THE EFFECT OF APPLYING PWIM (PICTURE WORD INDUCTIVE MODEL) STRATEGY ON THE STUDENTS'ACHIEVEMENT IN WRITING PROCEDURE TEXT

SKRIPSI

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ABTRACT

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This study was attempted to investigate teaching writing by using Picture Word Inductive Model Strategy. The objective of this research was to find out the significance effect of applying picture word inductive model (PWIM) strategy on students' achievement in writing procedure text. The method used in this study was an experimental research. This research had been conducted at SMP PAB 2 HELVETIA, Jl. Veteran Pasar IV Helvetia, Medan Kabupaten Deli Serdang North Sumatera Indonesia. The population of this research were the ninth grade class in academic years 2016/2017 which consisted of 7 classes, 266 students. The researcher took 2 classes as te sample of research by using cluster random sampling, IX 6 was as the control class consisted of 30 students and IX 7 was as the experimental class which involved 30 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using traditional method mean while the experimental class was treated by using by PWIM strategy. The instrument of the research was an written test. The data were analyzed by using t-test. formula implemented to find out the $t_{observed}$ value of both groups as the basis to test hypothesis of this research. The result of this research showed that the $t_{observed}$ value was greater than the t-table in which $t_{observed}$ was 15 and t_{table} 2.00. it shows that $t_{observed} > t_{table}$ (15 > 2.00). The hypothesis was accepted. It means that there was any significant effect of applying PWIM strategy on students achievement in writing procedure text.

Keyword: *Picture Word Inductive Model Strategy, Writing, Procedure Text*

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a process of transferring idea, feeling, and thought into written form by giving more attention to the use of language as correctly. Writing activity has give important contribution to human. Harmer (2007: 118) states that writing is an enabling activity where teachers have students write sentences in preparation for some other activity. Beside that, writing is used as a practical tool to help students practice and work with language they have been studying. It means that students can practice their language through writing as the form of written language. In other words, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others. Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

The researcher focuses on writing because writing is one of the four language skills that has a very important role in learning. In writing, students must have good knowledge about writing process and aspects of writing. The students must be able to organize the idea to construct the sentence, use the grammar, vocabulary (diction), spelling well, and arrange their writing into coherent. Writing is more complicated than the other skills because writing deals with

mixture of idea, vocabulary, and grammar. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing need to be mastered such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences which grammatically linked. Furthermore, the purposes of their writing will be delivered well. Writing is very important to learn by the students because it is used extensively in higher education and in the workplace. If the students do not know how to express their ideas in writing, they will not be able to communicate well with other people in the written communication.

In the Curriculum 2013, syllabus of junior and senior high school curriculum requires students to be able to write some kinds of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical a procedure text is instructing, showing the steps of making completely something. This kind is exposition, hortatory exposition, procedure, discussion, reviews, spoof and new items. Based on the statement above, the procedure text is one genre that must be mastered by students in learning English. And theoretically, how to make something completely is the best example of procedure text. As we all know that of text in English is commonly organized in imperative sentences.

In fact, not all students be able to write procedure text properly and in accordance with the existing elements in the procedure text. Based on the researcher observation at the time of my Teaching Training Practice (PPL) contained 70% of students who are unable to write procedure text and at junior

high school namely SMP PAB 2 Helvetia Medan grade ninth. There are many students who get problems in writing procedure text score. The mean of their writing score just 60,75 from 60 students. From the mean of writing score there are 17 students get the score 75 and 31 students get 60 and then 12 students get 50. It means just 21,875% students who are passed the writing procedure text test.

A good English teacher not only can master the subject material but also should be able to cerate a good classroom atmosphere during the teaching learning process taking place. My observation during having my Teaching Training Practice (PPL) for three months denotes that a command problem of language learner is writing. Because in PPL the researcher found out some problem for students in writing, and in this case in writing a procedure text. The researcher wants to know which one is easier for students to make the procedure text.

Based on the earlier observation, researcher found that the students still low ability in writing a procedure text. Researcher think that there are many students problems in writing a procedure text based on researcher experience in PPL such as the students have problems about the way in writing a procedure text and they still have less vocabulary and they also did not care about grammatical in English. Because the teacher did not use some new ways, method and strategy to teach the students. Therefore, the students become unmotivated, bored and had difficulties in learning procedure text.

Based on the problems previously, to overcome the situation, the teacher should generated students interest by applying the various strategy. An interesting

activity in writing class that could be created by proper strategy will take more students' attention and they would understand the lesson well. A proper strategy that used by the teacher can also improves the quality of teaching and learning.

Learning strategies are defined as specifications, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning. By using strategy in teaching, the teacher could help the students think critically and develop their ideas. One of the appropriate strategy is picture word inductive model.

