

**THE EFFECT OF APPLYING ACTIONAL FUNCTIONAL MODEL  
(AFM) ON THE STUDENT'S ACHIEVEMENT IN WRITING**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Study Program*

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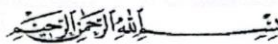
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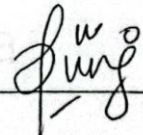
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
23/8/22	Ch. I & II Review	
2/9/22	Ch. III. Method	
22/9/22	Ch. IV. Findings & Data analysis	
5/10/22	Ch. IV. Findings & Data analysis	
14/10/22	Ch. V. Conclusion & Suggestion	
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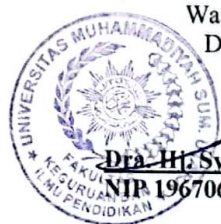
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## **ABSTRACT**

**Riryn Nadilla. 1802050053. The Effect Of Applying Actional Functional Model (AFM) On The Student's Achievement In Writing. Skripsi. English Department, Faculty of Teacher's Training and Education, Universitas Muhammadiyah Sumatera Utara, Medan. 2022**

The objective of this study is to investigate the significant effect of Actional Function Model (AFM) on the students' achievement in writing and to figure out the student's achievement of Actional Functional Model (AFM) on the students' achievement in writing. The method for collecting data in this research is experimental quantitative method. In accordance with the objective of the study, it can be claimed that using the Actional Functional Model has significantly increase students' writing comprehension of descriptive texts, as demonstrated by paired sample t-test analysis, according to the research's data analysis, findings and discussions. The results of the paired sample t-test of the two samples are  $0.000 < 0.5$  which means that there is an influence from the use of the Actional Functional Model on students' writing comprehension in descriptive text. The magnitude of this effect is evident from the mean score Post-Test of the Experimental Class which has improved from 62.45 to 85.30. So it can be said that there is a significant effect in writing comprehension of descriptive texts by using the Actional Functional Model.

**Keywords: Actional Functional Model, Writing, Descriptive Text**

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The title of this study is The Effect of Applying Actional Functional Model (AFM) on The Students' Achievement in Writing . This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around. Furthermore, the researcher would like to express her grateful feeling especially for lovely Parents Mr.Tusmiardi and Mrs.Sriana that has given great affection, prayer, strength, advices, support, material and motivation during her education process. May Allah always bless them. Therefore, the researcher would like to express her thanks to the people who have given guidance, support and spirit during the completion of this research, they are:

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The Researcher

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## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLE</b> .....	<b>vi</b>
<b>LIST OF APPENDIX</b> .....	<b>vii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Identification of the Problem .....	3
C. Scope and Limitation .....	3
D. Formulation of the Problem .....	4
E. Objective of the Study .....	4
F. Significance of the Study .....	4
<b>CHAPTER II THE REVIEW OF LITERARUTE</b> .....	<b>6</b>
A. Theoretical Framework .....	6
1. Achievement .....	6
2. Writing .....	7
3. Descriptive Text .....	15
4. Description of Model .....	18
5. Description of Actional Functional Model .....	19
B. Previous Research .....	28
C. Conceptual Framework .....	29

D. Hypothesis of Research.....	30
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>31</b>
A. Location and Time .....	31
B. Population and Sample .....	31
C. Research Design.....	32
D. The Instruments of Research.....	33
E. Technique of Collecting Data .....	37
F. Technique of Data Analysis.....	38
G. Statistical Hypothesis .....	40
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>39</b>
A. Finding .....	39
B. Discussion .....	51
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>55</b>
A. Conclusion.....	55
B. Suggestion .....	56
<b>REFERENCE .....</b>	<b>58</b>
<b>APPENDIX .....</b>	<b>60</b>

## LIST OF TABLE

Table 2.1 Five (components of evaluate of writing) .....	13
Table 3.1 The Population and Sample .....	31
Table 3.2 Programmers of Research .....	32
Table 3.3 The Scales of Classification and Range .....	36
Table 4.1 The mean score of pre-test and post-test control .....	41
Table 4.2 The mean score of pre-test and post-test experiment.....	44
Table 4.3 Descriptive Statistics.....	45
Table 4.4 Test of Normality .....	46
Table 4.5 Paired Samples Test .....	47
Table 4.6 Paired Samples Statistics .....	48
Table 4.7 Test of Homogeneity of Variances .....	49
Table 4.8 Group Statistics .....	50
Table 4.9 Hypothesis of student Pre-test and Post-test Experiment .....	50

## **LIST OF APPENDIX**

APPENDIX I Pre-test Control in Class VIII B

APPENDIX II Post-test Control in Class VIII B

APPENDIX III Pre-test Experiment in Class VIII A

APPENDIX IV Pre-test Experiment in Class VIII A

APPENDIX V Learning Implementation Plan (Experimental Class)

APPENDIX VI Learning Implementation Plan (Control Class)

APPENDIX VII Work Sheet Pre-Test

APPENDIX VIII Work Sheet Post-Test

APPENDIX IX Sample of Students' Writing in Preliminary Study

APPENDIX X The Photos of Experimental Class

APPENDIX XI The Photos of Control Class

# **CHAPTER I**

## **INTRODUCTION**

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

Writing is a very important capability for being owned by students. Writing is also an excellent communication tool. Through writing, someone can express her/his ideas, thoughts, and experience freely through writer language. According to Sanjaya (2017), writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good writing so that the other people understand the text and they can get the idea.

In the syllabus of Independent Curriculum of Junior High School (SMP) for eight grade, the goal of teaching writing is to enable the student to write simple descriptive text by using accurate vocabulary, appropriate grammar and impresses on the discourse level. It means that the teaching process did not only focus on understanding the text but also concerns on how construct a new text well. After being taught, they are expected to be able to tell about the real life in writing. Referring of the explanation above, descriptive text that is one of the genres in writing texts that must be mastered by students in learning English. It is taught by teacher in order to make students can describe themselves and their surrounding although it is still in a simple way.

Actional Functional Model (AFM) is developed by Zainil (2017) in West Sumatera. AFM is a teaching method focused on actions and functions, modeled by the teacher implemented to the pupils of elementary school in Solok country and town and other places in West Sumatera (Zainil), Actional Functional Model (AFM) improves students' fluency at the English club on SMPN 3 Sawah lunto/Sijunjung).

SMP Negeri 32 Medan has been running an English teaching program for last many years. Based on observation and experiences as an English teacher PLP 3 there, it was found that the problem of students' weak interest in writing skill, then they still have difficulty in writing, one of which is writing descriptive text, and they lacked of mastery vocabulary, as well as understanding of grammar. The purpose of this research is necessary to properly guide students in lessons and explain how well AFM effects the students' achievement in writing. The use of Actional Functional Model were able to write English well, students were able to master many vocabulary, developing the learner's communicative competence in order to develop their natural verbal and non-verbal performance as well as increase their motivation in the teaching-learning process for developing their creativity.

The teachers of SMP Negeri 32 Medan have made several efforts to solve the problem such as, using various methods, completing the school facilities, giving motivation, etc. Based on the explanation above, researcher found a strategy to make it easier for students to understand the text at writing descriptive text and still enjoy the process of learning english. Therefore, on teaching english



were Actional Functional Model have applied. Hopefully, by using this model to the students of SMP Negeri 32 Medan, their achievement in writing English were increase. Actional Functional Model focuses on meaning by the use of action and functions to develop learners' communicative competence for their acquisition of fluency in the four skills (listening, writing, reading, and speaking).

Finally, based on the problem above, it can be argued to investigate the solution of this problem by applying Actional Functional Model at SMP Negeri 32 Medan to find out **“The Effect of Applying Actional Functional Model (AFM) on the Students' Achievement in Writing”**.

## **B. Identification of the Problem**

Based on the background above, there were some problems that identified in this research:

1. The student's interest writing was low in English learning.
2. Students still have difficulty especially in writing descriptive text
3. Student's lack of mastering vocabulary as well as comprehension grammar.

## **C. Scope and Limitation**

Based on the identification of problem stated above, the scope of the study focus on the students' achievement in writing taught by using Actional Functional Model (AFM) to write descriptive text.

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

The study's formulation of the problem as the following.

1. Is there any significant effect of Actional Functional Model on Students' achievement in writing descriptive text?
2. How is the students' achievement taught by using Actional Functional Model?

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

The objectives of the study as followed:

1. To investigate the significant effect of Actional Function Model (AFM) on the students' achievement in writing.
2. To figure out the student's achievement of Actional Functional Model (AFM) on the students' achievement in writing.

#### **F. Significance of the Study**

The result of this research expected to be useful for:

##### **a. Theoretically**

1. To enlarge the horizon in teaching writing by applying Actional Functional Model
2. As a reference for other research.

##### **b. Practically**

1. English teachers, to increase teaching-learning process and give positive contribution through Actional Functional Model (AFM) to develop the student's writing descriptive text.

2. The students, Action Functional Model gives positive contribution to the students in improving writing descriptive texts and students can think critically and more creatively about the texts they write.
3. Researcher, to increase knowledge about research, especially in student's writing descriptive text using the Actional Functional Model, and also contribute to the development of teaching and learning English theoretically and practically
4. For other research, they can get information and add reference for the next researcher having the same problem as the researcher.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research as a scientific work, many terms or theories which are applied should be clarified and explained specifically in order to have same perception of related literature. In the following term and the theories will be clarified and explained concerning on the research work.

##### **1. Achievement**

Mifflin (2015) states that word ‘achievement’ derives from a verb ‘achieve’ which mean something accomplished successfully, especially by means of skill, practice or perseverance. Based on the opinions, it is concluded that achievement is the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning. Achievement concerns with what someone has actually learnt whereas aptitude is the potential for learning something. In other words, achievement is a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on.

Furthermore Bloom’s taxonomy (2015) there are three aspects of learning achievement namely cognition, affection and psychomotor. Cognition is having a basis in or reducible to empirical factual knowledge that consists of knowledge, comprehension, application, analysis, synthetic and evaluation. Affection is the changing of behavior that affects someone lies to do someone lies to do

something. It is an acceptance, sign with the acceptance by using their sense and responds. Psychomotor is the skill to do something, ready to do it based on physic and emotion self control and become a habit.

It can be concluded that students' achievement is the successful of students in finishing and gaining something through skill, practice or perseverance. It is based on cognition, affection and psychomotor of the students. In this study, writing concern with the psychomotor aspect.

## **2. Writing**

Writing is one of four skills of language which is important to learn. In writing, some ideas are formed in sentences which are arranged in a good way and related each other, so the information can be delivered. In other words, writing is how someone moves what there are in their mind through written language. According to Brown (2016) writing is way to end up thinking something which is begun by thinking. Writing is a transaction with words whereby it is presently thought, felt and perceived.

Writing is one of the language skills which inform a writer's ideas on the written form. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Furthermore Brown (2016) describe that writing is way to end up thinking of something. Writing is a psychological activity of the language user to put information in written text. Based on the discussion above, it can be concluded

that writing is the way to expressing ideas, feeling, and opinion in writing text to put information on paper to the readers.

Writing is written form in expressing idea, feeling, and opinion. Writing is a very important ability for students, it is also an excellent communication tool because writing is basically a process of communicating something (content) on paper to read.

## **2.1 Process of Writing**

In writing, there are some processes should be passed in order to produce a good writing According to Harmer (2017), the processes of writing involve: planning, drafting, revising, editing, and final draft.

### **a. Planning**

Students plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. When planning students have to think about three main issues, there are purposes, audience, and content structure.

### **b. Drafting**

Students write a first complete draft in sentence and paragraph form, but again without worrying too much about spelling, grammar or punctuation.

### **c. Revising**

In pair or small group feedback session, students read their own or classmate' composition. Then they ask questions for clarification, or they can give suggestions for what additional information might be included. After this type



feedback session, each student works alone again to recognize, revise, and rewrite his or her draft.

**d. Editing**

Students, working alone or in pairs, check their second drafts for accuracy. This time, they concentrate first on checking that their ideas are clearly organized and that they have included enough details. When content and organization seem fine to them, students then focus their attention on correcting grammar, spelling and punctuation.

**e. Final Draft**

Students write, word process, or type a clean third (and final) draft to hand in for comments, or they can put their compositions up on a classroom bulletin for others to read.

