other hand, students got the ideas faster and generalized them better than before. Students know what they are going to write based on the vocabulary they have and the idea they have (Ayu et al., 2023). Students have no difficulty making sentences and paragraphs because of their understanding of the vocabulary they acquired when PWIM was employed in the process of teaching writing descriptive text. It could be concluded that PWIM helps students compose paragraphs well.

Writing skills can be possessed by students if they receive guidance and practice in writing (Sekarini & Ma'rufah, 2022). Teaching writing descriptive text by employed PWIM effectively helped students in improving their skills of writing. PWIM may be helps students in writing activities, where students more easily generate the ideas well into writing. through identify the picture and labelling activities, the vocabulary of students increased, where the vocabulary was used as guidance in making sentences and paragraphs. Furthermore, Sekarini & Ma'rufah (2022), stated students can develop their writing abilities through instruction and practice. On the other hand, PWIM also makes the teaching and

learning process of writing became fun and interesting, so students become more enthusiastic and actively participating in writing class.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the previous chapter, which displayed data analysis and discussion. Furthermore, in this chapter also provides some suggestion for other researchers who want to use Picture Word Inductive Model (PWIM) technique on students' writing descriptive text.

A. Conclusion

In this era, knowing and mastering English as one of the global communication tools is extremely important in order to develop a strong relationship worldwide. Writing is one method of communication because English may be spoken as well as written. On the other hand, writing is a language skill that pupils should be taught. However, writing skills are indeed very difficult to master because the activities in them are complicated to learn, no exception with descriptive text. Students face issues when starting to write descriptive text, such as difficulty finding the ideas, a lack of vocabulary, and lack of skill to compose sentences. One appropriate method than can be used in writing descriptive text is Picture Word Inductive Model (PWIM). Through this strategy, students can compose their writing from the basics, such as vocabulary. From the data the researcher found after using the PWIM technique, the students' writing ability in descriptive text was significantly improved. It can be seen from the result of N-gain score.

Based on the N-gain score, the result showed that the effect of PWIM was indicated at 0.62. It can be assumed that after using the Picture Word Inductive Model in teaching descriptive text, there was a medium effect on students writing skills in descriptive text.

B. Limitation of Study

Based on the study that was conducted by the researcher, this research has some limitation.

1. The first is the that study is limited to investigating the effectiveness of using Picture Word Inductive Model (PWIM) technique on students' writing descriptive text at the first grade of SMA Ma'arif NU Karanganyar,

Purbalingga. It is also examined how the effect of this teaching strategy on students' writing of descriptive text.

2. Secondly, it was about this study's limitations in time allocation that held on five meetings with three meetings for treatment, so the result of implementation of PWIM not fully optimal.

C. Suggestion

In accordance with the earlier research findings, here are some suggestions that can be made in relation to the researcher's conclusion, and perhaps it will be useful. The suggestion that can be given in this research include:

1. Teacher
   a. Teacher should be more active and creative by using effective methods to teach writing and ensuring that students enjoy the teaching and learning activities.
   b. Enrich vocabulary and more explanation about grammar, especially simple present tense. Students will have a better understanding of how to write descriptive text, particularly in terms of grammatical features.
2. Students
   a. Students need to practice writing descriptively more in order to develop creativity.
   b. Students should learn more about grammar and mastery vocabulary, and they should not be afraid to ask their teacher for help if they have problems.
3. Researcher

   As a result, the researcher expected that the research could be used as a reference in conducting similar studies. On the other hand, the researcher also expected to other resources to conduct similar research on other skills such as reading, listening, and speaking.

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APPENDICES

Appendix 1: Certificate of the research

LEMBAGA PENDIDIKAN MA'ARIF NU
SMA MA'ARIF NU KARANGANYAR
Badan Hukum Nomor : AHU-000184.AH.01.08 TAHUN 2022
Jalan Raya Karanganyar No. 11, Purbalingga (0281) 758598 Kode Pos 53354
https://smamaarifnukaranganyar.sch.id ✉ smamaarifnukaranganyar.pbg@gmail.com

SURAT KETERANGAN

Nomor : 421.3/1989/B08.15/72/II/2024

Yang bertanda tangan di bawah ini :

Nama	:	IMAMUDDIN, S.Ag., M.H.I.
NIP	:	-
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA Ma'arif NU Karanganyar Purbalingga
Alamat	:	Jalan Raya Karanganyar No. 11 Purbalingga

Dengan ini menerangkan bahwa :

Nama Lengkap	:	FATMAH
NIM	:	2017404007
Semester	:	8 (Delapan)
Jurusan / Prodi	:	Tadris Bahasa Inggris
Tahun Akademik	:	2023 / 2024

Benar - benar telah melakukan Riset Individu, dilaksanakan pada tanggal 10 Januari 2024 sampai dengan 19 Februari 2024 di SMA Ma'arif NU Karanganyar dengan judul " *The Effectiveness of Using Picture Word Inductive Model (PWIM) Technique on Students'Writing Descriptive Text at the First Grade of SMA Ma'arif NU Karanganyar Purbalingga* ". Selama melakukan Riset Individu di SMA Ma'arif NU Karanganyar bersikap baik.

Demikian surat keterangan ini dibuat untuk dipergunakan sebaik-baiknya.

Karanganyar, 26 Februari 2024

Kepala Sekolah

IMAMUDDIN, S.Ag., M.H.I.
NIP. -

Appendix 2: Validation Sheet

<div align="center">VALIDATION SHEET</div>

Name : Fatmah

Students Number : 2017404007

Study Program : Tadris Bahasa Inggris

Title : The Effectiveness of Using Picture Word Inductive Model (PWIM) Technique on Students' Writing Descriptive Text at the First Grade of SMA Ma'arif NU Karanganyar.

Research Question : Is Picture Word Inductive Model (PWIM) technique affect on students' writing descriptive text at the first grade of SMA Ma'arif NU Karanganyar?

Evaluator : Irra Wahidiyati, M.Pd

A. Instrument Research

Pre-test	✓
Post-test	✓
Rubric Assessment	✓

B. Instruction

Put a checklist "√" in this assessment column that is appropriate to the assessment of the pre-test and post-test with the following rating scale.

1 = Not good

2 = Not good enough

3 = Good enough

4 = Good

5 = Very good

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The suitability of the question with the purpose of the research					✓
2	The suitability of the question with the purpose of the treatment					✓
3	The clarity of the question's instruction					✓
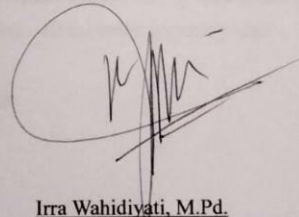
D. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

1. Can be used without revision
2. Can be used with revision

Purwokerto, 04 Januari 2023

Evaluator

Irra Wahidiyati, M.Pd.

NIP. 19881130 201908 2 001

47

VALIDATION SHEET

Name : Fatmah
Students Number : 2017404007
Study Program : Tadris Bahasa Inggris
Title : The Effectiveness of Using Picture Word Inductive Model
(PWIM) Technique on Students' Writing Descriptive Text
at the First Grade of SMA Ma'arif NU Karanganyar.
Research Question : Is Picture Word Inductive Model (PWIM) technique affect
on students' writing descriptive text at the first grade of
SMA Ma'arif NU Karanganyar?
Evaluator : Desi Wijayanti Ma'rufah, M.Pd

A. Instrument Research

Pre-test	✓
Post-test	✓
Rubric Assessment	✓

B. Instruction

Put a checklist "√" in this assessment column that is appropriate to the assessment of the pre-test and post-test with the following rating scale.

1 = Not good

2 = Not good enough

3 = Good enough

4 = Good

5 = Very good

C. Evaluation

No	Observed Aspect	Observe Score				
		1	2	3	4	5
1	The suitability of the question with the purpose of the research					✓
2	The suitability of the question with the purpose of the treatment					✓
3	The clarity of the question's instruction					✓
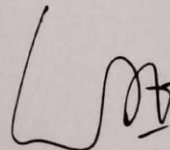
D. Evaluator's Conclusion

Put the circle mark on the answer that matches your conclusion.

3. Can be used without revision

4. Can be used with revision

Purwokerto, 04 Januari 2023

Evaluator

Desi Wijayanti Ma'rufah, M.Pd

NIP. 199212152018012003

Appendix 3. Pretest

<p align="center">**PRE-TEST**</p>

1. Look at the picture, write 20 vocabularies based on the picture!
2. Write a descriptive text consist of 10 sentences based on the vocabularies you write above!