Beside that, according Soenoewati (2009: 32) using PWIM students become enthusiastic in learning writing because the students get many vocabularies that can be used in their writing and it also guide the students to develop their imagination and idea to make a sentence or paragraph. Then, the students feel enjoy and disburden in writing because the students focus concentration on picture in Picture Word Inductive Model. Therefore, the objective of the study was to find out whether or not there was any significant difference in writing achievement between the students who were taught by using Picture Word Inductive Model (PWIM) and that of those who were not. The picture word inductive model builds on the listening and speaking vocabularies of the students, helping them to add reading and writing to their communications.

Based on the explanation previously, the researcher believes that picture, word, inductive model strategy can be applied in teaching writing, especially writing procedure text. The students would be able to write procedure text based

on the strategy. Based on explanation previously, the researcher conducts the research with the title. The Effect of Applying PWIM (Picture Word Inductive Model) Strategy on the Students' achievement in Writing Procedure Text.

B. The Identification of the Problems.

The problem of this research were formulated as follows:

1. Students are lack in vocabulary.

2. Students do not understand good writing .

3. Students do not know main idea in writing procedure text.

C. The Scope and Limitation

The scope of the study is writing skill by using Picture word inductive model (PWIM) and it is limited on writing procedure text.

D. The formulation of the Problem

The formulation of this research is there any Effect of Applying PWIM (Picture Word Inductive Model) strategy on the Students' achievement in Writing Procedure Text ?

E. The Objective of the Study

The objective of this research is to find out Effect of Applying PWIM (Picture Word Inductive Model) strategy on the Students' achievement in Writing Procedure Text.

F.   The Significance of the Study

The finding of this research is expected to be useful for:

1. Theoretically

The finding of this research will be hoped would give some contributions as well as information for the readers especially in writing procedure text based on strategy PWIM the used Emily Calhoun's Theory. Picture Word Inductive Model (PWIM) is a model of study that uses the pictures and also the words to stimulate students thinking inductively, from the specific thinking with see the pictures that available become a sentence and then a paragraph. This model makes the students feel interested to learn because it is guide their imagination and idea to make a sentences and paragraph.

2. Practically

a. For the English Teachers

First, to give contribution in teaching writing, especially in writing procedure text based on strategy PWIM. Because, in teaching procedure text based on strategy PWIM can motivate the student to writing. Second, the teacher will be easy explain and more understand to explain to the students to write good short description about procedure text. Third, English teachers should know their difficulties in English lesson especially in vocabulary and grammar.

b. For the Students

First, in writing a procedure text the students can improve their ability in writing. Second, to improve their vocabulary and grammar to write good sentence and they able comprehend a procedure text.

c. For the Researcher :

First, to master the ability in need writing. Moreover, to other researcher as a guide to study the further analysis, and Second the researcher more have knowledge in writing a procedure text based on strategy PWIM.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical framework

1. Writing

Writing is one of the skills of language that is studied in the classroom. Writing is the activity requiring the ability to make the word become sentence.

It is also activity of constructing sentence into a text. Writing is not easy. It is the most difficult subject in the school since the students have to produce a text by using English. It takes series of practices to develop this skill, it cannot be learnt only one time. The students have to write what they think in their mind and state it on a paper by using correct procedure. Learning to write either in the last year of Junior High School or even in Senior High School is one of the most difficult tasks a learner encounters and one that few people can master.

According to Byren (2002: 1) when we write, we use graphic symbols: that is, letter or combination of letter which relate to the sounds we make when we speak. But writing is clearly much more than the production of sounds. The symbols have to be arranged, according to certain conversations, to from words, and word to be arranged to from sentences, although again we can said to be " writing". Writing conveys the writers though in the written form. Writing process in the stage writer goes through in order to produce something in its final written form. Writing is also as a process of self discovering who you are and why you

thought. In the process of writing people give full shape to their thoughts, their feelings and even their value.

Writing is also a kind of activity of arranging the ideas which belong to someone's presently think, fell and perceive. According to Brown (2001: 337) who says that writing is a transaction with words where by you free yourself from what you presently think, feel and perceive. These words will be presented well and the meaning will be clear if your mind is conception well and it do in written or oral.

1.1. Writing Process

According to Carol et.al (2001: 15) elaborates the states of writing process as following:

a. Prewriting

Prewriting is freely choosing the topic and beginning to gather and details before it is writing.

b. Drafting

Drafting is getting the ideas down on paper in roughly the format that the writer intends.

c. Revising

Revising is correcting any major errors and improving the writing form and content.

d. Editing and proofreading

Editing and proofreading is polishing the writing, fixing error in grammar, spelling and mechanism.

e. Publishing and presenting

Publishing and presenting is sharing the writing.