## **2.2 Purposes of Writing**

According to Penny (2018) “the purpose of writing in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing”.

It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose. In addition, there are really only four common purposes in writing, they are: to inform, to explain, to persuade, and to amuse others.

**a. Writing to Inform**

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened. Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

**b. Writing to Explain**

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

**c. Writing to Persuade**

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

#### **d. Writing to Amuse Others**

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good-humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.

### **2.3 Kinds of Writing**

There are many kinds of writing that have their own characteristics. Pardiyono (2017) classifies that there are eleven genres of writing as listed below.

- a) narrative : to amuse/ entertain the reader and to tell the story,
- b) descriptive : to describe a particular person or things detail,
- c) explanation : to explain the purpose involved in the format or working of natural or socio-cultural phenomena.
- d) procedure : to help the reader how to do or make something,
- e) recount : retell past experience and tell the series of past event,
- f) discussion : to present information and opinions about issues in

- one more side of an issue,
- g) report : to present information about something as it is,
- h) news item : to inform readers about events of the day which are considered news worthy of important,
- i) analytical exposition : to reveal the readers that something is the important,
- j) hortatory exposition : to persuade the readers that should or should not be done,
- k) review : to evaluate the work or even for public writing

#### **2.4 Writing Assessment**

To know students achievement in writing, writing assessment is needed. According to Dalton-Puffer (2017) students' written competence can be identified based on five scales. The scales are used for a general evaluation of the students' proficiency level. These five scales will be used to have an overall account of the written assignment:

- a. Content : this category considers the development and comprehension of the topic as well as the adequacy of the content of the text.
- b. Organization : several factors are considered here, such as the organization of ideas, the structure and cohesion of the paragraph and the clarity of exposition of the main secondary ideas.

- c. Vocabulary : this category deals with the selection of words, expressions and their usage. The appropriateness of the register used is also taken into account.
- d. Language use : the use of grammar categories is taken into account, e.g. tense, number, subject-verb agreement, in addition to word order and the use of complex syntactic structure.
- e. Mechanics : this category includes the evaluation of punctuation, spelling and the use of capitalization.

According to Brown (2016) there are five components of evaluating writing, namely: content, organization, vocabulary, language use, and mechanics

**Table 2.1**

**Five (components of evaluate of writing)**

<b>Aspect</b>	<b>Score</b>	<b>Performance Description</b>
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20% -Identification	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives

-Description	2	Identification is not complete and descriptions are arranged with few misuse of connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20% -Use present tense -Agreement	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not affect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15%	4	Effective choice of word and word forms
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word form
	1	Very poor knowledge of words, word forms, and not understand able
Mechanics (M) 15% -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has a frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization



### **3. Descriptive Text**

Descriptive text is a kind of genres that should be achieved by the students in level of Junior High School. Descriptive is a type of written text, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly Pardiyono (2017).

It means that descriptive text is a text which is describes a particular person place, animals even of units of time like days, times of day, season, etc. A descriptive text may be used to describe more about the appearance of people, their character or personality and it reproduces the way thing, look, smell, taste, or sound. Descriptive text is a text containing two components namely identification and description. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object.

Descriptive text consist of five components namely describing process, event, object, person and place Jooly (1984). Those five aspect are elaborate below:

#### **a. Describing Person**

In describing a person, the first thing that we do is recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greddy, honest, worthy, trust), and intellectual (cleverness, perception).

**b. Describing Process**

To describe a process in descriptive writing, it is important for the writer to know and to understand how something occurred and done. That is why the writer should consider the steps for completing the imperative form.

**c. Describing Place**

The best way to describe a place is by presenting concrete. Something like a school, a field or a garden. Further, it is essential to describe the size and agreement of space involved.

**d. Describing Thing (Object)**

The best way to describe an accurate object, such as the colors, shapes, and so on. There for, the writer will describe easily the entire picture and event.

**e. Describing Event**

Describing an event explain all details related to the event clearly. Student should be able to memorize and remember the entire event and enable to describe a moment or an unforgettable situation. There are three parts of descriptive paragraph. Namely: (1) Social function, which is to describe a particular person, places, or things, (2) Generic Structure, which is divided into two, identification (identifies the phenomenon to be described) and description (describe parts, qualities, characteristics), and (3) Significant lexicogrammatical feature, that is focus on specific participant, use simple present tense.

### 3.1. The Structure and Example of Descriptive Text

The generic structure of a description are as follows:

1. identification : to introduce what will be described
2. description : description that consist of parts, qualities, characters, etc

The action features of description are:

1. Action verb in present tense
2. Use adjective, to describe the features of the subject
3. Topic sentence to begin paragraphs

The function factual of description are:

1. The opening statement in first paragraph
  - a) This statement introduces that subject of the description to the audience.
  - b) Can provide brief details to the audience about when, where, who, or what of the subject
2. A series of paragraphs on the subject
  - a) Each paragraph usually begins with a topic sentence.
  - b) The topic sentence previews the details that will be contained in the rest of the paragraph.
  - c) Each paragraph should describe one feature of the subject.
  - d) These paragraphs build a description of the subject.
3. Closing paragraph (optional)

The closing paragraph marks the end of the text.

*Example of description text*

**Raditya Dika**

Raditya Dika was born on December 28 1984. He is a writer, comedian, and an actor. He is one of success people in Indonesia, 19,8 million people as his social media (instagram). He also write some books that all of it are best seller, he is an actor in Cinta Brontosaurus movie, Manusia Setengah Salmon, and Serial Malam Minggu Miko.

identification

He is an easy going man. He has short black hair, his eyebrows are thick, he not so tall, he has white skin and pointed nose. Everyone mentioned that he has two big nostril.

description

**4. Model**

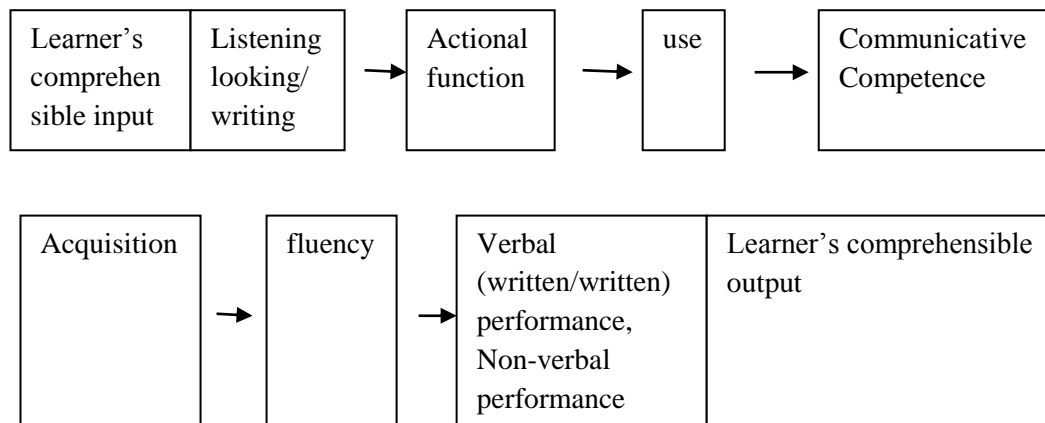
Models have been used extensively in educational psychology to help clarify some of the answers researchers have found that might shed light on such questions as, "How do students learn effectively?" Or, "What is happening in this classroom that facilitates learning better than in another classroom?"

Most current models that categorize the variables or explanations of the many influences on educational processes today stem from Carroll's (1963) seminal article defining the major variables related to school learning. Carroll specialized in language and learning, relating words and their meanings to the cognitive concepts and constructs which they create (Klausmeier & Goodwin,

2011). In his model, Carroll states that time is the most important variable to school learning.

### **5. Actional Functional Model (AFM)**

The theory of AFM has been developed by Zainil writing the papers presented in the local, national, and international seminars since 1987, for fifteen years. AFM focuses on an Actional Function modeled by the teacher and done by the learners. Action is an activity in doing a verb or a verb phrase, such as standing of the verb, stand, drinking milk of the verb phrase, drink milk, being happy of the verb phrase, be happy, or being a good student of the verb phrase, be a good student. The action is the learner's responses to the teacher's actional model which is taught right from the beginning. Function is a simple communication using natural expressions, such as; John says; 'Good morning' and Merry replace, 'morning'; Ali ask: "where do you live?" and Ani answer "In London" Ali asks: "What is your name?" and John answer: "John". The function is the learner's responses to the teacher's functional model which is taught gradually in the process of teaching. The actional and the functional models should be the learner's comprehensible input. The input develops her/his 'action' and 'function'. The action and the function develop her/his language 'use'. The 'use' develops her/his 'communicative competence'. The communicative competence develops her/his language 'acquisition'. The 'acquisition' produces her/his language 'fluency for verbal (written and written) performance and non-verbal performance as the learner's comprehensible output.



The learner's comprehensible input is the message listened, looked or writing at which is understood by the learner. The actional and function are the learner's physical responses to the teacher's actional model as well as his/her meaningful expressions as the response to the teacher's functional model. The 'use' is that the natural verbal (written and written), or natural non-verbal performance that develops her/his communicative competence. The communicative competence' is the learner's ability to communicate effectively in a culture significant setting develops the learner's mastery of the language. It produces the learner's fluency' is learner's natural use of the language without thinking of its structure and without translating the language into her/his native language. Finally, reading is taught later at the intermediate and advanced levels as the basis for developing the four language skills. The sender's and receiver's understandings increase their motivation.

Anni Alvionita Simanjuntak (2018) in her research entitled *The Effect of Applying Actional Functional Model (AFM) on The Student's Achievement in Speaking* stated that Most of the students achieved a good score at the test. The passing grade of English lesson was 70. It shows that the students at the



second class of SMA Nurul Islam Indonesia Medan who were taught by using AFM could learning speaking effectively, than those were taught by using conventional. The student who were taught learning speaking by using AFM got 93% higher scores than those who taught without AFM. The null conventional method was rejected and alternative hypothesis was accepted. It means that there was significant effect of using AFM.

### **5.1. Principle of Actional Functional Model**

Actional functional model is a teaching method which develops learners' communicates competence. This competence is getting from the students comprehensions on the language input given by teacher in inform of model.

The comprehensible input means the learners' understanding about the message listened, looked and write. And they will develop the learners' action and function, Zainil (2017) states: "Actional functional model focus on action and function done by learners." Action means the learner's response to the teacher's command, which is taught from the beginning and the function is the learner's response to the teacher's functional model which is taught gradually in the process of teaching. Then, hopefully they will be able to use the language in form of verbal and non verbal performance. When they know how to use the language, it means they have ability they to communicate effectively in a culturally significant setting. Furthermore, it develops the acquisition in mastery the language. Next, it is hope the learners have fluency in writing that is the students use the language without thinking its structure and without translating it into their native language.

Finally, the fluency in carrying out the conversation verbal or non verbal is the students' comprehensible output Zainil (2017).

## **5.2. Actional Functional Model Technique in the Classroom**

Technique of the teacher in giving the lesson will determine the students result and achieving the goals of instructions. Zainil (2017) describes the technique of AFM in the classroom. The stages are as follows:

1. Doing the Actional Model
2. Doing the Functional Model, and
3. Doing the Actional Functional Model

### 1. Doing the Actional Model

In this stage, the teacher gives the model of an action to the pupils. Then they do the same action based on what the teacher's modelling them. This stage is aimed to make the pupils understand the teacher's instruction or command. It is like how a child learns the First language from his/her parents. The child only listens and understands the parents command.

And the teacher should be aware that the activities in doing the Action must be suitable to the nature of the children who love playing and fun. Shin (2017: 2) finds out that children have fun with the movement and the more fun for students the better they will remember the language learned. From this idea, we know that teacher have to create joyful activities, which make the students feel fun in learning. Actually they are learning but they feel that they are playing and giving fun.

In the process of teaching and learning, if the teacher finds the learners get confused or doubt for the new action modeled, the teacher is supposed to modelling it again until they understand the meaning and do the instruction or command from the teacher.

The procedures of doing the actional model in the classroom Zainil (2017) are as follows: The teacher begins with the actional model.