PRE TEST
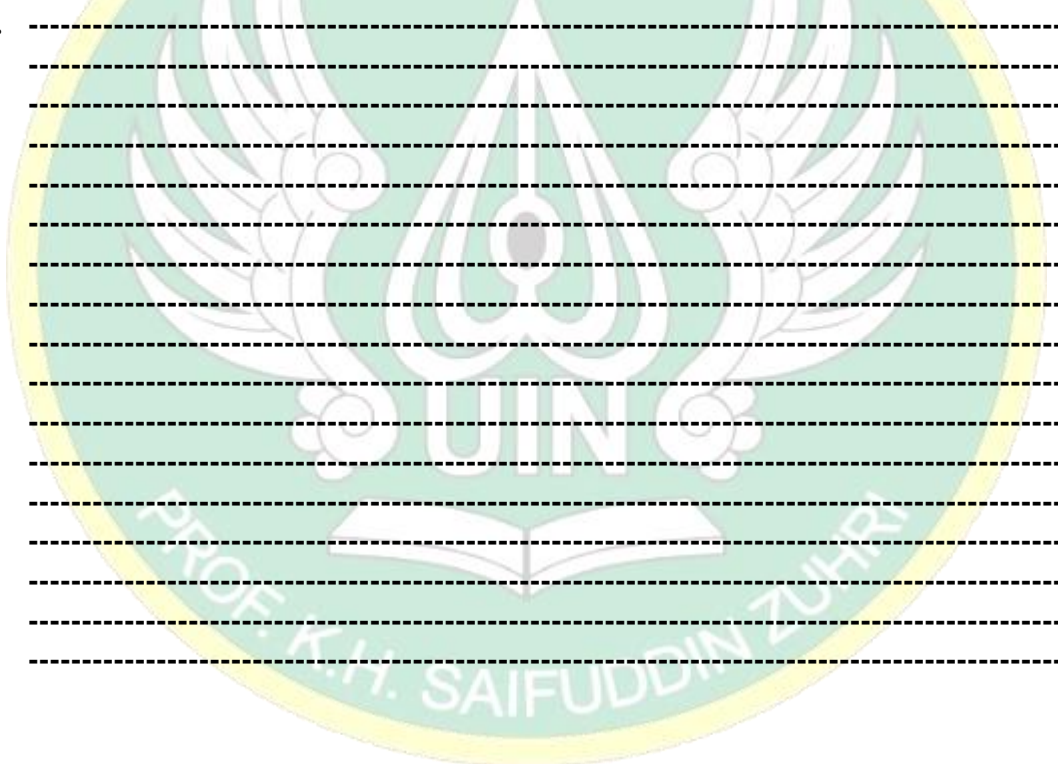
Name	:
Students Number	:
Class	:

Answer

1. **Vocabulary**

a.	f.	k.	p.
b.	g.	l.	q.
c.	h.	m.	r.
d.	i.	n.	s.
e.	j.	o.	t.

2. --

Appendix 4. Posttest

<div align="center">

POST TEST

</div>

Name   :
Students Number   :
Class   :

1. Look at the picture, write 20 vocabularies based on the picture!
2. Write a descriptive text consist of 10 sentences based on the vocabularies you write above!

Answer

1. Vocabulary

f.	f.	k.	p.
g.	g.	l.	q.
h.	h.	m.	r.
i.	i.	n.	s.
j.	j.	o.	t.

2. ---

Appendix 5. Writing Rubric Score and Indicator

No.	Aspects	Scale	Criteria
1	Vocabulary	6	Use of vocabulary and idiom (if it all) distinguishable from that of educated native writer (*17-20 vocabularies*).
		5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired (*13-16 vocabularies*).
		4	Uses wrong or inappropriate word fairly frequently; expression of ideas may be limited because of inadequate vocabulary (*10-12 vocabularies*).
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas (*7-9 vocabularies*).
		2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation (*4-6 vocabularies*).
		1	Vocabulary limitations so extreme as to make comprehension virtually impossible (*1-3 vocabularies*).
2	Grammar	6	Few (if any) noticeable errors of grammar or word order.
		5	Some errors of grammar or word order which do not, however, interfere with comprehension.
		4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
		3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
		2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
		1	Errors of grammar or word order so severe as to make comprehension virtually impossible,
3	Mechanics	6	Few (if any) noticeable lapses in punctuation or spelling.
		5	Occasionally lapses in punctuation or spelling which do not, however, interfere with comprehension.
		4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

		3	Errors in spelling or punctuation; lead sometimes to obscurity.
		2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
		1	Errors in spelling or punctuation so serve as to make comprehension virtually impossible.
4	Fluency (style and ease of communication)	6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
		5	Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
		4	'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
		3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
		2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
		1	A 'hotch-hotch' or half-learned misused structures and vocabulary items rendering communication almost impossible.
5	Form (organization)	6	Highly organised; clear progression of ideas well inked; like educated native writer.
		5	Material well organised; links could occasionally be clearer but communication not impaired.
		4	Some lack of organisation; re-reading required for clarification of ideas.
		3	Little or no attempt at connectivity, though reader can deduce some organisation.
		2	Individual ideas may be clear, but very difficult to deduce connection between them.
		1	Lack of organisation so severe that communication is seriously impaired.

Gramm: __ + Vocab: __ + Mech: __ + Fluency: __ + Form: __ = __

$$\left(\frac{Total}{3} \ x \ 10\right)$$

Appendix 6. Lesson Plan

Experiment Class

No.	Komponen	Deskripsi / Keterangan
1.	**Informasi Umum Perangkat Ajar**	
	Nama Penyusun	Fatmah
	Nama Institusi	SMA Ma'arif NU Karanganyar
	Tahun Penyusunan Modul Ajar	2023
	Jenjang Sekolah	Sekolah Menengah Atas (SMA)
	Kelas	X B (Sepuluh B)
	Alokasi Waktu	8 Jam Pelajaran (JP) = 6x45 Menit = 270 Menit (3 Kali Pertemuan)
2.	**Capaian Pembelajaran Fase E**	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, *report*, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
	Elemen/Domain CP	*__Elemen Membaca – Memirsa__* *By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.* *__Elemen Menulis__* *By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing*

		an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing.
	Tujuan Pembelajaran	Peserta didik mampu menyusun descriptive text about person, secara tertulis sesuai dengan konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	1. Memahami simple present tense 2. Dapat memproduksi kalimat sederhana menggunakan simple present tense.
3.	**Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)**	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	1. Peserta didik dapat mengidentifikasi *social function of descriptive text.* 2. Peserta didik dapat mengidentifikasi *generic structures of descriptive text.* 3. Peserta didik dapat mengidentifikasi *language features of descriptive text.* 4. Peserta didik mampu menyusun *descriptive text* berdasarkan topik dan sesuai dengan *social function, generic structure* dan *language features.*
	Cara Melakukan Asesmen	Tertulis
	Produk	Teks descriptive tentang tokoh terkenal / menginspirasi
4.	**Profil Pelajar Pancasila**	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif.
5.	**Sarana dan Prasarana**	
	Fasilitas	1. Buku Paket 2. Rangkuman materi
6.	**Peserta Didik**	
	Kategori Peserta Didik	Peserta didik reguler
	Jumlah Peserta Didik	32 peserta didik
7.	**Model dan Metode Pembelajaran**	
	Model Pembelajaran	• Tatap muka • Model pembelajaran: Picture Word Inductive Model
	Metode Pembelajaran	Ceramah, Diskusi Kelompok
8.	**Asesmen**	
	Cara Penilaian	Rubrik asesmen individu
	Jenis Asesmen	Formatif dalam bentuk tertulis Sumatif dalam unjuk kerja
9.	**Materi Ajar, Alat, dan Bahan**	

	Materi Ajar	a) Definition of descriptive text b) Social function of descriptive text c) Generic structure text d) Language features of descriptive text
	Alat dan Bahan	LKPD, Teks bacaan.
	Media Pembelajaran	PPT.
10.	**Urutan Kegiatan Pembelajaran**	

	PERTEMUAN PERTAMA	**Kegiatan Pendahuluan (15 Menit)**
		
		1. Guru mengucapkan salam kepada peserta didik.
		2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran.
		3. Guru mengecek absensi peserta didik.
		4. Guru memberikan beberapa kata kerja berkaitan dengan simple present tense.
		5. Peserta didik diminta untuk membuat kalimat simple present tense menggunakan kosa kata yang sudah disediakan.
		6. Guru memberikan feedback terkait jawaban-jawaban siswa.
		7. Guru menampilkan sebuah gambar tentang salah satu tokoh terkenal di Indonesia:
		
		(Sumber: www.presidenri.go.id)
		8. Guru menanyakan kepada peserta didik setelah melihat gambar:
		   - *Who is in the picture?*
		   - *What do you see and know about the person in the picture?*
		9. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini.