2. Procedure Text

According to Priyanto (2009: 1) states that procedural text is kind of the text that can be found around which involves how thing is done through a set of steps or action. There are three definition about procedure text the first, Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. Second, Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules. Third , Texts that deal with human behavior e.g. how to live happily, how to succeed.

According to Pardiyono (2007: 125) says that in the context of communication, frequently a person should explain about how the work should be completed in sequence (in sequent steps). Instruction on step that must be done, so that the job can be done well and can be shaped in a text type of procedure text.

2.1. The Purpose of Procedure Text

The purpose procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of even which is broken up into small sequence steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.

2.2. The Generic Structure and Language Feature of Procedure Text

In writing procedure text, there are two things that should be mastered by students, they are:

1) Goal

The goal can be the title of the text. It also can be an introductory paragraph. For example: the recipe to make Mushroom Soup. It is mentioned the name of the recipe that we will make in the main heading or the title of the text. This part is called the goal of the procedure text.

2) Materials

In this part, we have to indicate what we will need to make something. It means that we can know our material and ingredients that we need in this section. For example, we mention mushrooms, eggs, salt, cream, pepper and chicken stock. This part is called the materials of procedure text. The materials can be a list or paragraph.

3) Steps

In this part we have to indicate how something is accomplished through a sequence of actions or steps. It means that we can know the steps to make something in this section. For example: "prepare mushrooms and place in frying pan with melted butter, cover and cook for 10 minutes". This part is called the method of procedure text.

2.3. The Language Features of Procedure Text:

The procedure text also has some grammatical features, According to Gerot et. al (1994: 55) states that the language features of procedure text are:

1. Focus on specific and usually individualized participants or focus on generalized human agents (often implicit).

2. Use of material processes (and in this text, behavioral and verbal processes). Sequences of events marked either explicitly by temporal connectives, or numbering of points, or implicitly by the ordering of steps on the page.

3. Use of relational processes and temporal circumstances;

4. Use of simple present tense or use of the imperatives and verbs of action

5. Use of conditional "if" to indicate alternative path of actions.

2.4. The Example of Procedure Text

How to Make a Cup of Coffee

Materials and Ingredients:

- 2 Spoons of sugar

- One spoon of coffee powder

- Hot water

- A cup

- A spoon

Procedures:

1. Prepare two spoons of sugar, a cup, hot water, one spoon of coffee powder, a spoon.

2. Put one spoon of coffee powder into the cup.

3. Pour some hot water into the cup.

4. Add 2 spoons of sugar into a cup of coffee.

5. Stir it well and the hot coffee is ready to drink.

3. Picture Word Inductive Model (PWIM)

According to Emily Calhoun (1999: 21) develop PWIM, based on the PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading and writing. The picture word inductive model can be used to teach phonics and spelling both inductively and explicitly. However, the model is designed to capitalize on children's ability to think inductively.

The PWIM enables them to build generalizations that form the basis of structural and phonetic analysis. And it respects their ability to think. Thus, a major principle of the model is that students have the capability to make generalizations that can help them to master the conventions of language.

3.1. The purpose of Picture Word Inductive Model (PWIM)

According to Emily Calhoun (1999) PWIM is designed to capitalize on students' natural ability: First to play with word to build phonetic and structural analysis. Second to make the students think inductively. Third to make

generalizations about the meaning of word, the ideas, and concepts represented in the picture. Fourth to support the transition between oral language and the written word. And then to develop students' vocabulary, concept about word, sentence, and paragraph, structures through content subject of reading, math, science or social studies.

3.2. The advantages of Picture Word Inductive Model (PWIM)

According to Emily Calhoun(1999) advantages of PWIM as follow:

1) The strategy emphasizes phonics, grammar, mechanic and usage of Standard English.

2) Pictures provide authentic, concrete referents for the learning of new words, phrases and sentences.

3) Because students are using picture related to content material under study, they have the opportunity to use the word repeatedly in an authentic way. They feel of part of the classroom community and can participate in class activities.

4) Students hear and see words spelled correctly and participate in the correct spelling and writing.

5) Learner benefit from the teacher modeling of the keyword and concept, with extensive practice, they can begin to learn how create sentences and paragraphs related to the subject.