- a. The teacher gives a model of an action three times.
- b. The teacher has the pupils to model the action three times.
- c. If the pupils confuse the teacher models it again.
- d. The teacher asks a group or individual to do the action modeled.
- e. When the pupils have understood the model given, then the teacher can continue to other actions based on previous steps.

## 2. Doing the Functional Model

This stage will show the pupils about the language function. First, the teacher gives a model of a language function, this stage will show the students about the language function which must be accompanied by the action that the pupils master in the previous lesson. Furthermore it emphasizes and practices the new expression in the next lesson.

Then, after giving the model the teacher asks the pupils to act the same language function as the teacher modeling them. The purpose of this stage is to give input of language use to the pupils.

In the process of teaching, teacher also models the new function again as she does in the action stage if the pupils do not master it yet. Besides that, teacher

must change the order of commands in order to increase the pupils' interest during the learning process. Teacher needs to evaluate his/her performance during the process of teaching, and the lesson will be continued or reviewed on the basis of the process evaluation results. The procedures of doing the functional model in the classroom Zainil (2017) are as follows:

1. The teacher begins with the language function in front of the class three times.
2. The teacher asks two pupils to model the same function.
3. If the pupils confuse the teacher models it again.
4. The teacher asks a group or individual to do the same function.
5. The teacher will use the previous steps to introduce others language functions.

### 3. Doing the Actional Functional Model

In this stage the teacher will combine the actional and functional in presenting the language use. The teacher will begin with the action mastered by the pupils, and then she combines it with the new function.

The purpose of this stage is to help the pupils to acquire the more complicated of the language aspects like understanding pronoun, form of the sentences on how to describe someone, etc. During the process of teaching teacher is supposed to repeat the model if the pupils get difficulty in understanding the new language function required. The procedures of doing the actional functional model in the classroom Zainil (2017) are as follows:

- a. The teacher starts by doing the action which has been mastered in previous lesson.
- b. The teacher asks a pupil to do the action.
- c. The teacher asks a question of the function of the action.
- d. If the pupil confuses, the teacher helps him or her.
- e. Do this action for three times.
- f. When it has been understood, the teacher can ask other pupils to do the actional functional model.
- g. The teacher can vary the action to have more understanding about the actional functional required.

Example:

The actional model, “open the door”

The functional model “Did you”....?

The actional and functional model, “Did you open the door?” So the activities will be:

- 1) The teacher stands in front of the class and does the actional model of “opening the door” She immediately says, “open the door.” She does this step three times.
- 2) The teacher asks a student to come up in front of the class and asks him to do the actional model of “opening the door” and says “Ali, open the door.” After he did it, the teacher says the functional model, “Did you open the door?” She does this step three times. If the learner is confused to answer the functional model, she gives the answer “yes”.

- 3) The teacher does steps a and b and gives the functional model with different actional models that she/he has mastered “open the door! “Did you open the window?” to lead the answer, “No.”
- 4) The the teacher asks the students to do this actional and functional model randomly by keeping changing the order of the actional model.
- 5) The teacher is now on her own doing the actional and functional model.

In conclusion, from the explanation about AFM above, it shows us that AFM principle and techniques in the classroom really help the pupils to learn English naturally and contextually. The activities in the classroom make them involve in learning process and develop their fluency in writing.

### **5.3. The Application of AFM in Writing Descriptive Text**

From the concept stated previously, it can be seen that the AFM is strategy that can be used to produce descriptive text in achievement writing. High quality implementation of educational approaches can have a significant impact on improving students' outcomes. Implementation is generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practices into real-world settings.

To begin, take the worksheet, before starting the test will give actional feature are action verb, use adjective to describe the feature of the subject and functional factual are the opening statement in first paragraph, a series of paragraphs on the subject and last closing paragraph (optional). AFM Teacher’s guide for beginners: (1) Write English to everyone without thinking of structure

and translate all of the time. (2) Make opportunities to use English outside the classroom. (3) Keep changing the order of actional models. (4) Do actional functional model (AFM) only. (5) Acquire language from writing descriptive text in English. (6) Do this : No grammar explanations, no direct corrections, no writings, no reading, no drills and no repetitions,(7) Do not continue to the next material before everyone in the class masters the material being taught.

In AFM you write a topic in middle of a piece of paper, then write down the ideas suggested by the surrounding topic, following the same procedure as your subtopic. The implementation of AFM in teaching writing is aimed to increase students skill in writing, especially writing descriptive text.

#### **5.4. Advantage and Disadvantage of Actional Functional Model (AFM)**

*The advantage :*

1. Students will easily understand the lesson and students will enjoy it.
2. Student creativity will increase.
3. To improve writing skills, especially in describing something.
4. The diversity of learning the action of team members ensures different perspectives, these factors make more creative ideas about those generated by individuals or committees.
5. The act of learning changes both organizations and individuals.

*The disadvantage :*

1. Educators need creativity in finding resources.
2. Need more intensive supervision in directing students.

3. Need to prepare study aids.

Based on the above, that in addition to having the advantages of the actional functional learning, it also has disadvantage. Therefore it is important for educators to apply the learning model without reducing the big things that happen to effective and efficient learning objectives.

## **B. Previous Research**

Meri Yosefa (2021) in her research entitled Using Actional Functional Model (AFM) To Improve Student's Speaking Skills stated that it was found that Actional Functional Model (AFM) can improve students' learning activities in speaking English, AFM method can improve students' English speaking skills.

Lamhot Martua Situmeang (2019) in his research entitled The Effect Of Actional Functional Model (Afm) To The Students Speaking Ability At VII Grade Students Of SMP Swasta Bahalbatu In Academic Year 2018/2019 stated that he students' speaking ability before using actional functional model is on the average 70.63. It can be categorized "Good".

Anni Alvionita Simanjuntak (2018) in her research entitled The Effect of Applying Actional Functional Model (AFM) on The Student's Achievement in Speaking stated that Most of the students achieved a good score at the test. The passing grade of English lesson was 70. It shows that the students at the second class of SMA Nurul Islam Indonesia Medan who were taught by using AFM could learning speaking effectively, than those were taught by using conventional. The student who were taught learning speaking by using AFM got



93% higher scores than those who taught without AFM. The null conventional method was rejected and alternative hypothesis was accepted. It means that there was significant effect of using AFM. The result of the data analysis that the mean of the experimental was 93%.

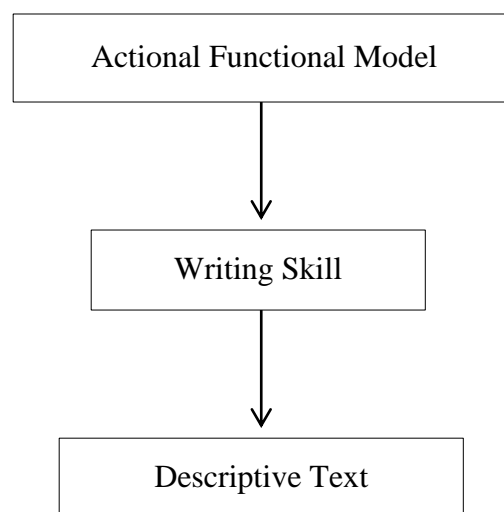
Difiani Apriyanti in her research entitled Actional Functional Model (Afm): Research On AFM stated that . The conclusion is that Actional Functional Model better improves the pupils' non-verbal and verbal English communications. It motivates the pupils to use English everyday and it teaches them to speak English naturally.

### **C. Conceptual Framework**

Writing is one way to communicate with other people. It is not spontaneous activity. Realizing that writing is one of the important things for English learners beside other skills, it is essential for people to develop their writing skill. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

Actional Functional Model (AFM) focuses on action and function done by the learners. In Actional Functional Model (AFM) teaching process there is no more explanation about the lesson and there are no more patterns in deliver the lesson. The students just get the information from the teacher's model in teaching method. In Actional Functional Model (AFM), the action is the teacher's

instruction which is taught right from the beginning and the function is the learners' response to the teacher's functional model which is taught gradually step by step in the process of teaching. The use of their comprehensible word can develop their communicative competence in daily activity which develops gradually. And their communicative competence develops their language acquisition to communicate each other using comprehensible word which they are able to use it. The acquisition produces their language fluency for verbal (spoken and written) performance and non-verbal performance as the learners' comprehensible output that is daily conversation.



#### **D. Hypothesis of Research**

Ha > Ho : the use of Actional Functional Model has effects on students' the student's achievement in writing

Ha < Ho : the use of Actional Functional Model has not effect on students' the student's achievement in writing

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Location and Time

This research was conducted in the students of SMP Negeri 32 Medan, Jl. Marelan V Kelurahan No.123, Rengas Pulau, Kec. Medan Marelan, Kota Medan, Sumatera Utara 20255 during the odd semester of 2022/2023 academic year. This location is choosed because there is some problem due to the student's writing skill and the same research has never been conducted before.

##### B. Population and Sample

Nazir (2016: 27) states that population is a group of individual by the qualities and type that has been decided. The eighth (VIII) students of SMP Negeri 32 Medan as the population of this research. They consisted of 2 classes. They are VIIIA are 20 students, VIII B are 20 students. So, the researcher took total population as sample of this research of the eighth grade students of SMP Negeri 32 Medan academic year 2022/2023.

**Table 3.1**  
**The Population and Sample of the IX Grade Students**  
**of SMP Negeri 32 Medan**

No	Class	Population	Sampel
1	VIII A	20	20
2	VIII B	20	20
	<b>Total</b>		<b>40</b>

### C. Research Design

Class VIII A were taught by using Actional Functional Model (AFM), and VIII B are taught by Conventional learning. In this case, both classes were have the same material which is about writing descriptive text. The method for collecting data in this research is experimental quantitative method. It means that the research was analyzed the effect of Actional Functional Model (AFM) on the students' achievement in writing.

**Table 3.2**  
**Programmers of Research**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
Experimental Group (X)	✓	A	✓
Control Group (Y)	✓	B	✓

Where: A : Actional Functional Model

B : Conventional Method, a method using an ordinary action

The study was used experimental method in this research and sample are divided into two group, namely:

1. Experimental group is taught by using Actional Functional Model
2. Control group is taught conventional model.

#### D. The Instruments of Research

The data of this research was collected by using written test about descriptive text. In collecting the data, pre-test and post-test is conduct in both experimental and control group.

##### a. Scoring of writing test.

Giving the score to the students' answer, based on the scoring writing, according Heaton stated that there are five scoring components scales namely content, organization, vocabulary, language usage, and mechanism. This statement to know the students' achievement in writing descriptive text by using Actional Functional Model (AFM).

##### 1) Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are as follows:

27-30	Excellent to very good: knowledge able substantive thought development of topic sentence-relevant to assigned topic.
22-26	Good to average: some knowledge able of subject-adequate rangelimited development of topic sentence-mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject-little substance inadequate development of topic.
13-16	Very poor: does not show knowledge of subject-not substantive not pertinent-or not enough to evaluate.
0-12	Extremely poor: does not know anything

## 2) Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use as follow:

18-20	Very good: exact word, effective word choice and usage, word from mastery appropriate register.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning not obscured.
10-13	Fair to poor: limited range, frequent errors words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word form or enough to evaluate.
0-6	Extremely poor: does not know anything

## 3) Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

18-20	Very good: exact word, effective word choice and usage, word from mastery appropriate register.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning not obscured.
10-13	Fair to poor: limited range, frequent errors words, choice usage, meaning confused or obscured.

7-9	Very poor: essentially a translation, knowledge of language vocabulary, word form or enough to evaluate.
0-6	Extremely poor: does not know anything

#### 4) Language Usage

The criteria of scoring language usage as follow:

22-25	Excellent to very good: effective complex construction- few errors arguments, test, word order/function, articles, pronouns, preposition.
18-21	Good to average: effective but simple constructions-minor problems in complex constructions-several errors of agreement, tense, number word-order/function, articles, pronouns, preposition but meaning, seldom obscured
11-17	Fair to poor: major problem in simple/ complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition, and or fragments, delectation meaning confused or obscured
0-10	Extremely poor: does not know anything

#### 5) Mechanism

The criteria of scoring mechanism are given follows:

05	Excellent to very good: demonstrate mastery of conversation few errors spelling, punctutuation and capitalization writing sentence
----	--

04	Good to average: occasional errors of spelling, punctuation, and capitalization, writing sentence-poor hand writing meaning confused or obscured
03	Fairs to poor: frequent errors of spelling, punctuation, and capitalization, writing sentence
02	Very poor: no mastery of conventions-dominated by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible-or not enough to evaluate
01	Extremely poor: does not know anything

Based on these indicators, then the students' achievement in writing Descriptive Text using chronologically order were classified of student's score. The scales areas follows:

**Table 3.3**  
**The Scales are as follows:**

<b>Classification</b>	<b>Range</b>
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29



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

### 1. Preparation

- a. Determine which classes were sampled Class VIII A using the method Actional Functional Model and Class VIII B using convention model.
- b. The material was writing descriptive text

### 2. The implementation of research

- a. Pre-Test to Experimental and Control group

Before presenting the material on writing, previously held pre-test in each class. The aims of this test was to determine the student's achievement in writing both groups and to determine the average score of the experimental and control groups.