		Kegiatan Inti (65 menit) 1. Guru membagi peserta didik menjadi 7 kelompok. 2. Secara berkelompok, peserta didik mencari materi tentang definisi, tujuan, dan struktur teks deskriptif, kemudian mendiskusikan dengan kelompoknya. 3. Guru memberikan contoh *descriptive text* tentang Presiden Joko Widodo.

		4. Peserta didik diminta untuk mengidentifikasi isi dari *descriptive text* tersebut.
		5. Guru membimbing peserta didik mengobservasi *definition, social function*, dan *generic structure descriptive text.*
		6. Peserta didik diperbolehkan untuk bertanya kepada guru tentang materi dan isi *descriptive text* yang kurang dipahami.
		7. Guru membagi lembar kerja dan meminta peserta didik untuk menulis tujuan dan struktur teks yang terdapat dalam teks deskriptif tentang Presiden Joko Widodo.
		8. Guru meminta setiap kelompok untuk melakukan *peer review* dengan kelompok lain.
		Kegiatan Penutup (10 Menit) 1. Guru memberikan *review* pada pembelajaran hari ini. 2. Peserta didik dan guru melakukan refleksi pembelajaran. 3. Guru menyampaikan agenda materi untuk pertemuan berikutnya 4. Peserta didik dan guru berdoa untuk menutup pembelajaran.
11.	**Refleksi**	
	Refleksi Guru	1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?
	Refleksi Peserta didik	1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? 3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
	PERTEMUAN KEDUA	**Kegiatan Pendahuluan (15 Menit)** 1. Guru mengucapkan salam kepada peserta didik. 2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran. 3. Guru mengecek absensi peserta didik.

		4. Guru mereview kembali materi tentang *definition, social function* dan *generic structure of descriptive text.* 5. Guru memberikan beberapa kosa kata berkaitan dengan *adjective* dan *part of body.* 6. Peserta didik diminta untuk membuat sebuah kalimat menggunakan kata kerja yang telah disediakan. 7. Guru memberikan feedback terkait jawaban-jawaban siswa. 8. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini.
.		**Kegiatan Inti (65 menit)** 1. Guru membagi peserta didik menjadi 6 kelompok. 2. Guru menjelaskan ciri kebahasaan *descriptive text.* 3. Guru memberikan soal latihan menyusun kalimat *simple present tense* kepada peserta didik. 4. Peserta didik menuliskan jawabannya di papan tulis, guru mengoreksi jawaban bersama-sama dengan peserta didik. 5. Guru memberikan contoh *descriptive text* tentang Presiden Joko Widodo. 6. Peserta didik diminta untuk mengidentifikasi *language features* dari *descriptive text* tersebut. 7. Guru meminta setiap kelompok untuk melakukan *peer review* dengan kelompok lain.
		Kegiatan Penutup (10 Menit) 1. Guru memberikan *review* pada pembelajaran hari ini. 2. Peserta didik dan guru melakukan refleksi pembelajaran. 3. Guru menyampaikan metode belajar PWIM untuk pertemuan selanjutnya. 4. Peserta didik dan guru berdoa untuk menutup pembelajaran.
	Refleksi	
	Refleksi Guru	1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?
	Refleksi Peserta Didik	1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?

		2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?
		3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
	PERTEMUAN KETIGA	**Kegiatan Pendahuluan (15 Menit)** 1. Guru mengucapkan salam kepada peserta didik. 2. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran. 3. Guru mengecek absensi peserta didik. 4. Guru mereview kembali materi tentang descriptive text: *definition, social function, generic structure, language features.*
		Kegiatan Inti (65 menit) 1. Guru memperkenalkan Picture Word Inductive Model kepada peserta didik dan menjelaskan penggunaannya dalam pembelajaran *descriptive text.* 2. Guru membagi siswa menjadi 7 kelompok. 3. Guru membagikan sebuah gambar (Maudy Ayunda) pada setiap kelompok. (Source: www.cnnindonesia.com) 4. Peserta didik diminta untuk mengidentifikasi apa yang mereka lihat dari gambar yang diberikan. 5. Setelah mengidentifikasi, peserta didik diminta untuk memberikan label pada gambar dan menuliskan kosa kata yang mereka temukan. 6. Guru membacakan kosa kata dari gambar yang telah diidentifikasi peserta didik dan meminta peserta didik untuk menirukannya. 7. Guru membimbing siswa untuk mengklasifikasikan kosa kata ke dalam beberapa kelompok kata. 8. Peserta didik diminta untuk membaca ulang kosa kata yang telah diklasifikasikan. 9. Guru mereview kosa kata berdasarkan hasil identifikasi gambar. 10. Guru menambahkan kosa kata (jika diperlukan). 11. Guru membimbing siswa untuk menentukan judul berdasarkan bank kata.

		12. Peserta didik menyusun kalimat dari kosakata yang telah teridentifikasi menjadi kalimat.
		13. Dengan bimbingan guru, peserta didik menyusun kalimat menjadi sebuah paragraf *descriptive text.*
		14. Guru hasil kerja peserta didik.
		Kegiatan Penutup (10 Menit) 1. Guru memberikan *review* pada pembelajaran hari ini. 2. Peserta didik dan guru melakukan refleksi pembelajaran. 3. Guru menyampaikan agenda materi untuk pertemuan berikutnya 4. Peserta didik dan guru berdoa untuk menutup pembelajaran.
Refleksi		
	Refleksi Guru	1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?
	Refleksi Peserta Didik	1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? 3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?

A. Materi

DESCRIPTIVE TEXT

1. Definition

Descriptive text is a type of text which gives description about an object (living or non-living things) such as person, place or things.

2. Social Function

To describe a particular person, place, thing or animal.

3. Generic Structure

There are two generic structures of descriptive text, as follows:

- Identification

Identification is to introduce the person, place and the object.

- Description

  Description gives the detail (characteristics) of the person, place, and the object described.

4. **Language Features**

   There are four language features of descriptive text, as follows:
   - Specific participant
   - The use of simple present tense
   - The use of adjective
   - The use of action verb

B. Lembar Kerja Peserta Didik (LKPD)

   1. **Pertemuan 1**
      a. LKPD

         Please, define the social function and generic structure descriptive text bellow!

         > **Indonesian President Joko Widodo**
         >
         > Ir. H. Joko Widodo was born on 21 June 1961 in the Surakarta. He is popular by name Jokowi. He is the 7th president of Indonesia.
         >
         > He is handsome with straight black hair and a tall thin body. His skin is brown, and his face is oval. His wife is Mrs. Iriana. He has three children, namely Gibran Rakabuming, Kahiyang Ayu, and Kaesang Pangarep.
         >
         > He always smiles kindly and he is a very respected people cause attitude familiar, polite, and appraises others. So, this moment, he will lead the Indonesian state until 2024.

   2. **Pertemuan 2**
      a. LKPD 1

         Make five sentences of simple present tense, based on the adjective and part of body vocabulary you have learned!

b. LKPD 2

Define the language features of descriptive text bellow!

Indonesian President Joko Widodo

  Ir. H. Joko Widodo was born on 21 June 1961 in the Surakarta. He is popular by name Jokowi. He is the 7th president of Indonesia.

  He is handsome with straight black hair and a tall thin body. His skin is brown, and his face is oval. His wife is Mrs. Iriana. He has three children, namely Gibran Rakabuming, Kahiyang Ayu, and Kaesang Pangarep.

  He always smiles kindly and he is a very respected people cause attitude familiar, polite, and appraises others. So, this moment, he will lead the Indonesian state until 2024.

---

3. Pertemuan 3

a. LKPD

Look at the picture, write 20 vocabularies then make a descriptive based on guides your teacher!

C. Rubrik Penilaian

No.	Aspects	Scale	Criteria
1	Grammar	6	Few (if any) noticeable errors of grammar or word order.
		5	Some errors of grammar or word order which do not, however, interfere with comprehension.