3.3. Procedure of PWIM to Develop Students' Writing Skill

Emily Calhoun (1999: 23) developed the Picture Word Inductive Model

(PWIM)

into ten phases:

a. Selecting a picture

The teacher selects the picture for students. Teacher gives them an interested

picture that appropriate with topic procedure text and explains the rules of the

text.

b. Asking student to make groups and to identify what they see in the picture

Asking the students to make the groups and identify the picture in groups.

c. Labeling the picture parts identified

In this part, the teacher draws a line at each part of pictures. Students label the

words of pictures. It makes them easily to remember the words.

d. Reading and reviewing the picture word chart aloud

The students read aloud the picture that has been given label. The teacher can

select it in choosing the words.

e. Asking the students to read and to classify the words

The students read and review the picture word aloud. The students read the

words and classify the words into a variety of groups based on similar

elements.

f. Reading and reviewing the picture word

Asking students to say the words, spelling it and saying it again.

g. Adding the words

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

h. Leading students into creating a title

   Asking the students to think about the information on the chart and explore what they create or think.

i. Generating sentences

   Asking students to write a sentence or sentences which describe the picture. Then, classify sentences and put the sentences into a good paragraph.

j. Writing the sentences and paragraph

   The goal is for every student to learn writing the sentences or good paragraph.

B. Conceptual Framework

   Writing has a goal to express ideas or thoughts so students should be able to express their ideas or thoughts in writing form. Writing is a process of outing their ideas or thoughts into words, into a sequence of words which is combined into the form of paragraph. Writing is not less important than listening, speaking and reading. The students were expected to write simple letter and many type of the text. Writing encourages students to focus on accurate language use and because they think as they write, it would provoke language development as they problems which the writing puts into their mind. One of the early cognitive skills students develop is to sequence. They were expected to reproduce a sequence off

steps writing. Through writing procedure text students are trained to able to describe how something is accomplished through a sequence of action or steps. Although the students have studied English from primary school many of them failure in achieve writing skills. Therefore teachers should create learning environment in which be students can expand their ideas which will be transformed to their writings. One of the effective strategies which can be applied is Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is a model of study that uses the pictures and also the words to stimulate students thinking inductively, from the specific thinking with see the picture that available become a sentences and then a paragraph. This model makes the students feel interested to learn because it is guide their imagination and idea to make a sentences and paragraph.

In Picture Word Inductive Model, teacher gives the example of the procedure text for the first step, and then the grammatical features, the generic structure and what they are going to do in writing procedure text. After that, teacher explains it, shown the bigger one picture and put it into the wall or board. And then asks the students to identify what they see in the picture. After identifying the picture, the teacher labels the object or area with the words and then asks the students to pronounced and read the words aloud. Make the word bank of the words labeled if desired. Then make the title, and ask the students to make a sentences or paragraph based on the picture. And finally the students read and review the sentences or paragraph that they have been made.

Picture and words inductive in this model can guide the students develop their imagination and idea to make a sentences or paragraph. By using interesting pictures, the writing task more enjoyable. From the explanation above it can be concluded that, students are more active because Picture Word Inductive Model will be guided students write procedure text. Picture Word Inductive Model helps the students by giving the picture and also giving the words. Considering some advantages above are expected some student's achievement on writing procedure text are improved well with the Picture Word Inductive Model.

C. Hypothesis

Based on theoretical and conceptual framework above, hypothesis can be formulated as follows:

H_a: There is significant effect of applying PWIM (picture word inductive model) strategy on the students' achievement in writing procedure text.

H_0: There is not significant effect of applying PWIM (picture word inductive model) strategy on the students' achievement in writing procedure text.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMP PAB 2 Helvetia , which located on Jl. Veteran Pasar IV Helvetia, Medan Kabupaten Deli Serdang North Sumatera Indonesia. This research was focused in years 2016/2017. The reason for choosing this school because based on the researcher experience found the students could not write well, the students should be increased their skill in writing. So, the researcher used PWIM to solve the students difficulties.

B. Population and Sample

1. Population

The population of the research were ninth grade students SMP PAB 2 Helvetia Kabupaten Deli Serdang years 2016/2017. There were seven classes. IX 1 consist of 43 students, IX 2 consist of 41 students, IX 3 consist of 40 students, IX 4 consist of 41 students,   IX 5 consist of 4I students, IX 6 consist of 30 students, IX 7 consist of 30 students , so total of the population are 266 students.

Table 3.1
Population of the Research

No	Class	Population
1	IX 1	43
2	IX 2	41
3	IX 3	40
4	IX 4	41

5	IX 5	41
6	IX 6	30
7	IX 7	30
	Total	266

2. Sample

        Sample is a procedure of taking the data, where only a part of population

was taken and use to determine the characteristic from the population. The

researcher took only two classes by using cluster sampling. According to

Sugiyono (2010), cluster random sampling selects groups. In addition, in cluster

sampling, each member of the population under study has an equal chance of

being selected and the probability of a member of the population being selected is

unaffected by the election of other members of the population. Then, in Cluster

sampling, the sample units contain groups of elements (clusters) instead of

individual members or items in the population. To take the sample by using

cluster sampling, the researcher used a cards . After mixing these cards, the

researcher took two cards randomly as a sample of this research. The sample was

chosen two classes by using card to determining experimental and control group.