- b. Teaching Presentation (Treatment)

Provide learning to students by using AFM in experimental group (VIII A class) accordance with RPP (Lesson Plan) that have been prepared, while the control group was taught using the usual teaching and learning process

- c. Post-Test to Experimental and Control group

After giving the treatment, all sample given a post-test. This post test was used to know the mean score of two classes. It also used to determine the student's writing ability after treatment.

## **F. Technique of Data Analysis**

The researcher used the data analysis method described Prof. Drs. Anas Sudijono's in *Buku Pengantar Statistik Pendidikan* to analyze the data (Anas Sudijono, 2017). The data was analyzed by using the SPSS statistic 16.0. The SPSS program was used to generate several types of statistics such as mean, median, sum and others from the quantitative data collected via the pretest and posttest. The study's hypothesis was tested using a T-test analysis to see if there is a significant increase of Actional Functional Model on students' achievement in writing. The researcher performed paired sample t-test and independent sample t-test analysis to determine the increase of it. When comparing the means of two independent groups, the independent sample t-test was employed to assess whether there was statistical evidence that the linked population means were statistically significantly different from the means of the two paired samples (Nuryadi et al., 2017).

## CHAPTER IV

### FINDING AND DISCUSSION

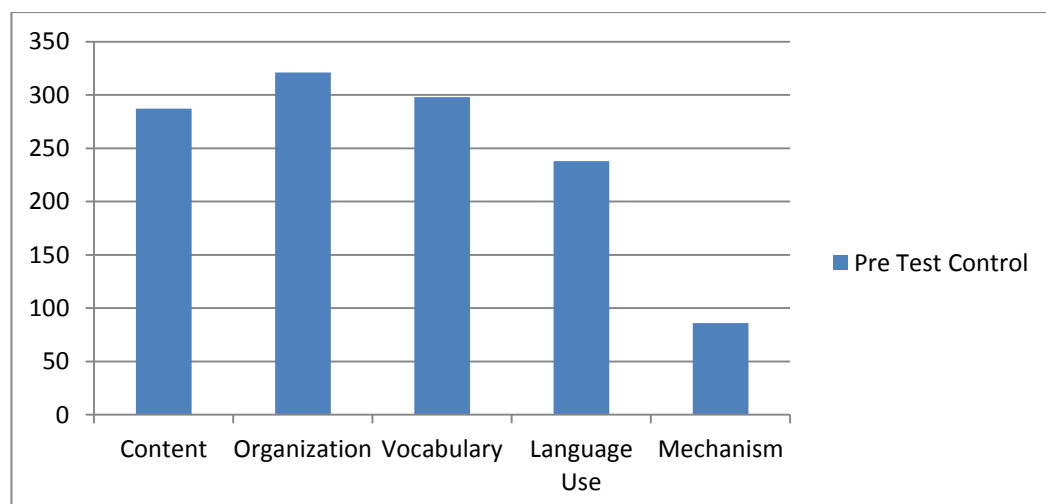
#### A. FINDING

##### 1. Students ability in Conventional Method in writing Descriptive Text

a. The result of Pre-Test Control in writing descriptive text in class VIII B.

The following score of the result of learning English students VIII in writing descriptive text through conventional method before being given treatment.

**Chart 4.1 : The total score of Pre-Test Control in class VIII B in writing Descriptive text**

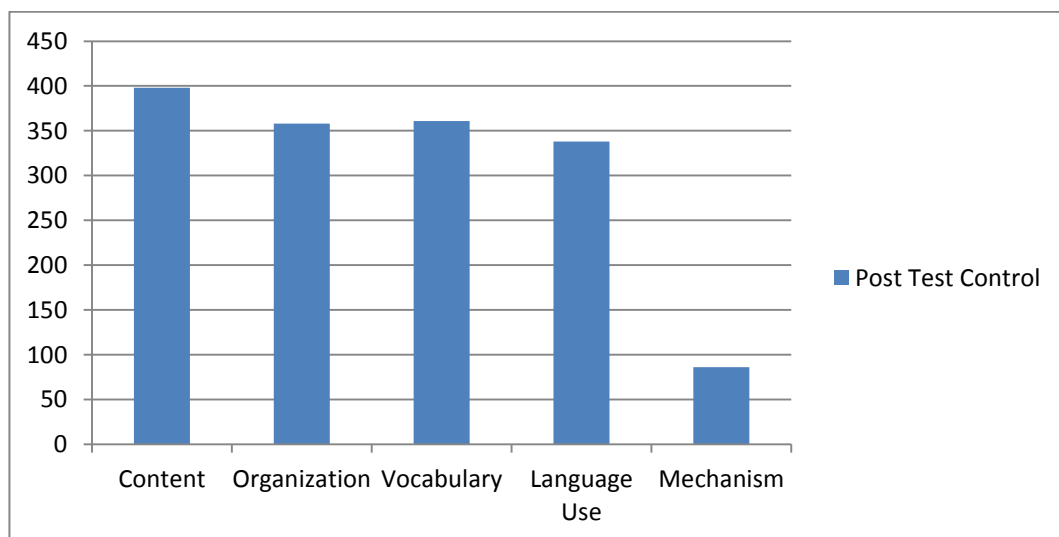


Based on chart in Pre-Test Control in class VII B that Organization is the most indicator. Thus, the Organization has the main factor to increase achievement in writing with 321 total score.

b. The result of Post-Test Control in writing descriptive text in class VIII B.

The following score of the result of learning English students VIII in writing descriptive text through conventional method after given treatment.

**Chart 4.2 : The total score of Post-Test Control in class VIII B in writing Descriptive text**



Based on chart in Post-Test Control in class VII B that Content is the most indicator. Thus, the Content has the main factor to increase achievement in writing with 398 total score.

c. The result of Pre-Test and Post-Test Control in writing descriptive text in class VIII B.

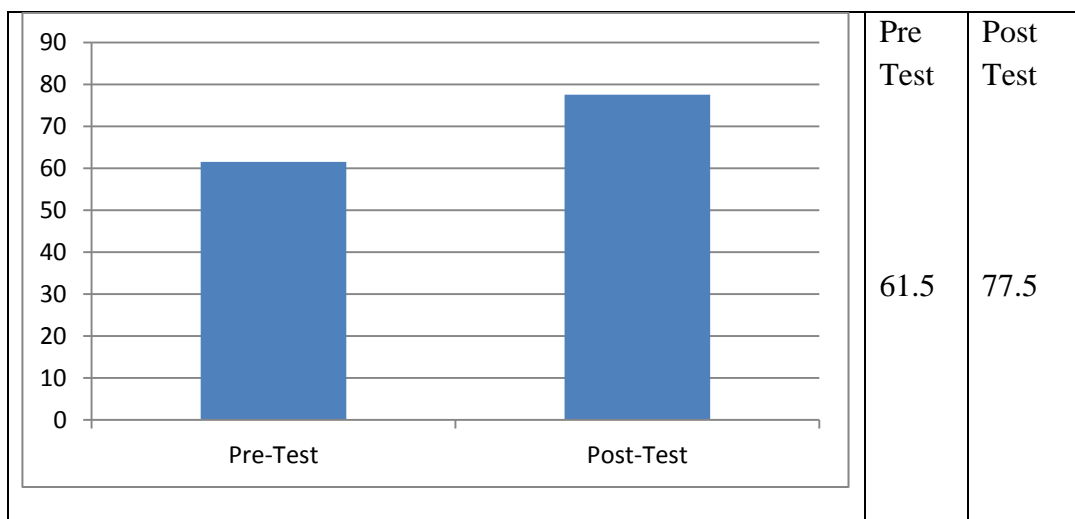
The following score of the result of learning English students VIII in writing descriptive text through conventional method before being given treatment and after given treatment.

**Table 4.1 : The mean score of pre-test and post-test control in writing descriptive text.**

Control Class	Pre-Test Control	Post Test Control	Range
	61.5	77.5	16

Table 4.1 above shows that the mean score in pretest is 61,5 which is classified as poor classification and the mean score posttest is 77,5 which is classified as fair classification. The range between pre-test and post-test was 16.

**Chart 4.3 : The mean score of pre-test and post-test control in writing descriptive text.**



Based on chart in pre-test mean 61.5 from 20 students and post-test mean 77.5 from 20 students. Improvement 16%

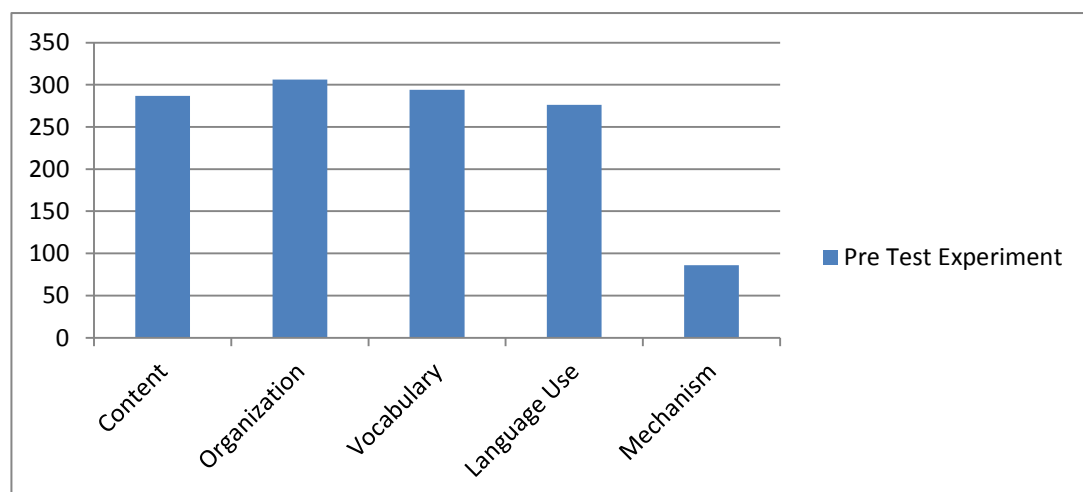
## 2. Students ability by using Actional Functional Model (AFM) in writing

### Descriptive Text

a. The result of Pre-Test Experiment by using AFM in writing descriptive text in class VIII A.

The following score of the result of learning English students VIII in writing descriptive text through AFM before given treatment.

**Chart 4.4 : The total score of Pre-Test Experiment in class VIII A in writing Descriptive text**

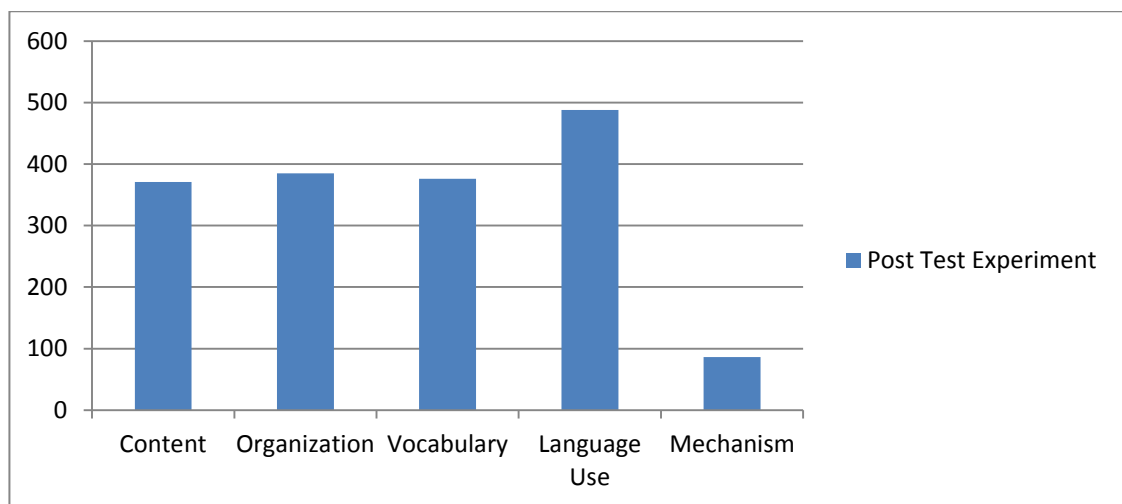


Based on chart in Pre-Test Experiment in class VII A that Organization is the most indicator. Thus, the Organization has the main factor to increase achievement in writing with 306 total score.

b. The result of Post-Test Experiment by using AFM in writing descriptive text in class VIII A.