		4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
		3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
		2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
		1	Errors of grammar or word order so severe as to make comprehension virtually impossible,
2	Vocabulary	6	Use of vocabulary and idiom (if it all) distinguishable from that of educated native writer.
		5	Occasionally uses inappropriate terns or relies on circumlocutions; expression of ideas hardly impaired.
		4	Uses wrong or inappropriate word fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
		2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
		1	Vocabulary limitations so extreme as to make comprehension virtually impossible.
3	Mechanics	6	Few (if any) noticeable lapses in punctuation or spelling.
		5	Occasionally lapses in punctuation or spelling which do not, however, interfere with comprehension.
		4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

		3	Errors in spelling or punctuation; lead sometimes to obscurity.
		2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
		1	Errors in spelling or punctuation so serve as to make comprehension virtually impossible.
4	Fluency (style and ease of communication)	6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
		5	Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
		4	'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
		3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
		2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
		1	A 'hotch-hotch' or half-learned misused structures and vocabulary items rendering communication almost impossible.
5	Form (organization)	6	Highly organized; clear progression of ideas well inked; like educated native writer.
		5	Material well organized; links could occasionally be clearer but communication not impaired.
		4	Some lack of organization; re-reading required for clarification of ideas.
		3	Little or no attempt at connectivity, though reader can deduce some organization.

| | | 2 | Individual ideas may be clear, but very difficult to deduce connection between them. |
| | | 1 | Lack of organization so severe that communication is seriously impaired. |

SCORE:

Gramm: ___ + Vocab: ___ + Mech: ___ + Fluency: ___ + Form: ___ = ___

$$\left(\frac{Total}{3} \; x \; 10\right)$$

D. Referensi

Hermawan, Budi., Haryanti, Dwi & Suryaningsih, Nining. (2022). *Bahasa Inggris (Work in Progress).* Jakarta Selatan: Badan Standar, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
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Control Class

No.	Komponen	Deskripsi / Keterangan
1.	**Informasi Umum Perangkat Ajar**	
	Nama Penyusun	Fatmah
	Nama Institusi	SMA Ma'arif NU Karanganyar
	Tahun Penyusunan Modul Ajar	2023
	Jenjang Sekolah	Sekolah Menengah Atas (SMA)
	Kelas	X A (Sepuluh A)
	Alokasi Waktu	8 Jam Pelajaran (JP) = 6x45 Menit = 270 Menit (3 Kali Pertemuan)
2.	**Capaian Pembelajaran Fase E**	
	Fase Capaian Pembelajaran (CP)	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, *report*, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
	Elemen/Domain CP	**Elemen Membaca – Memirsa** *By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.* **Elemen Menulis** *By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including*

		punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing.
	Tujuan Pembelajaran	Peserta didik mampu menyusun descriptive text about person, secara tertulis sesuai dengan konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	3. Memahami simple present tense. 4. Dapat memproduksi kalimat sederhana menggunakan simple present tense.
3.	**Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)**	
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan	5. Peserta didik dapat mengidentifikasi *social function of descriptive text.* 6. Peserta didik dapat mengidentifikasi *generic structures of descriptive text.* 7. Peserta didik dapat mengidentifikasi *language features of descriptive text.* 8. Peserta didik mampu menyusun *descriptive text* berdasarkan topik dan sesuai dengan *social function, generic structure* dan *language features.*
	Cara Melakukan Asesmen	Tertulis
	Produk	Teks descriptive tentang tokoh terkenal / menginspirasi
4.	**Profil Pelajar Pancasila**	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif.
12.	**Sarana dan Prasarana**	
	Fasilitas	1. Buku Paket 2. Rangkuman materi 3. LKS
13.	**Peserta Didik**	
	Kategori Peserta Didik	Peserta didik reguler
	Jumlah Peserta Didik	35 peserta didik
14.	**Model dan Metode Pembelajaran**	
	Model Pembelajaran	• Tatap muka • Model pembelajaran: Text Based Instruction/Genre Based Instruction a) Building Knowledge of Field b) Modelling of the Text c) Joint Construction of the Text
	Metode Pembelajaran	Ceramah dan Diskusi berkelompok
15.	**Asesmen**	
	Cara Penilaian	Rubrik asesmen individu
	Jenis Asesmen	Formatif dalam bentuk tertulis

16.	**Materi Ajar, Alat, dan Bahan**	
	Materi Ajar	e) Definition of descriptive text f) Social function of descriptive text g) Generic structure text h) Language features of descriptive text
	Alat dan Bahan	LKPD, Teks bacaan.
	Media Pembelajaran	PPT.
17.	**Urutan Kegiatan Pembelajaran**	
	PERTEMUAN PERTAMA	**Kegiatan Pendahuluan (15 Menit)** 9. Guru mengucapkan salam kepada peserta didik. 10. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran. 11. Guru mengecek absensi peserta didik.

		Kegiatan Inti (90 menit)
		
		a) Building Knowledge of Field
		1. Guru memberikan beberapa kata kerja berkaitan dengan simple present tense.
		2. Peserta didik diminta untuk membuat kalimat simple present tense menggunakan kosa kata yang sudah disediakan.
		3. Guru memberikan feedback terkait jawaban-jawaban siswa.
		4. Guru menampilkan sebuah gambar tentang salah satu tokoh terkenal di Indonesia:
		
		(Sumber: www.presidenri.go.id)
		5. Guru menanyakan kepada peserta didik setelah melihat gambar:
		   - *Who is in the picture?*
		   - *What do you see and know about the person in the picture?*
		3. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini.
		
		b) Modelling of the Text
		9. Guru memberikan penjelasan terkait materi *descriptive text*: *definition social function* dan *generic structure of descriptive text.*

		10. Peserta didik diberi LKPD 1 berupa teks deskriptif tentang Presiden Joko Widodo. 11. Peserta didik mengidentifikasi social function dan membahas social function dari teks yang telah diberikan. c) Joint Construction of the Text 1. Guru membagi peserta didik ke dalam 5 kelompok. 2. Setiap kelompok diberi LKPD 2 berupa teks deskriptif tentang Barack Obama. Secara berkelompok, peserta didik mendiskusikan fungsi sosial dari teks tersebut dan menuliskan hasilnya di lembar yang sudah tersedia.
		Kegiatan Penutup (10 Menit) 5. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini. 6. Peserta didik melakukan refleksi pembelajaran. 7. Guru menyampaikan agenda materi untuk pertemuan berikutnya 8. Peserta didik dan guru berdoa untuk menutup pembelajaran.
18.	**Refleksi**	
	Refleksi Guru	6. Apakah kegiatan pembelajaran sesuai dengan rencana? 7. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 8. Apakah peserta didik mengikuti pembelajaran dengan antusias? 9. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 10. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?
	Refleksi Peserta didik	4. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 5. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini? 6. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
	PERTEMUAN KEDUA	**Kegiatan Pendahuluan (15 Menit)** 9. Guru mengucapkan salam kepada peserta didik. 10. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran. 11. Guru mengecek absensi peserta didik. 12. Guru mereview kembali materi tentang *definition, social function* dan *generic structure of descriptive text.*
.		**Kegiatan Inti (90 menit)**

		a) Building Knowledge of Field 1. Guru memberikan beberapa kosakata berkaitan dengan *adjective* dan *part of body.* 2. Peserta didik diminta untuk membuat kalimat berdasarkan kosakata yang disediakan. 3. Guru memberikan *feedback* terkait jawaban peserta didik. 4. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini. b) Modelling of the Text 1. Guru memberikan penjelasan terkait materi *descriptive text*: *language features of descriptive text.* 2. Peserta didik diberi LKPD 1 berupa teks deskriptif tentang Presiden Joko Widodo. 3. Peserta didik mengidentifikasi *language features* dari teks yang telah diberikan. c) Joint Construction of the Text 1. Peserta didik membuat kalimat descriptive text dengan menggunakan *adjective* dan kosa kata tentang *part of body / physical appearance* yang sudah dipelajari. 2. Guru dan peserta didik mereview jawaban bersama-sama.
		Kegiatan Penutup (10 Menit) 5. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini. 6. Peserta didik melakukan refleksi pembelajaran. 7. Guru menyampaikan agenda materi untuk pertemuan berikutnya. 8. Peserta didik dan guru berdoa untuk menutup pembelajaran.
	Refleksi	
	Refleksi Guru	6. Apakah kegiatan pembelajaran sesuai dengan rencana? 7. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 8. Apakah peserta didik mengikuti pembelajaran dengan antusias? 9. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 10. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?
	Refleksi Peserta Didik	4. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 5. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?