Those class are IX 6 and IX 7 whose numbers are 30 students for each.

Table 3.2
Sample of the research

No	Class	Population
1	IX 6	30
2	IX 7	30
	Total	60

C. Research Design

This research was used an experimental research. In this method the sample was given a treatment based on the variable research. Therefore, the experimental group which of 30 students be taught by picture word inductive model. The detail shown in the table 3.3

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Using Picture Word Inductive Model(PWIM)	✓
Control	✓	-	✓

The procedure of research was divided into three components. They were pre-test, treatment and post-test. The procedure in administrating the test show below:

1. Pre test

Pre-test was given to the two classes (experimental class and control class) before having the treatment. The teacher asked students about procedure make a coffee, the teacher gave the text about procedure text and students answer the question. Then when the time was over answer sheet should be collected. The test was given to both experimental and control group. Pre-test will aimed at knowing the students' ability before having treatment.

2. Treatment

In teaching writing, treatment was used to experimental group. The experimental group was given by applying PWIM.

Table 3.4
Teaching Procedure on the experimental group

The researcher's activities	The students' activities
The teacher selected the picture that connected with the material.	The students given their opinion about the picture.
The teacher introduced the Picture Word Inductive Model (PWIM).	The students listened to the explanation about Picture Word Inductive Model.
The teacher asked the students to made the group and identify the picture.	The students identified the picture.
The teacher drew a lined at each part of pictures.	The students labeled the words of pictures.
The teacher read and repeated each keywords.	The students read and repeated keywords.
The teacher explained meaning of each keywords.	The students listened meaning of each the keywords.
The teacher asked students into created a title from the information on the chart	The students made a created a title based on the picture.
The teacher asked the students to wrote a sentences or sentences which describe the picture.	The students wrote a sentences based on the picture
The teacher ended the class by closing.	The students listened the conclusion of the material.

3. Post-Test

The post-test was given after the treatment. In the post-test, the students of experimental and control classes was asked to write procedure text. It was done in order to students know the procedure text.

D. Instrument of Research

For the data, the instrument of the research was written test. In this test, the students make a procedure text, and then they was written and present their creativity in front of the class. The test was used as the instrument of the research. The aim of this test was to measure the students' achievement in writing procedure text.

E. The Procedures of Collecting Data

To collect the data of this research, the researcher was used the step as the following:

1. Giving the pre-test to both classes.

2. Giving the treatment to class experimental group.

3. Giving the post-test to both classes.

4. Collecting the students' work sheets.

To know the students' achievement in writing there were some scoring the test. According to brown & bailey (2003) states that there were five scoring components scales namely:

Table 3.5
Scoring components

a. Content

Score	Criteria
26-30	Excellent to Good: the writing should be knowledgeable, substance, reflects though, development thesis and relevant to assigned topic.
21-25	Good to Adequate: ideas could be more fully developed, adequate range, limited development of topic sentence, relevant to topic.
16-20	Adequate to Fair: development of ideas not completed, paragraphs are not divided exactly right, limited knowledge of subject.
11-15	Unacceptable-not: ideas incomplete, not substance, does not show knowledge of subject, inadequate effort in area of content.

b. Organization

Score	Criteria
18-20	Excellent to Good: appropriate title, effective introductory paragraph, topic is stated, well organized, conclusion logical and complete.
15-17	Good to Adequate: adequate title, introduction , and conclusion, limited support, logical but incomplete sequencing.
12-14	Adequate to Fair: mediocre or scant introduction or conclusion, some ideas are not fully developed, sequence is logical but transitional expressions may be absent or misused.
6-11	Unacceptable-not: not organization, problems with ordering of ideas, conclusion weak or illogical.

c. Vocabulary

Score	Criteria
18-20	Excellent to Good: precise vocabulary usage, use of parallel structures, concise, good register.
15-17	Good to Adequate: attempts variety, good vocabulary, not wordy, style fairly concise.
12-14	Adequate to Fair: some vocabulary misused, lacks awareness of register, may be too wordy.
6-11	Unacceptable-not: poor expression of ideas, problems in vocabulary, lacks variety of structure.

d. Syntax

Score	Criteria
21-25	Excellent to Good: native-like fluency in English grammar, correct use of relative clauses, prepositions, modals, articles, verbs form and tense sequencing.
16-20	Good to Adequate: advanced profiency in English grammar, minor problem in complex construction, some grammar problems do not influence communication.
11-15	Adequate to Fair: ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication.
6-10	Unacceptable-not: numerous serious grammar problems intefere with communication of the writer's ideas, difficult to read sentence.

e. Mechanics

Score	Criteria
5	Excellent to Good: correct use of English writing conventions, left and right margins, all needed capitals, paragraph indented, punctuation and spelling very neat.
4	Good to Adequate: some problems with writing conventions or punctuation, occasional spelling errors, left margin correct.
3	Adequate to Fair: use general writing conventions but has errors, spelling problems distract reader.
2	Unacceptable-not: parts of essay not legible, errors in sentence punctuation, unacceptable to educated readers.