The following score of the result of learning English students VIII in writing descriptive text through AFM after given treatment.

**Chart 4.5 : The total score of Post-Test Experiment in class VIII A in writing Descriptive text**



Based on chart in Post-Test Experiment in class VII A that Language use is the most indicator. Thus, the Language use has the main factor to increase achievement in writing with 488 total score.

c. The result of Pre-Test and Post-Test Experiment in writing descriptive text in class VIII A.

The following score of the result of learning English students VIII in writing descriptive text through Actional Functional Model (AFM) before being given treatment and after given treatment.

**Table 4.2 : The mean score of pre-test and post-test experiment in writing descriptive text.**

Experiment Class	Pre-Test Experiment	Post Test Experiment	Range
	62.45	85.3	22.85

Table 4.2 above shows that the mean score in pretest is 62.45 which is classified as poor classification and the mean score posttest is 85.3 which is classified as fair classification. The range between pre-test and post-test was 22.85.

**Chart 4.6 : The mean score of pre-test and post-test experiment in writing descriptive text.**



Based on chart in pre-test mean 62.45 from 20 students and post-test mean 85.3 from 20 students. Improvement 22.85%



### 3. Data Descriptive Statistics

**Tabel 4.3**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test control	20	50.00	73.00	61.5000	5.41441
Post-test control	20	65.00	91.00	77.0500	6.70016
Pre-test experiment	20	51.00	73.00	62.4500	6.70016
Post-test experiment	20	75.00	92.00	85.3000	4.86773
Valid N (listwise)	20				

There are a total of 20 students in the Control Class. Pre-Test mean scores for the Control Class is 61.50, with a minimum grade of 50 and a maximum grade of 73. The control class's post-test mean score is 77.05, with a minimum grade of 65 and a maximum grade of 91. It's clear from this that the grade has improved after learning process is carried out using conventional model, with a 16.41 difference between the average Pre-Test and Post-Test's scores. Meanwhile in the experimental class with a total of 20 students, the average pre-test score was 62.45 with a minimum grade of 51 and a maximum grade of 73. Post-test average score is 85.30 with a minimum grade of 75 and a maximum grade of 92. With a mean score difference of 20.87 between the Pre-Test and Post-Test, this shows that there has been a great increase in student learning outcomes following the use of actional functional in the learning process. It is clear from these numbers that student scores between the two classes differ. The actional functional model produced better results than the conventional model.

#### 4. Test of Normality

A data distribution's normalcy can be ascertained using the Test of Normality. The modus, mean, and median are in the middle of the symmetrical normal distribution. There is a decision-making guideline that can be used to determine if a data distribution is normal or not. If the value of Sig. or the significance or probability value is less than 0.05, the distribution is not normal, and if it is greater than 0.05, the distribution is normal. (Nuryadi et al., 2017).

With the use of the SPSS 16.0 application, the researcher utilized the Kolmogorov-Smirnov and Shapiro-Wilk tests in this investigation to determine whether the data were normal:

**Table 4.4**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test experiment	.136	20	0.200*	.954	20	0.427
Post-test experiment	.175	20	0.112	.930	20	0.155
Pre-test control	.128	20	0.200*	.968	20	0.717
Post-test control	.147	20	0.200*	.960	20	0.540

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

It may be inferred from the result above that the study data is normally distributed because the significance value (sig) for all data on the Kolmogorof-Smimov Test and the Shapiro-Wilk Test is larger than 0.05.

## 5. Paired Sample T-test

A technique for evaluating hypotheses when the data being utilized are not independent (pairs) is the paired sample T-test (Nuryadi et al., 2017). The average of two paired samples can be compared using the Paired Sample T-test to see if there is a difference. In order to determine whether there is a difference in the mean scores between the two paired samples, the researcher in this study performed a paired Sample T-test on the data from the Control Class Pre-Test and the Control Class Post-Test (conventional) and the data from the Experimental Pre-Test and the Experimental Post-Test (actional functional). With the aid of the SPSS 16.0 application, the test is conducted as follows:

**Table 4.5**

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test control Post-test control	-15.55000	5.48179	1.22577	-18.11556	-12.98444	-12.686	19	0.000
Pair 2 Pre-test experiment Post- test experiment	-22.85000	6.30184	1.40913	-25.79935	-19.90065	-16.216	19	0.000

The output pair 1's value of sig. (2 tailed) of  $0.000 < 0.05$  indicates that there is a difference in the mean student score between the Pre-Test Control Class and the Post-Test Control Class (conventional). Following that, it can be inferred that there is a difference in the mean score of the students for the Pre-Test Experimental Class and Post-Test Experimental Class (actional functional) based on the result of pair 2 and the sig value (2 tailed) of  $0.000 < 0.5$ . Therefore, it is possible to draw the conclusion that the actional functional technique has an effect on student learning outcomes in writing comprehension of descriptive text based on the discussion of output pair 1

**Table 4.6**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test control	61.5000	20	5.41441	1.21070
Post-test control	77.0500	20	6.70016	1.49820
Pair 2 Pre-test experiment	62.4500	20	6.70016	1.49820
Post-test experiment	85.3000	20	4.86772	1.08846

It is clear from the output above that the experimental class's average score on the Pre-Test and Post-Test has increased significantly. In other words, it may be said that the actional functional model significantly increases writing comprehension in narrative texts.

## 6. Test of Homogeneity

A statistical technique called the Test of Homogeneity aims to demonstrate that two or more groupings of sample data originate from populations with the same variance (Nuryadi et al., 2017). The homogeneity test is thus utilized in this study to examine if the post-test data groups for the control class (conventional) and the post-test experimental class (actional functional) are homogenous (same) or heterogeneous (not the same). In order to determine if data are homogeneous according to the homogeneity test, the significance value must be more than 0.05; otherwise, the data cannot be considered homogeneous. With the aid of the SPSS 16.0 application, the test is conducted as follows:

**Table 4.7**

### Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre Test	2.079	1	38	0.158
Post Test	1.181	1	38	0.284
Mean	1.63	1	38	0.221

It can be inferred from the output above that the variance of the post-test data for the experimental class and the control class is homogenous or equal because the significance value (sig) based on the mean is known to be 0.221 > 0.05.

**Table 4.8**  
**Group Statistics**

Class		N	Mean	Std. Deviation	Std. Error Mean
Student Learning Outcomes	Post-Test Experimental Class (Actional functional)	20	85.30	4.867	1.088
	Post-Test Control Class (Conventional)	20	77.05	6.700	1.498

The output shows that the average post-test scores for the experimental class (actional functional) are higher than the average post-test scores for the control class (conventional). Therefore, it can be said that the actional functional approach is more successful than the conventional approach.

## 7. Hypothesis

**Table 4.9**

**Hypothesis of student Pre-test and Post-test Experiment**

Variable	Pre-test Value	Post-test Value
	62.45	85.30

The Hypothesis was needed to find out whether hypothesis has effect or not effect. If the result of post-test was lower than pre-test value, the null hypothesis (Ho) will not effect, and if the result of post-test was higher than pre-test value, the alternative hypothesis (Ha) will be effect.

In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = N$$

$$df = 20$$

For the level significance ( $p$ ) = 0.05 and  $df = 20$ , the value of pre test 62.45. The result post-test value of writing 85.30.

From the result calculating, the total post-test value of the research is 1.706 with degree of freedom (df) is 20 and the level significant 0.05, so the value of pre-test is 1.249. It show that post-test value is higher than pre-test ( $85.30 > 62.45$ ).

The calculating shows that post-test value higher than pre-test. It means that the students achievement in writing was better after taught by using Actional Functional Model (AFM), so  $H_a$  was effect.

## **B. Discussion**

The purpose of this study was to ascertain whether employing the actional functional model, students' writing comprehension skills had improved. Research that has been conducted by researcher shows that in general there is a significant effect of using actional functional model on the results of the class's learning in VIII students at SMP NEGERI 32 Medan on writing comprehension in descriptive text based on data management obtained from the value of sig. (2

tailed) for the paired sample t-test is  $0.000 < 0.05$ . If the significance result for the paired sample t-test is less than 0.05, it is assumed that the X variable impacts the Y variable; however, if the significance value is more than 0.05, it is assumed that the X variable has no impact on the Y variable (Nuryadi et al., 2017). Therefore, it can be inferred that the actional functional approach has an impact on students' learning outcomes in descriptive text writing comprehension. The difference between the experimental class's mean pre- and post-test scores demonstrates the size of this effect. The experimental class's average pre- and post-test scores increased from 62.45 to 85.30. In other words, it may be said that the actional functional model significantly improves writing comprehension in descriptive texts. The alternative hypothesis is approved, while the null hypothesis is disproved, due to an increase in the average value of student learning outcomes from the paired sample t-test statistics. It meant, there is an increase from the use of Actional functional Model on students' abilities in Writing Comprehension of descriptive text.

According to the Independent Samples T-Test, students who used the Conventional Model and those who used the Actional functional Model had different average post-test scores, with a sig.(2 tailed) value of  $0.000 < 0.05$ . The table of group statistics clearly shows how much the two groups differed; the post-test average scores for the Experimental Class (actional functional) and Control Class (conventional classroom) are 85.30 and 77.05, respectively. When compared to the Control Class(conventional), the Experimental Class's mean post-test score (actional functional) is greater. Therefore, it can be said that the



Actional functional Model to learning is more successful than Conventional Model.

The findings of this study are consistent with those of a prior investigation entitled “Actional functional Model to Enhance Students' Writing Comprehension”. This research intends to examine the various effects of two non-conventional approaches on the learning of writing. This study uses a true experimental design with 65 EFL students in the second grade at a senior high school in Pesawaran serve as samples: 15 males and 50 females. In experimental group (the actional functional model integrated with jigsaw IV) there were 32 students and in control group (the original actional functional model) there were 33 students. In SPSS version 26, the Independent sample t-test was used to examine the data from this study, which were collected from the pre- and post-tests. According to the findings, both classrooms' students' writing comprehension is improved by using a actional functional model. When using either the Original Actional functional Model or the Actional functional Model linked with Jigsaw IV, students' pre-test to post-test scores improved (Wulandari et al., 2020).