		6. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
	PERTEMUAN KETIGA	**Kegiatan Pendahuluan (15 Menit)** 5. Guru mengucapkan salam kepada peserta didik. 6. Guru memimpin kelas untuk berdoa bersama sebelum pembelajaran. 7. Guru mengecek absensi peserta didik. 8. Guru mereview kembali materi tentang *language features of descriptive text.*
		Kegiatan Inti (90 menit) a) Building Knowledge of Field 1. Guru memberikan beberapa kosa kata berkaitan dengan, *verb 1, adjective* dan *part of body.* 2. Peserta didik diminta untuk membuat sebuah kalimat *simple present tense* menggunakan kosa kata yang telah disediakan. 3. Guru memberikan feedback terkait jawaban-jawaban siswa. 4. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini. b) Modelling of the Text 1. Guru dan siswa mengulas kembali materi tentang materi *descriptive text*: *definition, generic structure* dan *language features of descriptive text*. 2. Peserta didik diberi LKPD 1 berupa teks deskriptif tentang Presiden Joko Widodo. 3. Peserta didik mengidentifikasi *generic structure* dan *language of features* dari teks yang telah diberikan. c) Joint Construction of the Text 1. Guru memberikan gambar Maudy Ayunda, peserta didik diminta untuk menuliskan deskripsi tentang tokoh yang berada di gambar.
		Kegiatan Penutup (10 Menit) 5. Peserta didik dan guru menyimpulkan materi pembelajaran pada pertemuan hari ini.

		6. Peserta didik melakukan refleksi pembelajaran.
		7. Guru memberikan tugas rumah kepada peserta didik untuk membuat teks deskriptif tentang tokoh idola/tokoh yang menginspirasi dan dibahas pada pertemuan keempat.
		8. Guru menyampaikan agenda materi untuk pertemuan berikutnya.
		9. Peserta didik dan guru berdoa untuk menutup pembelajaran.
Refleksi		
	Refleksi Guru	6. Apakah kegiatan pembelajaran sesuai dengan rencana?
		7. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?
		8. Apakah peserta didik mengikuti pembelajaran dengan antusias?
		9. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?
		10. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?
	Refleksi Peserta Didik	4. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?
		5. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?
		6. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?

A. Materi

DESCRIPTIVE TEXT

1. **Definition**

   Descriptive text is a type of text which gives description about an object (living or non-living things) such as person, place or things.

2. **Social Function**

   To describe a particular person, place, thing or animal.

3. **Generic Structure**

   There are two generic structures of descriptive text, as follows:

   - Identification

     Identification is to introduce the person, place and the object.

   - Description

     Description gives the detail (characteristics) of the person, place, and the object described.

4. **Language Features**

   There are four language features of descriptive text, as follows:

- Specific participant
- The use of simple present tense
- The use of adjective
- The use of action verb

B. Lembar Kerja Peserta Didik (LKPD)

Pertemuan 1

b. LKPD 1

Please, define the social function and generic structure of descriptive text bellow!

Indonesian President Joko Widodo

Ir. H. Joko Widodo was born on 21 June 1961 in the Surakarta. He is popular by name Jokowi. He is the 7th president of Indonesia.

He is handsome with straight black hair and a tall thin body. His skin is brown, and his face is oval. His wife is Mrs. Iriana. He has three children, namely Gibran Rakabuming, Kahiyang Ayu, and Kaesang Pangarep.

He always smiles kindly and he is a very respected people cause attitude familiar, polite, and appraises others. So, this moment, he will lead the Indonesian state until 2024.

---

c. LKPD 2

Analyze the social function and generic structure in the text descriptives bellow!

Barack Obama

His full name is Barack Hussein Obama. People often calls him Barack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA.

Obama is quite tall, 183 cm. He has oval face, baldheaded, and black skin. His face looks patient and strong. He always keeps smiles when he gives speech.

Obama has got married to Michelle. They have 2 daughters, Malia and Natasha Obama. Obama's hobby is having sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.

Pertemuan 2
c. LKPD 1
   Define the language features of descriptive text bellow!

Indonesian President Joko Widodo

Ir. H. Joko Widodo was born on 21 June 1961 in the Surakarta. He is popular by name Jokowi. He is the 7th president of Indonesia.

He is handsome with straight black hair and a tall thin body. His skin is brown, and his face is oval. His wife is Mrs. Iriana. He has three children, namely Gibran Rakabuming, Kahiyang Ayu, and Kaesang Pangarep.

He always smiles kindly and he is a very respected people cause attitude familiar, polite, and appraises others. So, this moment, he will lead the Indonesian state until 2024.

Pertemuan 3
b. LKPD

Based on the picture, please make a descriptive text according to language features of descriptive text you learned!

C. Rubrik Penilaian

No.	Aspects	Scale	Criteria
1	Grammar	6	Few (if any) noticeable errors of grammar or word order.
		5	Some errors of grammar or word order which do not, however, interfere with comprehension.
		4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.

		3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
		2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
		1	Errors of grammar or word order so severe as to make comprehension virtually impossible,
2	Vocabulary	6	Use of vocabulary and idiom (if it all) distinguishable from that of educated native writer.
		5	Occasionally uses inappropriate terns or relies on circumlocutions; expression of ideas hardly impaired.
		4	Uses wrong or inappropriate word fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
		2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
		1	Vocabulary limitations so extreme as to make comprehension virtually impossible.
3	Mechanics	6	Few (if any) noticeable lapses in punctuation or spelling.
		5	Occasionally lapses in punctuation or spelling which do not, however, interfere with comprehension.
		4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
		3	Errors in spelling or punctuation; lead sometimes to obscurity.
		2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
		1	Errors in spelling or punctuation so serve as make comprehension virtually impossible.
4	Fluency (style and ease of communication)	6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
		5	Occasionally lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

		4	'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
		3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
		2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
		1	A 'hotch-hotch' or half-learned misused structures and vocabulary items rendering communication almost impossible.
5	Form (organization)	6	Highly organised; clear progression of ideas well inked; like educated native writer.
		5	Material well organised; links could occasionally be clearer but communication not impaired.
		4	Some lack of organisation; re-reading required for clarification of ideas.
		3	Little or no attempt at connectivity, though reader can deduce some organisation.
		2	Individual ideas may be clear, but very difficult to deduce connection between them.
		1	Lack of organisation so severe that communication is seriously impaired.

SCORE:

Gramm: ___ + Vocab: ___ + Mech: ___ + Fluency: ___ + Form: ___ = ___

$$\left(\frac{Total}{3} \; x \; 10\right)$$

E. Daftar Pustaka

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Appendix 7. Students' Score in Experiment Class

No	Nama Siswa	Pre-test	Post-test
1	Aji Arifianto	46	86
2	Aji Zakaria	43	70
3	Alin Salma	56	90
4	Al Falah Maolana Subhan	60	70
5	Amjad Syafiq Dhilaulhaq	40	80
6	Apriyan	40	70
7	Arya Dwi Andika	36	70
8	Arya Pranata Ramli	43	83
9	Beni Nur Alansyah	46	86
10	Destika Tri Hafizah	46	60
11	Dwi Afandi Agustin	63	90
12	Halimatuz Zahra	40	73
13	Hermaya Putri	43	86
14	Imarotul Wafa Ramdani	53	86
15	Khambali Dzikrilloh	36	66
16	Khoerul Anam	36	60
17	M. Aris Syahputra	36	83
18	Mahriza Zulmi	33	86
19	Maulana Adnan Subhi	53	83
20	Nur Faizin	33	83
21	Nur Hakim	36	80
22	Rafli Ahmad	33	70
23	Rahma Zharifah Azzahra	40	73
24	Riska Maulidia	36	83
25	Rival Firnanda	40	86
26	Rizki Kuriawan	33	70
27	Rizki Nur Rochman	33	83
28	Safira Mistriani	33	80
29	Salwa Silvia Utami	46	86
30	Silvi Anisya Fardani	36	86
31	Siti Aminah	40	60
32	Siti Nur Aisyah	40	83
Mean		**41,5**	**78,21**
Minimum		**33**	**60**
Maximum		**63**	**90**

Appendix 8. Students' Score in Control Class

No	Nama Siswa	Pre-test	Post-test
1	Abji Akbar Prananda	36	63
2	Ahmad Lukoni	43	60
3	Aknaf Nailurikza	43	73
4	Al Shifa Naila Putri	50	73
5	Al Shinta Kaila Putri	53	80
6	Andika Saputra	36	70
7	Fadhil Saputra	50	70
8	Fahri Fardiansyah	53	70
9	Fitriyani	53	70
10	Ibnu Raditya	40	70
11	Khikmatul Alia Apriliani	43	73
12	Laelatul Lutfiati	53	73
13	Muhammad Aldo Khoerudin	53	73
14	Naelal Lusita	43	70
15	Nurani Fitrah Qalbi	50	70
16	Rafelia Ramadani	46	70
17	Rafi Rifai	40	70
18	Refansyah Aulia Ramadhan	43	63
19	Rena Aprilia Rahayu	46	76
20	Reva Aulia Nadina	50	70
21	Revita Amanatur Rahmah	36	70
22	Rifa Adhika Rahman	40	63
23	Saefur Rohman	40	70
24	Samrotul Hikmah	40	66
25	Saniatul Fauziah	60	90
26	Sifa Juliansyah	36	70
27	Siti Arifah	53	80
28	Tasya Faramudita	53	76
29	Teguh Juli Anggara	40	66
30	Tria Asih	43	70
31	Ulfiatun Nur Afifah	46	73
32	Zakiyati Fakiroh	46	73
Mean		**45,53**	**71,06**
Minimum		**36**	**60**
Maximum		**60**	**90**

Appendix 9. Students' Worksheet

Experiment Class
1. Pretest

PRE TEST

Name : RAHMA ZHARIFAH Az-ZAHRA
Students Number :
Class : Xb

Answer

1. Vocabulary

a. eye brow	f. EAR	k.	p.
b. HAIR	g. FOREHEAD	l.	q.
c. FACE	h. EYE	m.	r.
d. SKIN	i. HAND	n.	s.
e. NOSE	j. LIP	o.	t.