Based on these indicators, then the students in writing procedure text using chronological order was classified to quantitative and qualitative system. The scales will be as follows :

Table 3.6
Skill in Qualitative and Quantitative form

Qualitative form	Quantitative form
Very Good	81 – 100
Good	71 – 80
Fair	61 – 70
Poor	31 – 60
Very poor	10– 30

F. The Technique of Data Analysis

In this research, descriptive quantitative technique was applied to

Analyze the data, and the steps were :

1. Read the students' answer.

2. Identify the students' answer.

3. Analyzing the students' answer based on component that has presented in scoring test.

4. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.

5. Calculating the total score of post-test in experimental group and control group.

6. Finding the mean score of pre-test and post-test in experimental group and control group by using formula According to Anas Sudijono:

  a. Mean of variable X (variable 1)

$$M_x = \frac{\Sigma X}{N}$$

  b. Mean of variable Y (variable 2)

$$M_y = \frac{\Sigma X}{N}$$

7. Finding the standard of deviation by using formula:

a. Standard Deviation (SD) for variable X (variable 1)

$$SD_X = \sqrt{\frac{\sum x^2}{N}}$$

Standard Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

b. Standard Error of mean of variable 1

$$SE\ M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

Standard Error of mean of variable 2

$$SE\ M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

c. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE\ M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2}$$

8. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Notes :

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

$\sum X$ = total of students' score

$\sum Y$ = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

SD_x = standard deviation for variable x

SD_y = standard deviation for variable y

$\sum X^2$ =the square of total students' score

$\sum Y^2$ = the square of total students' score

SE $M_1 - M_2$ = standard error between M_1 and M_2

t_0 = t observed

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There were two kinds of test for each group, pre-test and post-test. The samples were divided into two group, experimental group and control group. Experimental group which consist of 30 students and control group which consist of 30 students.

The result of students' score pre-test and post-test of experimental class seen in (appendix 1 and 2) table 4.1 and table 4.2. The higher score pre-test for experimental group is 70, and the lowest score pre-test for experimental group is 60. The higher score post-test for experimental group is 91, and the lowest score post-test for experimental group is 80.

The result of students' score pre-test and post-test of control class seen in (appendix 3 and 4) table 4.3 and table 4.4. The higher score pre-test for control group is 63, and the lowest score pre-test for control group is 50. The higher score post-test for control group is 75, and the lowest score post-test for control group is 60.

B. The Data Analysis

Based on the data above, the following table is differences score between pre-test and post-test of the experimental group and control group.

1. Based on the Table 4.5 seen in (appendix 5), the mean score of experimental group were calculated as the follows:

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

$$= \frac{607}{30}$$

$$= 20.23$$

Which

M_x : The Mean Scores of Experimental Group

$\sum X$: The Score of $X_2 - X_1$

N : Sample of Experimental Group

2. Based on the Table 4.6 seen in (appendix 6), the mean score of control group were calculated as the follows can be seen appendix.

$$M_Y = \frac{\sum Y}{N}$$

$$= \frac{265}{30}$$

$$= 8.83$$

Which:

M_Y : The Mean Score of Control Group

$\sum Y$: The Scores Of $Y_2 - Y_1$

N : Sample of Control Group

Based on the mean scores of both sample groups, the following tables were the table for calculating the correlation score in both groups.

1. Table 4.7 seen in (appendix 7), the calculation of mean and standard deviation score of experimental group. Based on the calculation of the table, the

following formula of the T-test was implemented to find out T-critical value of both sample group as the basic of T-test the hypothesis of this research.

1. SD Variable X

$$SDx \text{ or } SD_1 = \sqrt{\frac{\Sigma x^2}{N_1}}$$

$$= \sqrt{\frac{325.367}{30}}$$

$$= \sqrt{10.8455}$$

$$= 3.29$$

2. Table 4.8 seen in (appendix 8) the calculation of mean and standard deviation score of control group. Based on the calculation of the table above, the following formula of the T-test was implemented to find out T-critical value of both sample group as the basic of T-test the hypothesis of this research.