Some studies also examine the use of actional functional at universities, such as a study entitled "The Effect of Actional functional Model Towards Students' Writing Comprehension". This study's main goal is to find out whether second-semester writing comprehension among students at Universitas Pancasakti Tegal in the 2020–2021 academic year is improved by the actional functional paradigm. One group is the experimental group (actional functional), while the other group is the control group (conventional classroom), both groups consisting

of 17 students each were randomly selected from a sample of 39 students. Pre-test and post-test data were acquired, and paired sample t-test and independent sample t-test were used to examine the data. Additionally, according to the study's findings, the experimental group significantly outperformed the control group on the Post-Test ( $p < 0.05$ ). So in other words students' comprehension of what they read improved significantly when used Actional functional Model. (Yuvita et al., 2020).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. In accordance with the objective of the study, it can be claimed that using the Actional functional Model has significantly increased students' writing comprehension of descriptive texts, as demonstrated by paired sample t-test analysis, according to the research's data analysis, findings and discussions. The results of the paired sample t-test of the two samples are  $0.000 < 0.5$  which means that there is an influence from the use of the actional functional model on students' writing comprehension in descriptive text. The magnitude of this effect is evident from the mean score Post-Test of the Experimental Class which has improved from 62.45 to 85.30. So it can be said that there is a significant increase in writing comprehension of descriptive texts by using the actional functional model. This means that the null hypothesis is rejected and the alternative hypothesis is accepted.
2. The achievement of the students are given as follows: The data table above demonstrates that the indicator control class's pre-test results were content is 287 total score, organization is the most indicator with 321 total score, vocabulary is 298 total score, language use is 238 total score and mechanic is 86 total score. Then the post test scores from control class were content is the most indicator with 398 total score, organization is 358 total score, vocabulary is 361 total score, language use is 338 total score and mechanic is 86 total score. So, from these data there were 20 students in control class

shows that the mean score in pretest is 61,5 which is classified as poor classification and the mean score posttest is 77,5 which is classified as fair classification. The range between pre-test and post-test was 16%. In comparison, the Experimental Class's pre-test results obtained were content is 287 total score, organization is the most indicator with 306 total score, vocabulary is 294 total score, language use is 276 total score and mechanic is 86 total score. Then the post test scores from experimental class were content is 371 total score, organization is 385 total score, vocabulary is 376 total score, language use is the most indicator with 488 total score and mechanic is 86 total score. So, from these data there were 20 students in experimental show that the mean score in pretest is 62.45 which is classified as poor classification and the mean score posttest is 85.3 which is classified as fair classification. The range between pre-test and post-test was 22.85%.

## **B. Suggestion**

For further research, The researcher recommends conducting more in-depth research on the advantages and use of the Actional Functional Model. Researchers should pay more attention to student activity when learning activities take place, for example such as asking questions or providing opportunities to raise inquiries regarding material that has not been fully grasped. This is done to investigate whether students really understand the learning material or not. Further research can also investigate other factors were not found in this study that can

improve students' ability in writing comprehension. Furthermore, it is advised for the other researchers that future research should pay special attention to the video that will be used in the use of the Actional Functional Model. Ensure the video is easy for students to understand and attracts attention so that students are interested in seeing and learning it. Further research can also use other media in the actional functional process in order to attract students' attention.

In connection with the foregoing conclusion, the following suggestions are also made:

1. To students, There were some students who were passive during the learning process., maybe because they did not study the material that had been given previously. Therefore, students must practice their honesty for the sake of learning and progress in their education because students must participate actively in the process of learning as well as open a mind set, not hesitate or be ashamed to ask questions and express their opinions.
2. To Teachers, the Actional Functional Model can help English teachers increase their students' learning ability, focus, motivation, and independence especially when it comes to writing comprehension in descriptive texts. Cooperation and interaction between teacher and students during learning must be considered so that the learning atmosphere becomes more conducive, and students can more easily understand learning materials.

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## APPENDIX I

## Pre Test Control in Class VIII B

No	Indicators					Score
	Content	Organization	Vocabulary	Language use	Mechanic	
1	13	17	16	3	5	54
2	13	15	13	4	5	50
3	16	14	14	19	4	67
4	13	18	15	9	5	60
5	13	15	13	7	5	53
6	14	15	16	11	4	60
7	15	15	17	14	3	64
8	16	16	18	10	4	64
9	13	16	16	24	4	73
10	16	13	14	20	4	67
11	16	18	14	13	4	65
12	16	17	15	5	5	58
13	13	17	15	13	4	62
14	14	16	13	18	4	65
15	15	18	18	10	4	65
16	13	18	13	9	5	58
17	14	18	17	5	4	58
18	14	17	13	17	4	65
19	14	15	14	14	4	61
20	16	13	14	13	5	61
TOTAL	287	321	298	238	86	1230
MEAN	14.35	16.05	14.9	11.9	4.3	61.6



**APPENDIX II****Post Test Control in Class VIII B**

No	Indicators					Score
	Content	Organization	Vocabulary	Language use	Mechanic	
1	17	16	17	20	5	75
2	18	15	21	8	5	67
3	22	16	15	27	4	84
4	19	20	15	18	5	77
5	22	16	22	19	5	84
6	23	17	17	16	4	77
7	22	22	22	12	3	81
8	20	19	18	12	4	73
9	16	16	16	39	4	91
10	23	18	17	22	4	84
11	20	16	20	19	4	79
12	23	17	18	2	5	65
13	19	23	21	11	4	78
14	20	16	22	20	4	82
15	20	19	15	14	4	72
16	20	18	15	14	5	72
17	17	19	15	10	4	65
18	17	21	23	13	4	78
19	17	19	16	22	4	78
20	23	15	16	20	5	79
<b>TOTAL</b>	<b>398</b>	<b>358</b>	<b>361</b>	<b>338</b>	<b>86</b>	<b>1541</b>
<b>MEAN</b>	<b>19.9</b>	<b>17.9</b>	<b>18.05</b>	<b>16.9</b>	<b>4.3</b>	<b>77.05</b>

**APPENDIX III****Pre Test Experiment in Class VIII A**

No	Indicators					Score
	Content	Organization	Vocabulary	Language use	Mechanic	
1	14	15	17	3	5	54
2	14	13	15	26	5	73
3	16	16	14	17	4	67
4	13	16	15	4	5	53
5	15	18	14	15	5	67
6	14	13	17	8	4	56
7	13	13	16	15	3	60
8	14	14	14	27	4	73
9	16	17	14	16	4	67
10	13	18	14	11	4	60
11	15	17	13	16	4	65
12	15	18	16	17	5	71
13	14	14	14	12	4	58
14	13	15	13	6	4	51
15	14	14	14	12	4	58
16	13	14	13	26	5	71
17	14	14	15	11	4	58
18	15	13	17	16	4	65
19	16	16	13	12	4	61
20	16	18	16	6	5	61
<b>TOTAL</b>	<b>287</b>	<b>306</b>	<b>294</b>	<b>276</b>	<b>86</b>	<b>1249</b>
<b>MEAN</b>	<b>14.35</b>	<b>15.3</b>	<b>14.7</b>	<b>13.8</b>	<b>4.3</b>	<b>62.45</b>

## APPENDIX IV

### Post Test Experiment in Class VIII A

No	Indicators					Score
	Content	Organization	Vocabulary	Language use	Mechanic	
1	20	21	18	11	5	75
2	15	19	15	35	5	89
3	15	15	15	36	4	85
4	18	22	18	16	5	79
5	22	21	16	25	5	89
6	18	20	17	20	4	79
7	17	16	23	33	3	92
8	21	19	19	22	4	85
9	23	21	20	17	4	85
10	20	19	15	24	4	82
11	18	23	23	17	4	85
12	16	15	15	34	5	85
13	15	22	23	28	4	92
14	17	22	16	23	4	82
15	18	16	21	23	4	82
16	17	23	22	25	5	92
17	23	15	17	33	4	92
18	18	17	21	25	4	85
19	17	17	19	32	4	89
20	23	22	23	9	5	82
TOTAL	371	385	376	488	86	1706
MEAN	18.55	19.25	18.8	24.4	4.3	85.3

**APPENDIX V****LEARNING IMPLEMENTATION PLAN****(EXPERIMENTAL CLASS)**

School	: SMPN 32 Medan
Subject	: English
Class/ Semester	: VIII (Eight)/ Odd (One)
Meeting	: I, II, III
Time Allocation	: 6 x 40 Minutes
Aspects/Skills	: Writing
Theme	: Describing People
Text Type	: Descriptive Text
School Year	: 2022/2023

**Competency Standards** : (Writing) expressing the inner meaning functional written texts and simple short essays in the form descriptive to interact with the surrounding environment

**Basic Competency** : (Writing) expressing the meaning of and rhetorical steps in simple short essays using variety of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of descriptive text.

**Indicator:****Meeting I**

Students can:

1. Identify the meaning of descriptive text.
2. Identify rhetorical steps and linguistic features of descriptive text.
3. Finding ideas through the Actional Functional Model (AFM).

4. Selecting and arranging ideas compose descriptive paragraphs.

### **Meeting II**

Students can:

1. Write the first draft of the descriptive paragraph according to the Actional Functional Model (AFM) design.
2. Revise the content and organization of the draft descriptive paragraph.

### **Meeting III**

**Students can:**

1. Editing the first draft in terms of grammar.
2. Proofed their writing.
3. Writing the final draft.
4. Present their descriptive writing.

## **I. Learning Objectives**

After completing the learning activities, students can:

1. Knowing the meaning of descriptive text.
2. Knowing the steps of rhetoric and linguistic characteristics of descriptive text.
3. Finding ideas through the Actional Functional Model (AFM).
4. Selecting and arranging ideas to compose descriptive paragraphs.
5. Write the first draft with correct content and organization.
6. Revise the content and organization of the draft descriptive paragraph.
7. Find mistakes in their writing.
8. Write the final draft correctly.

## **II. Learning Materials**

1. The language features of descriptive text.
2. Vocabulary items related to personal appearance :

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Brown
	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wrinkles	Blue
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Blond		Slanting

3. Give an example of descriptive text

### III. Learning Methods

Learning Activities and Steps	Time
<p><b>A. Initial Activity</b></p> <ul style="list-style-type: none"> <li>• Greeting (greeting and greeting each other).</li> <li>• Ice breaking (class conditioning).</li> <li>• Apperception (connecting lessons that have been taught previously studied).</li> <li>• Provides learning motivation</li> </ul>	10 Minutes
<p><b>B. Core Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher explains to the students about descriptive text (its social function, linguistics feature, text structure).</li> <li>• The teacher gives an example of descriptive text to students to study.</li> <li>• The teacher and students analyze the vocabulary and grammar used from the descriptive text.</li> <li>• The teacher introduces the Actional Functional Model</li> </ul>	65 Minutes

<p>(AFM) and explain it.</p> <ul style="list-style-type: none"> <li>• The teacher asks students to name the artist their favorite.</li> <li>• Teacher asks students to find five words who can represent to describe their favorite artist.</li> <li>• Teacher asks students to collect writing practice tests that have been mae by students.</li> </ul>	
<p><b>C. Closing Activity</b></p> <ul style="list-style-type: none"> <li>• The teacher concludes the material that has been studied.</li> <li>• Remind students that the meeting next, I will make a descriptive paragraph</li> <li>• Giving farewell</li> </ul>	5 Minutes

## Meeting II

LearningActivities and Steps	Time
<p><b>A. Initial Activity</b></p> <ul style="list-style-type: none"> <li>• Greeting (greeting and greeting each other).</li> <li>• Ice breaking (class conditioning).</li> <li>• Apperception (connecting lessons that have been. learned previously studied).</li> <li>• Review lessons at the first meeting).</li> </ul>	10 Minutes
<p><b>B. Core Activities</b></p> <ul style="list-style-type: none"> <li>• Students are asked to make a first draft.</li> <li>• Teachers observe student activities by around each student.</li> <li>• Students are asked to exchange their work with a friend next to him.</li> <li>• Students are asked to provide notes on the work of friends.</li> </ul>	65 Minutes

<p><b>C. Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Students are asked to collect their work</li> <li>• The teacher gives some notes</li> <li>• Regards</li> </ul>	5 Minutes
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### Meeting III

Learning Activities and Steps	Time
<p><b>A. Initial Activity</b></p> <ul style="list-style-type: none"> <li>• Greeting (greeting and greeting each other).</li> <li>• Ice breaking (class conditioning). Apperception (connecting lessons that have been learned previously studied).</li> <li>• Review lessons at the second meeting.</li> </ul> <p><b>B. Core Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher distributes students writing drafts.</li> <li>• Students are asked to revise the draft that has been made.</li> <li>• Students are asked to perfect the results writing with attention to grammatical and writing technique</li> <li>• The teacher asks students to exchange their work with the friend next to them.</li> <li>• Students are asked to provide comments to his friend's work.</li> <li>• Some students are asked to read out the results the writing.</li> </ul> <p><b>C. Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Students are asked to collect their work for assessment in the first cycle</li> <li>• The teacher gives some notes</li> <li>• Regards</li> </ul>	<p>10 Minutes</p> <p>65 Minutes</p> <p>5 Minutes</p>



#### **IV. Learning Resources and Media**

##### **a. Learning Resources**

- a). Learning Resources English Books in Focus for Class VIII SMP
- b). Independent English Curriculum
- c). SMP VIII Syllabus

##### **b. Learning Media**

- a). Attached text script
- b). People pictures
- c). Exercise paper
- d). Whiteboard

#### **V. Assesment**

Assessment of this material can be done according to the needs of the teacher, namely from observing attitudes, testing, knowledge and presenting work/projects with an assessment rubric.