2. 1. Nadiem makarim have hair, Nadiem makarim have oval face, Nadiem makarim have pointed nose, Nadiem makarim have brown ~~Nadiem makarim have oval face~~ Skin, Nadiem makarim have eye brow, Nadiem makarim have thin lips, Nadiem makarim have ~~Nadiem makarim have pointed nose~~ Round eyes, Nadiem makarim have hand, Nadiem makarim ~~Nadiem makarim have brown have~~ have forhead

~~5 Nadiem makarim have eyebrow~~ 4/2/2

~~6 Nadiem makarim have thin lips~~ 3/2

~~7 Nadiem makarim have Round eyes~~ TL 40

~~8 Nadiem makarim have hand~~

~~9 Nadiem makarim have fore head~~

81

PRE TEST

Name : Rivan Firnanda
Students Number : 24
Class : 10 B

Answer

1. Vocabulary

a. Eyebrow	f. ear	k.	p.
b. hair	g. fore head	l.	q.
c. face	h. eye	m.	r.
d. Skin	i. hand	n.	s.
e. nose	j. lip	o.	t.

2. _____ "Nadiem Makarim"
    _____ He is Nadiem Makarim. She have black hair and small
Forehead ~~A~~ Nadiem Makarim is wide. her white cream skin.
Nadiem makarim have black eyebrow. her pointed nose.
he also has big ears.
    ✗

V   4
C = 2
M = 2
F = 2
F = 2
        ──── f

        40

PRE TEST

Name   : Safira Mistriani

Students Number :

Class   : 10 b

Answer

1. Vocabulary

a. Eyebrow	f. ear	k.	p.
b. hair	g. forehead	l.	q.
c. face	h. eye	m.	r.
d. skin	i. hand	n.	s.
e. nose	j. lips	o.	t.

2.

"Nadiem Makarim"

He is Nadiem Makarim. He is round face. ~~wide~~ Nadiem makarim is Forehead nadiem makarim is wide. Nadiem makarim has black hair. Nidiem Makarim have pointed nose. Nadiem Makarim have round eyes. Nidiem makarim have hand.

$V = 3$

$6 = 2$

$m = 1$

$f = 2$

$f = 2$ †
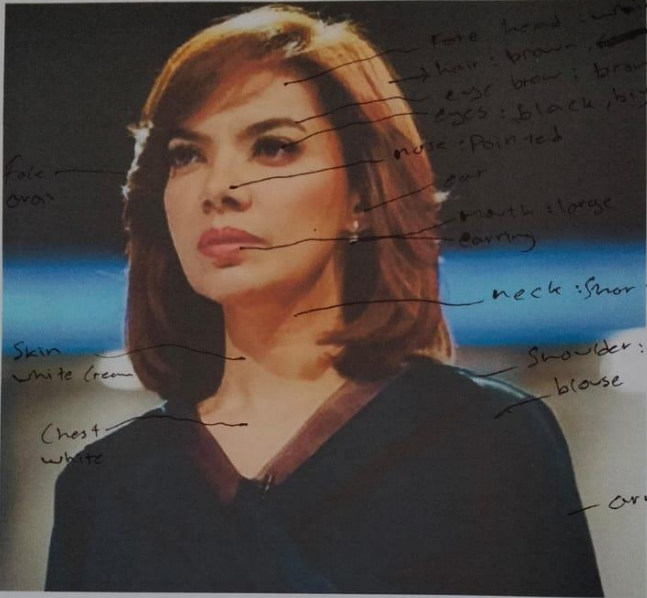
33

2. Posttest

POST TEST

Name   : Rivan Firmansa
Students Number   : 24
Class   : XB

1. Look at the picture, write 20 vocabularies based on the picture!
2. Write a descriptive text consist of 10 sentences based on the vocabularies you write above!

Answer

1. Vocabulary

a. Fore head	f. Shoulder	k. nose	p. oval
b. wide	g. Short	l. mouth	q. eye brow
c. hair	h. blouse	m. ear	r. Skin
d. brown	i. eyes	n. earring	s. white cream
e. Chest	j. black	o. face	t. neck

2.

Najwa Shihab

She is Najwa Shihab. She has brown hair and ~~Short~~
She has wide forehead, her eye brow is brown. She has Shoulder
wide, her oval Face. She has black eyes and big, her Short
neck. She has large mouth, her Pointed nose.

V = 6
C = 5
M = 5
F = 5
F = 5

86

POST TEST

Name : Safira Mistriani
Students Number :
Class : X b

1. Look at the picture, write 20 vocabularies based on the picture!
2. Write a descriptive text consist of 10 sentences based on the vocabularies you write above!
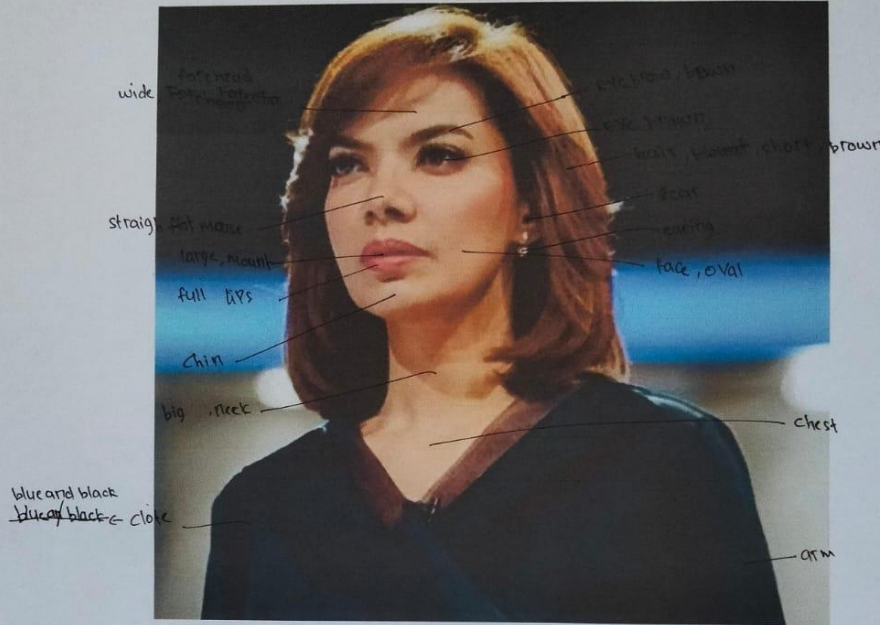
Answer

1. Vocabulary

a. Forehead	f. chest	k. hair	p. oval
b. Eyebrow	g. chin	l. ~~blound~~ brown	q. wide
c. neck	h. clote	m. short	r. blue and black
d. earing	i. mount	n. lips	s. face
e. ear	j. full lips	o. straigh	t. arm

2. _____ "Najwa Shihab"

She is Najwa Shihab. She has brown hair and short. She has wide forehead. Her eyebrow is brown. She has straigh mouse. ~~Her~~ Her lips is full lips. She has blue and black is clote. ~~Her big~~ Her neck is big. She has brown eye. ~~Her chin is~~ Her mauht is large.

V = 5
C = 5
m = 4
F = 5
F = 5
34

POST TEST

Name : Rahma Zharifah Azzahra
Students Number :
Class : X6

1. Look at the picture, write 20 vocabularies based on the picture!
2. Write a descriptive text consist of 10 sentences based on the vocabularies you write above!