2. SD Variable Y

$$SD_Y \text{ or } SD_1 = \sqrt{\frac{\Sigma Y^2}{N_1}}$$

$$= \sqrt{\frac{198.167}{30}}$$

$$= \sqrt{6.60}$$

$$= 2.57$$

Based on the calculation above shown the following facts:

SDx   : 3.29

SD_Y : 2.57

N_1 : 30

N_2 : 30

X   : 607

Y   : 265

M_x : 20.23

M_Y : 8.83

$(X-M_x)^2$: 325.367

$(Y-M_Y)^2$: 198.167

Therefore, the following formula was implemented:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}}$$

$$= \frac{3.29}{\sqrt{30-1}}$$

$$= \frac{3.29}{\sqrt{29}}$$

$$= \frac{3.29}{5.38}$$

$$= 0.61$$

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

$$= \frac{2.57}{\sqrt{30-1}}$$

$$= \frac{2.57}{\sqrt{29}}$$

$$= \frac{2.57}{5.38}$$

$$= 0.47$$

Next, the following was implemented to find out the error standard deviation between M_1-M_2:

$$SE_{M1\text{-}M2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$

$$= \sqrt{0.61^2 + 0.47^2}$$

$$= \sqrt{0.37 + 0.22}$$

$$= \sqrt{0.59}$$

$$= 0.76$$

The result above then be applied to test hypothesis:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$t_o = \frac{20.23 - 8.83}{0.76}$$

$$= \frac{11.4}{0.76}$$

$$= 15$$

$$Df = (N_1 + N_2) - 2$$

$$= (30 + 30) - 2$$

$$= 60 - 2$$

$$= 58$$

$$t_{table} = t\ (1 - \frac{1}{2}\alpha)^{(df)}$$

$$= t\ (1 - \frac{1}{2}0.05)^{(58)}$$

$$= 2.00$$

After the data above were calculated by using t-test, the result showed that the critical was 15.the after looking the table of distribution of t-critical as the basic of counting t-critical in certain of df (degree of freedom), the calculating show that df were 60 ($N_1 + N_2$) and (60 + 60 − 2). It was taken from, the table of

distribution was got pride, for 5%= 0.05. the fact shown that the t-observed > t-table 15 > 2.00 to test the hypothesis. Therefore, the alternative hypothesis (H_a) was accepted because $t_{observed}$ was higher than t_{table}. In other word, the students who were taught by using picture word inductive model strategy got better than who were by using traditional technique in writing procedure text.

C. Testing Hypothesis

To test hypothesis the formula of t-test and the end the distributor table of critical value were applied. If $t_{observed}$ was a greater than t_{table}, it means that the null hypothesis was rejected and the alternative hypothesis was accepted. The fact of thus research showed that $t_{observed}$ was more great than t_{table} (15 > 2.00). Therefore, the students who were taught by using picture word inductive model strategy got high scores. In other hand there was significant effect of applying picture word inductive model strategy on the students' achievement in writing procedure text.

D. Research Finding

The finding of this research, the value of the t_o compared by the t_t, $t_o > t_t$ (15 > 2.00). It means that H_a was accepted and H_o was rejected. So, it can be concluded that there was any effect of applying picture word inductive model strategy on the students' achievement in writing procedure text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there is conclusion that had been described as follow. From this research, it was found that the PWIM (Picture Word Inductive Model) strategy was positive effect on teaching and learning process to English teacher especially in teaching writing procedure text. Which showed in the result of the test $t_{observed} > t_{table}$ or $15 > 2.00$. So, The fact hypothesis H_a was accept H_0 was rejected. Thus, there was a significant effect of PWIM (Picture Word Inductive Model) strategy on the students achievement in writing procedure text. After analyzing the data, the result show that the students who were taught by PWIM strategy that there was a progress on the students achievement in writing procedure text, and it proven from the result of post-test both of group, the mean score of experimental group 20.23 and control group 8.83.

B. Suggestions

Based on the result of the study, the researcher suggested for English teacher, students and reader and as follow:

1. For the English teacher, the teacher could use PWIM strategy in teaching writing procedure text in the classroom. English teacher should try some variation in the teaching writing, not only just using text book as the main of teaching writing, but also let the students expressing their ideas in write

text to enriched their skills in writing. It made activities until the students enjoy and not feel bored.

2. For the students, especially for ninth grade SMP PAB 2 HELVETIA Medan were able to improve their writing skill by PWIM strategy. They had to pay attention to learning process writing, because with PWIM strategy the students are able to expressing their idea easily, get motivated, and get activated. So, that, they can write procedure text.