**Knowing**

**Medan, August 2022**

**Observer**

**Researcher**



**Eka Anggraini, S.Pd.**

**Riryn Nadilla**

**APPENDIX VI****LEARNING IMPLEMENTATION PLAN****(CONTROL CLASS)**

School	: SMPN 32 Medan
Subject	: English
Class/ Semester	: VIII (Eight)/ Odd (One)
Meeting	: I, II, III
Time Allocation	: 6 x 40 Minutes
Aspects/Skills	: Writing
Theme	: Describing People
Text Type	: Descriptive Text
School Year	: 2022/2023

**Competency Standards** : (Writing) expressing the inner meaning functional written texts and simple short essays in the form descriptive to interact with the surrounding environment

**Basic Competency** : (Writing) expressing the meaning of and rhetorical steps in simple short essays using variety of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of descriptive text.

**Indicator:****Meeting I**

Students can:

1. Identify the meaning of descriptive text.
2. Identify rhetorical steps and linguistic features of descriptive text.
3. Selecting and arranging ideas compose descriptive paragraphs.

### **Meeting II**

Students can:

1. Write the first draft of the descriptive paragraph
2. Revise the content and organization of the draft descriptive paragraph.

### **Meeting III**

Students can:

1. Editing the first draft in terms of grammar.
2. Proofed their writing.
3. Writing the final draft.
4. Present their descriptive writing.

#### **I. Learning Objectives**

After completing the learning activities, students can:

1. Knowing the meaning of descriptive text.
2. Knowing the steps of rhetoric and linguistic characteristics of descriptive text.
3. Selecting and arranging ideas to compose descriptive paragraphs.
4. Write the first draft with correct content and organization.
5. Revise the content and organization of the draft descriptive paragraph.
4. Find mistakes in their writing.
5. Write the final draft correctly.

#### **II. Learning Materials**

6. The language features of descriptive text.
7. Vocabulary items related to personal appearance :

Height	Body	Age	Hair	Face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Brown

	Fat	Teenager	Bald	Square	Round
	Muscular		Straight	Wrinkles	Blue
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Blond		Slanting

8. Give an example of descriptive text

### III. Learning Methods

LearningActivities and Steps	Time
<p><b>A. Initial Activity</b></p> <ul style="list-style-type: none"> <li>• Greeting (greeting and greeting each other).</li> <li>• Ice breaking (class conditioning).</li> <li>• Apperception (connecting lessons that have been taught previously studied).</li> <li>• Provides learning motivation</li> </ul>	10 Minutes
<p><b>B. Core Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher explains to the students about descriptive text (its social function, linguistics feature, text structure).</li> <li>• The teacher gives an example of descriptive text to students to study.</li> <li>• The teacher and students analyze the vocabulary and grammar used from the descriptive text.</li> <li>• The teacher asks students to name the artist their favorite.</li> <li>• Teacher asks students to find five words who can represent to describe their favorite artist.</li> <li>• Teacher asks students to collect writing practice tests that</li> </ul>	65 Minutes

have been made by students.	
<b>C. Closing Activity</b> <ul style="list-style-type: none"> <li>• The teacher concludes the material that has been studied.</li> <li>• Remind students that the meeting next, I will make a descriptive paragraph</li> <li>• Giving farewell</li> </ul>	5 Minutes

## Meeting II

Learning Activities and Steps	Time
<b>A. Initial Activity</b> <ul style="list-style-type: none"> <li>• Greeting (greeting and greeting each other).</li> <li>• Ice breaking (class conditioning).</li> <li>• Apperception (connecting lessons that have been. learned previously studied).</li> <li>• Review lessons at the first meeting).</li> </ul>	10 Minutes
<b>B. Core Activities</b> <ul style="list-style-type: none"> <li>• Students are asked to make a first draft.</li> <li>• Teachers observe student activities by around each student.</li> <li>• Students are asked to exchange their work with a friend next to him.</li> <li>• Students are asked to provide notes on the work of friends.</li> </ul>	65 Minutes
<b>C. Closing Activity</b> <ul style="list-style-type: none"> <li>• Students are asked to collect their work</li> <li>• The teacher gives some notes</li> <li>• Regards</li> </ul>	5 Minutes

**Meeting III**

Learning Activities and Steps	Time
<p><b>A. Initial Activity</b></p> <ul style="list-style-type: none"> <li>• Greeting (greeting and greeting each other).</li> <li>• Ice breaking (class conditioning). Apperception (connecting lessons that have been learned previously studied).</li> <li>• Review lessons at the second meeting.</li> </ul> <p><b>B. Core Activities</b></p> <ul style="list-style-type: none"> <li>• Teacher distributes students writing drafts.</li> <li>• Students are asked to revise the draft that has been made.</li> <li>• Students are asked to perfect the results writing with attention to grammatical and writing technique</li> <li>• The teacher asks students to exchange their work with the friend next to them.</li> <li>• Students are asked to provide comments to his friend's work.</li> <li>• Some students are asked to read out the results the writing.</li> </ul> <p><b>C. Closing Activity</b></p> <ul style="list-style-type: none"> <li>• Students are asked to collect their work for assessment in the first cycle</li> <li>• The teacher gives some notes</li> <li>• Regards</li> </ul>	<p>10 Minutes</p> <p>65 Minutes</p> <p>5 Minutes</p>

#### **IV. Learning Resources and Media**

##### **a. Learning Resources**

- a). Learning Resources English Books in Focus for Class VIII SMP
- b). Independent English Curriculum
- c). SMP VIII Syllabus

##### **b. Learning Media**

- a). Attached text script
- b). People pictures
- c). Exercise paper
- d). Whiteboard

#### **V. Assesment**

Assessment of this material can be done according to the needs of the teacher, namely from observing attitudes, testing, knowledge and presenting work/projects with an assessment rubric.

**Knowing**

**Medan, October 2022**

**Observer**

**Researcher**



**Eka Anggraini, S.Pd.**

**Riryn Nadilla**

**APPENDIX VII****WORK SHEET****PRE-TEST**

## Direction

1. Write down your name on a piece of paper
2. Make a descriptive paragraphs of which the title “Ria Ricis” maximally 2 paragraphs
3. Concern about grammar, vocabulary, spelling, and the punctuation
4. This test is allowed for 45 minutes

Name : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**APPENDIX VIII****WORK SHEET****POST-TEST**

## Direction

1. Write down your name on a piece of paper
2. Make a descriptive paragraphs about “people” that is describe your friend maximally 2 paragraphs
3. Concern about grammar, vocabulary, spelling, and the punctuation
4. This test is allowed for 45 minutes

Name : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX IX

## Sample of Students' Writing Descriptive Text in Preliminary Study

## Pre-Test

Name: Yogi Hidayat  
Class: VIII  
Subject: B. Inggris

Ria Ricis

Ria Ricis often appears on various social media. Ria Ricis is known to many people and is a celebgram and youtuber. Ria Ricis has full name is Ria Yunita.

Ricis always wears the hijab. Her hobby is Play squishy and play jetsky jetsky. she has brown skin than two sister. Ricis is attractive and gunay and she colour favorite is pink.

media : "media platforms"      than : "than her"  
celebgram : "celebrety blogger"      sister : "sisters"  
youtuber : "Youtuber"      she colour favorite: his favorite  
hobby is play : "hobbies are playing"      color  
play jetsky : "playing jetski"  
brown : "brouner"

name: Naila  
class: ~~VIII~~ VIII

Ria Ricis is an Artist. And her real name is Ria Yunita. she has an older brother named Oki and Cindy. she is married and has a child name Cvt. Caifa Afa moana. she lives in the Jakarta Area.

she has a hobby of playing squishy. she has a cute and beautiful face. And Always wears a hijab. → beri tanda titik

Artist : "artist" → beri tanda koma  
brother : "sister"  
in : "in the"

Name : Amelia Silvani  
Class : VIII - B

### RIA RICIS

Ria Yunita, or more familiarly called Ria Ricis, is the youngest of three siblings. She is known as a vlogger and creative young entrepreneur. Born in Batam on 1 June 1996.

She is female Youtuber who has many subscribers. She wears a hijab and has a cheerful personality.

Yunita = "Yunita," → beri tanda koma  
familiarly called = "commonly known as"  
Ricis = "Ricis," → beri tanda koma  
1 June = "June 1,"

Name : Dava Rezky Pratama  
Class : VIII<sup>B</sup>  
Subject : B. Inggris.

### My friend

I have ~~a~~ friend named M. Yudha Ramadhan, he is my friend in class.

Yudha is my best partner in class and He is a clever student and has a hobby of playing soccer. Yudha was a little handsome with fair skin

class = "class," → beri tanda titik  
is = "is a"  
a = "the"  
handsome = "handsome," beri tanda koma

Name : Rizky Andika Syaputra  
 Class : VIII B  
 Subject : Inggris

Ria Ricis

Ria ricis has a real name; it is Ria Yunita. Everyone calls her Ricis. Ricis is a youtuber, She is a first women in southeast Asia who got Diamond Play button from youtube. Ricis has a cute face. she like play squishy, and many people love Ricis because she is funny and cheerful.

name = "name;"  
 a = "the"  
 women = "woman"  
 who got = "to get the"  
 like = "like to."

Name : Aira Ayu Adisty  
 Class : 8 B  
 Subject : B. Inggris

Ria Ricis

Her full name is Ria Yunita. She was born in Batam on July 1, 1995. She has <sup>three</sup> 3 siblings. They are OKI Setiana Dewi and Shindy Kurnia Putri.

Ria ricis is very well known as a youtuber and Instagramer. She is one of content creator influencing netters in Indonesia

youtuber = "YouTuber"  
 Instagramer = "Instagrammer"

Name: M. Ridwan  
class: VIII

Date: \_\_\_\_\_

Ria Ricis

Her full name is Ria Yunita, she is known by the name Ria Ricis which means Ria is beautiful and sweet. she works as a content creator. Her body is a little bit fat. she wear hijab, she has a funny face, she has released many books that was sold out.

is = "is a"  
wear = "wears a"  
face = "face, and"  
released may = "released many"  
was = were

Name: Fajar Rezzy Aditya  
Class: VIII-B

Ria Ricis

Ria Ricis is a woman who is now mentioned ~~on various social media~~ everywhere. Ria Ricis often appears on various social media. Ria Ricis is known to many people and is a celebrity and Youtuber. The income that Ria Ricis gets is also extraordinary.

His figure is so easily recognized by many people because his behavior is funny, attractive, and cute. Ria Ricis always wears the hijab in every content. Ria Ricis, whose full name is Ria Yunita, was born in 1995.

celebrity = "celebrity blogger"  
youtuber = "Youtuber"  
content = "Video"  
Ricis = "Ricis," → beri tanda koma  
Yunita = "Yunita," → beri tanda koma

Name : chintia Bella  
 Class : 8 B  
 Subject : B. Inggris

NO. \_\_\_\_\_  
 DATE: \_\_\_\_\_

Ria ricis

Ria ricis is a woman who is now mentioned everywhere. Ria ricis often appears on various social media. Ria ricis is known to many people and is a celebgram and youtuber. The income that Ria ricis gets is also extraordinary.

Her figure is so easily recognized by many people because her behaviors are funny, attractive, and cute. Ria ricis always wears the hijab in every content.

Celebgram = "Celebrity blogger"  
 youtuber = "YouTuber"  
 behavior = "behaviors"  
 content = "Video"

Name: Galih Yudha Setiawan  
 Class: VIII B

Ria Ricis

~~Ria ricis~~ Ria Ricis is a name of a Youtuber from Indonesia. She has a real name; it is Ria Yunita. Everyone calls her Ricis. Ricis is a content creator in Youtube, she has more than 10 million subscribers in Southeast Asia who got Diamond Play Button from YouTube.