Answer

1. Vocabulary

a. Hair	f. lips	k. skin	p. brown
b. beautiful	g. earing	l. Mouth	q. short
c. eye	h. Neck	m. face	r. white
d. Nose	i. Chest	n. eye brown	s. Straight
e. ear	j. Chin	o. forehade	t. Full mouth

NAJWA SIHAB

2. She is Najwa Shab, she has a brown ~~the~~ hair and short. She has wide forehade (He) eye black and bgg. She is neck a long. She is a mouth is full-mouth. She is lip a red. She has a ~~straight~~ Nose a straight. She is earing a small. She is a brown skin. She is beautiful.

V = 6
S = 4
m = 4
F = 4
F = 4

73

Control Class

1. Pretest

Name : Naedar Lurien

Students Number :

Class : X$_A$

Answer

1. Vocabulary

a. Hair	f. Eyebrow	k. mustache	p. Head
b. Face	g. Clothe/shirt	l. nali	q. shoulder
c. Ear	h. Lip	m. cheek	r. Abdomen ?
d. Eye	i. Teeth	n. beard	s. handsome
e. Nose	j. Hear	o. ferehiad	t. glasses

2.
Nadiem Makarim has hair. He Face is oval. Eye Nadiem Makarim is black. Nadiem makarim Nose is straight. Nadiem makarim. He has full lips. Nadiem makarim has two eais. Nadiem makarim is thin moustache

V = 3.
6 2
M = 3
F = 3
F = 2 +
13

43

Name   : Samrotul Hikmah
Students Number :
Class   : XA

Answer

1. Vocabulary

a. Hair	f. Eyebrow	k. Head	p. Beard
b. Face	g. Clothe	l. Neck	q. Cheek
c. Ear	h. Lip	m. Arm	r. mustache
d. Eye	i. Teeth	n. Shoulder	s. Forehead
e. Nose	j. Hand	o. Abdomen ?	t. Nail

2. _____ Name Nadiem makarim. Nadiem makarim has black hair.
   _____ he has thin full. Nadiem makarim has flat straight. Eye Nadiem
   _____ makarim is black. Nadiem makarim has two ear. He has so
   _____ handsome face.

   V = 3.
   G = 2
   M = 3
   F = 2
   F = 2
   $\frac{12}{3} \times 10 = 40$

PRE TEST

Name : bruee

Students Number :

Class : XA

Answer

1. Vocabulary

a. hair	f. eye brow	k. body tall	p.
b. Face	g. Cloth/shirt	l.	q.
c. eyes	h. lip	m.	r.
d. ear	i. nose	n.	s.
e. skin white	j. hair	o.	t.

2. he has ear, he has hair, he has face oval, he has lip, he has clean white, he has nose, he has hair black

$$V = 3$$
$$b = 3$$
$$M = 2$$
$$F = 2$$
$$F = 2$$
$$n$$
$$40$$

POST TEST

Name : Samroful Hikmah
Students Number :
Class : XA

1. Look at the picture, write 20 vocabularies based on the picture!
2. Write a descriptive text consist of 10 sentences based on the vocabularies you write above!
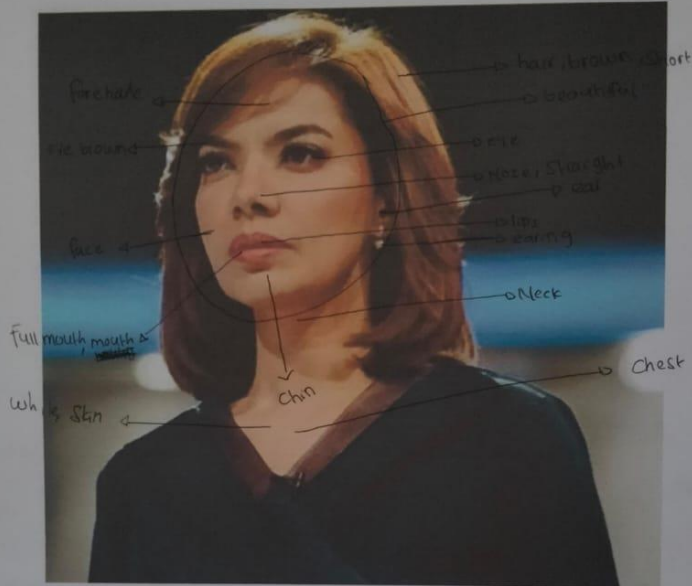

Answer

1. Vocabulary

a. Shirt	f. lips	k. ear	p. cheen
b. eye brow	g. Beautiful	l. neck	q. bionde
c. blue	h. Neck	m. head	r. white
d. reed red.	i. Face	n. mouth	s. hair
e. earring	j. nose	o. Skin	t. Eyebrow

Najwa Shihab

2. She has thin lips. She have beautiful face. He have pointed nose. She have eye brow. She have blue shirt. She looks preety. She have earring. She have long hair. She have white skin. She have bionde hair.

V = 5
6 = 3
M = 4
F = 4
F = 4

$\frac{20}{3} \times 10 = 66$

90

POST TEST

Name : Naelal Lusita

Students Number :

Class : XA

1. Look at the picture, write 20 vocabularies based on the picture!
2. Write a descriptive text consist of 10 sentences based on the vocabularies you write above!

Answer

1. Vocabulary

a. Hair	f. lips	k. Straight	p. slim
b. face	g. straight hair	l. thin lips	q. pink
c. nose	h. brown	m. young	r. blue
d. eyes	i. shin	n. beautiful	s. white
e. mouth	j. shoulder - leghth	o. oval	t. earing

2. _____ Najwa Sihab _____

Name is najwa sihab. she She has long / short hair. She has thin lips. She has blue shirt. She has oval face. She has pink lips. She has full lips. She has colour pink lips. she has beautiful earring. she has straight nose.

$$V = 6$$
$$6 = 4$$
$$M = 3$$
$$F = 4$$
$$F = 4$$

$$\frac{20}{3} \times 10 = 20.$$

POST TEST

Name   : Ibnue R

Students Number :

Class   : YA

1. Look at the picture, write 20 vocabularies based on the picture!
2. Write a descriptive text consist of 10 sentences based on the vocabularies you write above!

Answer

1. Vocabulary

a. lips	f. than face	k. eye brow	p. body skinny
b. elegant	g. nose straigh	l. young	q. white skin.
c. eyes	h. Beutiful	m. hair blound	r. blue
d. hear	i. earting	n. ear	s. red
e. shirt	j. smart	o. shirt blue	t. her shulder

2. She has red lips, she has smart, she has brow eyes
she has elegant, she has young, she has hair blound
she has body skinny. She has hair sloudher, she has white
skin, she has blue shirt.

Naswa Sihab (natas)

V = 5

6 = 5

M = 3

F = 4

F = 4

$\frac{2}{3} \times w = 70$

92

Appendix 10. Rubric of Scoring

1. Pretest of Experiment Class

NO	NAMA SISWA	ASPEK PENILAIAN					TOTAL	NILAI AKHIR
		V	G	M	F	F		
1	Aji Arifianto	4	3	3	2	2	14	46
2	Aji Zakaria	4	3	2	2	2	13	43
3	Alin Salma	5	3	3	3	3	17	56
4	Al Falah Maolana Subhan	4	4	4	3	3	18	60
5	Amjad Syafiq Dhilaulhaq	4	2	2	2	2	12	40
6	Apriyan	3	3	2	2	2	12	40
7	Arya Dwi Andika	3	2	2	2	2	11	36
8	Arya Pranata Ramli	4	3	2	2	2	13	43
9	Beni Nur Alansyah	4	3	3	2	2	14	46
10	Destika Tri Hafizah	4	3	3	2	2	14	46
11	Dwi Afandi Agustin	5	4	4	3	3	19	63
12	Halimatuz Zahra	4	2	2	2	2	12	40
13	Hermaya Putri	4	2	3	2	2	13	43
14	Imarotul Wafa Ramdani	4	3	3	3	3	16	53
15	Khambali Dzikrilloh	3	2	2	2	2	11	36
16	Khoerul Anam	3	2	2	2	2	11	36
17	M. Aris Syahputra	3	2	2	2	2	11	36
18	Mahriza Zulmi	2	2	2	2	2	10	33
19	Maulana Adnan Subhi	4	3	3	3	3	16	53
20	Nur Faizin	3	2	1	2	2	10	33
21	Nur Hakim	3	2	2	2	2	11	36
22	Rafli Ahmad	3	2	1	2	2	10	33
23	Rahma Zharifah Azzahra	4	2	2	2	2	12	40
24	Riska Maulidia	3	2	2	2	2	11	36
25	Rival Firnanda	4	2	2	2	2	12	40
26	Rizki Kuriawan	3	2	1	2	2	10	33
27	Rizki Nur Rochman	3	2	1	2	2	10	33
28	Safira Mistriani	3	2	1	2	2	10	33
29	Salwa Silvia Utami	5	2	3	2	2	14	46
30	Silvi Anisya Fardani	3	2	2	2	2	11	36
31	Siti Aminah	4	2	2	2	2	12	40
32	Siti Nur Aisyah	4	2	2	2	2	12	40

Gramm: ___ + Vocab: ___ + Mech: ___ + Fluency: ___ + Form: ___ = ___

$$\left(\frac{Total}{3} \ x \ 10 \right)$$

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2. Posttest of Experiment Class

NO	NAMA SISWA	ASPEK PENILAIAN					TOTAL	NILAI AKHIR
		V	G	M	F	F		
1	Aji Arifianto	6	5	5	5	5	26	86
2	Aji Zakaria	5	4	4	4	4	21	70
3	Alin Salma	6	6	5	5	5	27	90
4	Al Falah Maolana Subhan	5	4	4	4	4	21	70
5	Amjad Syafiq Dhilaulhaq	5	5	5	5	4	24	80
6	Apriyan	6	4	3	4	4	21	70
7	Arya Dwi Andika	5	4	4	4	4	21	70
8	Arya Pranata Ramli	6	5	4	5	5	25	83
9	Beni Nur Alansyah	6	5	5	5	5	26	86
10	Destika Tri Hafizah	4	4	4	3	3	18	60
11	Dwi Afandi Agustin	6	6	5	5	5	27	90
12	Halimatuz Zahra	6	4	4	4	4	22	73
13	Hermaya Putri	6	5	5	5	5	26	86
14	Imarotul Wafa Ramdani	6	6	5	5	5	27	90
15	Khambali Dzikrilloh	4	4	4	4	4	20	66
16	Khoerul Anam	4	4	4	3	3	18	60
17	M. Aris Syahputra	6	5	4	5	5	25	83
18	Mahriza Zulmi	6	5	5	5	5	26	86
19	Maulana Adnan Subhi	6	5	5	4	5	25	83
20	Nur Faizin	6	5	4	5	5	25	83
21	Nur Hakim	6	5	5	4	4	24	80
22	Rafli Ahmad	5	4	4	4	4	21	70
23	Rahma Zharifah Azzahra	6	4	4	4	4	22	73
24	Riska Maulidia	5	5	5	5	5	25	83
25	Rival Firnanda	6	5	5	5	5	26	86
26	Rizki Kuriawan	5	4	4	4	4	21	70
27	Rizki Nur Rochman	6	5	4	5	5	25	83
28	Safira Mistriani	5	5	4	5	5	24	80
29	Salwa Silvia Utami	6	5	5	5	5	26	86
30	Silvi Anisya Fardani	6	5	5	5	5	26	86
31	Siti Aminah	4	4	4	3	3	18	60
32	Siti Nur Aisyah	6	5	4	5	5	25	83

Gramm: ___ + Vocab: ___ + Mech: ___ + Fluency: ___ + Form: ___ = ___

$$\left(\frac{Total}{3} \ x \ 10\right)$$

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3. Pretest of Control Class

NO	NAMA SISWA	ASPEK PENILAIAN					TOTAL	NILAI AKHIR
		V	G	M	F	F		
1	Abji Akbar Prananda	3	2	2	2	2	11	36
2	Ahmad Lukoni	4	3	2	2	2	13	43
3	Aknaf Nailurikza	3	2	2	3	3	13	43
4	Al Shifa Naila Putri	4	2	3	3	3	15	50
5	Al Shinta Kaila Putri	4	3	3	3	3	16	53
6	Andika Saputra	3	2	2	2	2	11	36
7	Fadhil Saputra	3	3	3	3	3	15	50
8	Fahri Fardiansyah	4	3	3	3	3	16	53
9	Fitriyani	4	3	3	3	3	16	53
10	Ibnu Raditya	3	3	2	2	2	12	40
11	Khikmatul Alia Apriliani	4	2	2	2	3	13	43
12	Laelatul Lutfiati	4	3	3	3	3	16	53
13	Muhammad Aldo K.	5	3	4	2	2	16	53
14	Naelal Lusita	3	2	3	3	2	13	43
15	Nurani Fitrah Qalbi	3	3	3	3	3	15	50
16	Rafelia Ramadani	3	2	3	3	3	14	46
17	Rafi Rifai	3	3	2	2	2	12	40
18	Refansyah Aulia R	4	2	3	2	2	13	43
19	Rena Aprilia Rahayu	3	2	3	3	3	14	46
20	Reva Aulia Nadina	3	3	3	3	3	15	50
21	Revita Amanatur R	3	2	2	2	2	11	36
22	Rifa Adhika Rahman	3	3	2	2	2	12	40
23	Saefur Rohman	4	2	2	2	2	12	40
24	Samrotul Hikmah	3	2	3	2	2	12	40
25	Saniatul Fauziah	5	3	4	3	3	18	60
26	Sifa Juliansyah	3	2	2	2	2	11	36
27	Siti Arifah	4	3	3	3	3	16	53
28	Tasya Faramudita	4	3	3	3	3	16	53
29	Teguh Juli Anggara	4	2	2	2	2	12	40
30	Tria Asih	4	2	2	3	2	13	43
31	Ulfiatun Nur Afifah	3	3	3	2	3	14	46
32	Zakiyati Fakiroh	3	2	3	3	3	14	46

Gramm: ___ + Vocab: ___ + Mech: ___ + Fluency: ___ + Form: ___ = ___

$$\left(\frac{Total}{3} \ x \ 10\right)$$

4. Posttest of Control Class

NO	NAMA SISWA	ASPEK PENILAIAN					TOTAL	NILAI AKHIR
		V	G	M	F	F		
1	Abji Akbar Prananda	6	4	3	3	3	19	63
2	Ahmad Lukoni	6	3	3	3	3	18	60
3	Aknaf Nailurikza	6	4	4	4	4	22	73
4	Al Shifa Naila Putri	5	4	5	4	4	22	73
5	Al Shinta Kaila Putri	5	5	4	5	5	24	80
6	Andika Saputra	5	5	3	4	4	21	70
7	Fadhil Saputra	5	4	4	4	4	21	70
8	Fahri Fardiansyah	5	4	4	4	4	21	70
9	Fitriyani	6	4	3	4	4	21	70
10	Ibnu Raditya	5	5	3	4	4	21	70
11	Khikmatul Alia Apriliani	6	4	4	4	4	22	73
12	Laelatul Lutfiati	5	3	4	5	5	22	73
13	Muhammad Aldo K	5	4	3	5	5	22	73
14	Naelal Lusita	6	4	3	4	4	21	70
15	Nurani Fitrah Qalbi	5	4	4	4	4	21	70
16	Rafelia Ramadani	5	4	4	4	4	21	70
17	Rafi Rifai	5	4	4	4	4	21	70
18	Refansyah Aulia R	4	4	3	4	4	19	63
19	Rena Aprilia Rahayu	6	4	3	5	5	23	77
20	Reva Aulia Nadina	5	4	4	4	4	21	70
21	Revita Amanatur Rahmah	5	4	4	4	4	21	70
22	Rifa Adhika Rahman	4	4	3	4	4	19	63
23	Saefur Rohman	5	4	4	4	4	21	70
24	Samrotul Hikmah	5	3	4	4	4	20	67
25	Saniatul Fauziah	6	6	5	5	5	27	90
26	Sifa Juliansyah	5	5	3	4	4	21	70
27	Siti Arifah	5	5	4	5	5	24	80
28	Tasya Faramudita	6	5	4	4	4	23	77
29	Teguh Juli Anggara	4	4	4	4	4	20	67
30	Tria Asih	5	5	3	4	4	21	70
31	Ulfiatun Nur Afifah	6	4	4	4	4	22	73
32	Zakiyati Fakiroh	5	4	4	5	4	22	73

Gramm: ___ + Vocab: ___ + Mech: ___ + Fluency: ___ + Form: ___ = ___

$$\left(\frac{Total}{3} \ x \ 10\right)$$
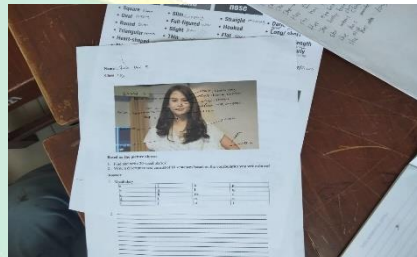
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Appendix 11. Documentation of the Research

Pretest activity

Treatment 1

Treatment 2

Treatment 3

Posttest activity