Ricis has a beautiful face and a lovely smile. Ricis loves pink; she has a pink bedroom and a lot of pink stuff. Many people love Ricis because she is funny and cheerful.

a = "the"  
 name = "name,"  
 in = "on"  
 who got = "to get a"  
 Button = "button"  
 pinky = "pink"  
 stuffs = "stuff"



## Post-Test

Name: Yogi Hidayat  
Class: VIII  
Subject: B. Inggris

Ria Ricis

Ria Ricis often appears on various social media. Ria Ricis is known to many people and is a celebgram and youtuber. Ria Ricis has full name is Ria Gunita.

Ricis always wears the hijab. Her hobby is play squishy and play jetski jetski. she has brown skin than two sister. Ricis is attractive and funny and she colour favorite is pink.

media : "media platforms"      than : "than her"  
celebgram : "celebrety blogger"      sister : "sisters"  
youtuber : "Youtuber"      She colour favorite: his favorite  
hobby is play : "hobbies are playing"      color  
play jetski : "playing jetski"  
brown : "browner"

Name: Naila  
Class: VIII

my Best Friend

I has best friend in my classroom. I share share a chair with her. her name is ~~Nabila Baldis~~ Nabila Baldis. I always calling her Bila. Bila has a small family. she lives with her parent and two sister. Bila and always share about what is being experienced.

she is patient, friendly, and helpfull. she also like to eat Fried Potato in restaurants that's my best chairmate

has : "have a"  
calling : "call"  
has : "has a"  
parent : "parents"  
sister : "sisters"  
helpfull : "helpful"  
like : "liker"  
potato : "potatoes"  
restaurant : "restaurants"

Name : Amelia Silvani  
Class : VIII-B

### My Friend

She is one of my best friends. She is very honest, friendly, and funny person. And she is my classmate in Primary School. Her full name is Shella Azkra. Her nickname is Shella. Now, she is 13 years old.

Shella has an oval face. She has a pointed nose. The colour skin is white. Her favourite food is fried rice. And her hobby is a swimming and drawing. She likes cat very much. She always take care of her cat kindly.

is = "is a"

friendly = "friendly," → beri tanda koma

Primary School = "primary school"

colour = "color of"

favourite = "favorite"

And her hobby is a = "Her hobbies are"

cat = "cats"

Name : Dava Rezky Pratama

Class : VIII B

Subject : B. Inggris.

### My friend

I have a friend named M. Yudha Ramadhan, he is - my friend in class.

Yudha is my best partner in class and He is a clever student and has a hobby of playing soccer. Yudha is a little handsome with fair skin

class = "class" → beri tanda titik

is = "is a"

a = "the"

handsome = "handsome," beri tanda koma



<input type="checkbox"/>	Name : Rizki Andika Syaputra
<input type="checkbox"/>	Class : VIII "
<input type="checkbox"/>	Subject : B. Inggris
<input type="checkbox"/>	
<input type="checkbox"/>	My friend
<input type="checkbox"/>	
<input type="checkbox"/>	I have very good friend. His name is Randy. He's my classmate. I know him for about two years. We have met since the first time, we met at SMPN 32 Medan, which at the time was the announcement day for class division for new students.
<input type="checkbox"/>	He's black and sweet. His teeth are neat and sparkling white. Besides his sweet face, Randy is very kind and friendly to everyone. He is a very friendly and cheerful child. Randy has a hobby of playing guitar.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	I = " I've " → I have
<input type="checkbox"/>	know = " known "
<input type="checkbox"/>	him = " him for "
<input type="checkbox"/>	a = " the "
<input type="checkbox"/>	

<input type="checkbox"/>	Name : Aira Ayu Adisty
<input type="checkbox"/>	Class : 8 B
<input type="checkbox"/>	Subject : B. Inggris
<input type="checkbox"/>	
<input type="checkbox"/>	My friend
<input type="checkbox"/>	
<input type="checkbox"/>	My best friend is Anggi Prasasti and she is my classmate we go to school together. Anggi comes from an educated family. Her father is a school principal and her mother is also a teacher.
<input type="checkbox"/>	She is <u>punctual</u> , well educated, and has good girlfriends.
<input type="checkbox"/>	Anggi has a well built daddy. He also plays the guitar.
<input type="checkbox"/>	
<input type="checkbox"/>	punctual = " punctual "

Name: M. Ridwan  
class: VIII

Date: \_\_\_\_\_

My Friend

I have a classmate. his name is Yogi hadayat, and his nick name is Yogi. He was born in Medan, Medan.

He is handsome boy. He is tall and has straight hair. He also has round eyes, and the color is brown. He is very nice. He is very friendly and patient.

is = "is a"  
"which are"  
nice = "nice."

Name: Fauzan Rezky Aditya  
CLASS: VIII-B

Date: \_\_\_\_\_

my Friend

~~I have a friend~~

Aulya Rahman is my classmate. He is often called Am, he was born in the city of Medan, He is the eldest of two brothers.

He is quite handsome and smart, with slightly brown skin. He is kind and royal, has the same hobby as me: playing soccer.

royal = "royal, and he"  
me = "me."

Name: chintia Bella.  
class: 8 B

Subject: B. Inggris

Date: \_\_\_\_\_

"My friend"

I have a classmate named Anggun prasasti, he lives in Medan marcelan with his family.

she was born in the city of Medan. She has brown skin and a sweet face. she has a hobby of watching and dreams of becoming a teacher.

a = "the"

**APPENDIX X**

**The Photos of Experimental Class**



**APPENDIX XI**

**The photos of control class**







MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Rirynd Nadilla  
 NPM : 1802050053  
 Program Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 135 SKS  
 IPK = 3,56

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disahkan Oleh Dekan Fakultas
17/05/2022 	The Effect of Applying Actional Functional Model (AFM) on The Student's Achievement in Writing	17/05/22 
	Derivational Affixes Found in Disney Movie Script Doctor Strange in The Multiverse of Madness	
	Code Mixing and Code Switching Uttered By Boy William in His Youtube Channel	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 17 Mei 2022

Hormat Pemohon,

Rirynd Nadilla

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
  - Untuk Ketua/Sekretaris Prodi
  - Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Rirynd Nadilla  
NPM : 1802050053  
ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Applying Actional Functional Model (AFM) on The Student's Achievement in Writing

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai:

Dosen Pembimbing :

**Imelda Darmayanti Manurung, S.S. M.Hum.**

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 17 Mei 2022  
Hormat Pemohon,

**Rirynd Nadilla**

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan




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Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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### PERMOHONA PERSETUJUAN JUDUL SKRIPSI

Nama : Rirynd Nadilla  
NPM : 1802050053  
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
The Effect of Applying Actional Functional Model (AFM) on The Student's Achievement in Writing	17/5 <sup>22</sup> 

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 17 Mei 2022

Disetujui oleh

Dosen Pembimbing



Imelda Darmayanti Manurung, S.S.,M.Hum.

Hormat Pemohon



Rirynd Nadilla



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris  
Nama Mahasiswa : Rirynd Nadilla  
NPM : 1802050053  
Judul Proposal : The Effect Of Applying Actional Function Model (AFM) on The Student's Achievement in Writing

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
22/5/22	ch.1. Background	
31/5/22	ch.1. problem	
9/6/22	ch.2 AFM	
16/6/22	ch.2 conceptual framework	
28/6/22	ch.3. Research methodology	
20/7/22	instrument, referens - lesson plan	
4/8/2022	all	

Diketahui/Disetujui  
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum

Medan, 8 Agustus 2022  
Dosen Pembimbing

Imelda Darmayanti Manurung, S.S.,M.Hum.





**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Selasa Tanggal 16 Bulan Agustus Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Rirynd Nadilla  
N.P.M : 1802050053  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Actional Functional Model (AFM) on The Student's Achievement in Writing

No	Masukan dan Saran
Judul	—
Bab I	Formulation of the problem
Bab II	Theoretical Framework
Bab III	Sampling
Lainnya	NO Page, enough years
Kesimpulan	[X] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Imelda Damayanti Manurung, SS., M.Hum)

Dosen Pembahas

(Ambar Wulan Sari, S.Pd, M.Pd)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Rirynd Nadilla  
N.P.M : 1802050053  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Applying Actional Functional Model (AFM) on The  
Student's Achievement In Writing

Pada hari Selasa, tanggal 16, bulan Agustus, tahun 2022 sudah layak menjadi proposal skripsi.

Medan, Agustus 2022

Disetujui oleh:

Dosen Pembimbing

( Imelda Damayanti Manurung, SS., M.Hum )

Dosen Pembahas

( Ambar Wulan Sari, S.Pd, M.Pd )

Diketahui oleh  
Ketua Program Studi,

( Pirman Ginting, S.Pd., M.Hum )



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Saya yang bertanda tangan dibawah ini:

Nama Mahasiswa : Rirynd Nadilla  
NPM : 1802050053  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Actional Functional Model (AFM) on  
The Student's Achievement In Writing

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 24 Agustus 2022

Diketahui oleh:

Ketua Program Studi Pendidikan Bahasa  
Inggris

Pirman Ginting, S.Pd., M.Hum.

Hormat saya

Yang membuat Pernyataan

  
Rirynd Nadilla



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMughtarBasri No .3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Rirynd Nadilla  
NPM : 1802050053  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Selasa  
Tanggal : 16 Agustus 2022  
Dengan Judul Proposal : The Effect of Applying Actional Functional Model (AFM) on The Student's Achievement In Writing

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut.

Atas kesediaan dan kerja sama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kitasemuanya. Amin.

Dikeluarkan di:  
Medan,  
Pada Tanggal: 24 Agustus 2022

Wassalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.





Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website : <http://fkip.umsu.ac.id> E-mail : [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 1747 /11.3/UMSU-02/F/2022  
Lamp : ---

Medan, 26 Muharram 1444 H  
24 Agustus 2022 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
SMP Negeri 32 Medan.  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Rirynd Nadilla  
N P M : 1802050053  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Effect of Applying Actional Functional Model(AFM) on The Student's Achievement in Writing.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam  
Dekan



  
  
**Dra. Hj. Syamsuurnita, MPd.**  
NIDN : 0004066701

**\*\*Pentinggal**





**PEMERINTAH KOTA MEDAN  
DINAS PENDIDIKAN  
UPT. SMP NEGERI 32 MEDAN**

Akreditasi : A  
NSS : 202076011361

NPSN : 10210952  
Kode Pos : 20255

Jalan Marelan V No.123 Kelurahan Rengas Pulan Kecamatan Medan Marelan Telp. (061) 6853426

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : 420 /156/ 2022

Saya yang bertanda tangan dibawah ini :

N a m a : Hj. ROHANIM, S.d, MM  
NIP : 19680616 198903 2 005  
Jabatan : PLT. Kepala Sekolah

Menerangkan bahwa Mahasiswa Universitas Muhammadiyah Sumatera Utara (UMSU):

N a m a : Rirynd Nadilla  
NIM : 1802050053  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Applying Actional Functional Model (AFM) in  
The Student's Achievement in Writing

Telah selesai melakukan kegiatan penelitian Skripsi di SMP Negeri 32 Medan, terhitung tanggal 30 Agustus s.d 3 September 2022.

Demikian surat keterangan ini diperbuat untuk menjawab sekaligus menyetujui surat permohonan yang diajukan Oleh Universitas Muhammadiyah Sumatera Utara (UMSU) dengan Nomor : 1747/II.3/UMSU-02/F/2022 tanggal 24 Agustus 2022.

Medan, 3 September 2022  
PLT. Kepala Sekolah,  
  
Hj. ROHANIM, S.d, MM  
NIP. 19680616 198903 2 005

## **CURRICULUM VITAE**

### **DATA PERSONAL**

Name : Riryn Nadilla  
Place / Date of Birth : P. Siantar / 17 September 2000  
Register Number : 1802050053  
Sex : Female  
Religion : Moslem  
Marital Status : Single  
Hobbies : Cooking  
Father's name : Tusmiardi  
Mother's name : Sriana  
Address : Jln. Marelan V pasar II Barat Lingkungan 3  
Email : [rirynadilla17@gmail.com](mailto:rirynadilla17@gmail.com)

### **EDUCATION**

- Elementary School at SD Negeri 066658 2006
- Junior High School at MTS PAB 1 HELVETIA 2013
- Senior High School at MAS PAB 2 HELVETIA 2016
- Students of Muhammadiyah University of North Sumatera 2018  
until Sarjana Degree of English Department