3. For the reader, the reader as input for them someday they go to field of teaching English in the class.

Curriculum Vitae
(Cv)

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1. Elementary School at SD Negeri 013826 Sengon sari
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APPENDIX 1

Table 4.1
The Pre-Test Score of Experimental Class

No	Students' Initial Name	Score For Experimental class					Total
		C	O	V	L	M	
1	AIB	18	13	14	12	3	60
2	AO	20	15	15	12	3	65
3	B	20	15	17	15	3	70
4	FHL	16	15	15	16	2	64
5	LPK	20	15	12	15	3	65
6	RA	18	16	12	14	3	63
7	SR	19	14	16	13	3	65
8	SS	19	16	17	13	2	67
9	SAH	20	17	15	16	2	70
10	TD	20	15	16	15	3	69
11	TIN	20	15	12	15	3	65
12	TPH	19	15	17	15	3	69
13	TBP	18	18	15	16	3	70
14	TP	20	17	15	16	2	70
15	TS	18	15	17	15	3	68
16	TS	21	15	12	15	3	66
17	TWH	20	15	12	15	3	65
18	VN	19	16	13	14	3	65
19	VSR	18	13	14	12	3	60
20	VWP	18	12	15	13	2	60
21	WA	19	11	14	12	3	60
22	WD	20	17	15	16	2	70
23	WM	18	12	15	13	2	60
24	WP	19	14	12	15	3	65
25	WS	20	15	12	15	3	65
26	WS	20	18	13	16	3	70
27	YA	20	15	16	15	2	68
28	YAS	18	17	16	15	3	69
29	Y	20	16	13	14	3	66
30	ZN	18	14	15	13	2	62
Total							$\sum = 1971$

APPENDIX 2

Table 4.2
The post-test score of experimental Class

No	Students' Initial Name	Score For Experimental Class					Total
		C	O	V	L	M	
1	AIB	25	16	17	19	3	80
2	AO	25	18	16	18	3	80
3	B	26	20	20	20	4	90
4	FHL	26	15	18	18	3	80
5	LPK	26	15	20	20	4	85
6	RA	25	18	20	17	4	84
7	SR	22	17	19	20	4	82
8	SS	24	19	19	18	3	83
9	SAH	25	17	18	17	4	81
10	TD	26	20	19	20	4	89
11	TIN	24	18	20	17	4	83
12	TPH	27	19	20	20	4	88
13	TBP	26	20	20	20	4	90
14	TP	27	19	20	20	4	90
15	TS	26	19	20	20	4	89
16	TS	27	18	19	20	3	87
17	TWH	24	20	20	20	4	88
18	VN	27	2	19	20	3	89
19	VSR	25	18	19	20	3	85
20	VWP	26	19	19	19	4	85
21	WA	25	17	18	17	4	81
22	WD	26	18	19	20	3	86
23	WM	24	19	19	18	4	83
24	WP	25	18	19	20	3	85
25	WS	26	17	19	20	4	86
26	WS	27	19	20	20	4	90
27	YA	26	20	19	20	3	88
28	YAS	27	19	20	20	4	90
29	Y	26	20	19	20	3	88
30	ZN	27	19	19	22	4	91
Total							$\sum = 2576$

APPENDIX 3

Table 4.3
The pre-test score of Control Class

No	Students' Initial Name	Score For Control Class					Total
		C	O	V	L	M	
1	DB	15	10	10	12	3	50
2	IA	16	12	12	11	2	53
3	JAI	17	13	13	12	2	57
4	JP	15	10	11	11	3	50
5	MAA	15	10	10	15	2	52
6	MAP	14	11	12	11	3	51
7	R	17	15	12	12	2	58
8	R	17	11	11	12	2	55
9	RA	16	11	12	12	3	54
10	RH	19	11	12	11	2	55
11	RKL	18	13	14	12	3	60
12	RLF	15	12	12	13	3	55
13	RP	17	14	12	12	2	57
14	RR	16	12	12	12	3	55
15	RS	17	11	11	12	2	55
16	RS	16	12	14	15	3	60
17	RTW	17	11	11	12	2	55
18	SA	18	13	14	12	3	60
19	SA	15	11	10	14	3	53
20	SA	16	12	12	12	3	55
21	SA	18	11	11	12	3	55
22	SD	18	12	15	15	2	62
23	SH	16	12	12	11	2	53
24	SIK	17	14	12	11	3	57
25	SM	16	14	15	16	2	63
26	SN	20	13	12	12	3	59
27	SP	16	14	15	15	3	62
28	SR	21	12	11	13	2	59
29	ST	17	14	12	11	3	57
30	SW	17	14	14	16	2	63
Total							$\sum = 1690$

APPENDIX 4

Table 4.4
The post-test score of Control Class

No	Students' Initial Name	Score For Control Class					Total
		C	O	V	L	M	
1	DB	19	14	14	12	3	60
2	IA	18	14	14	16	3	63
3	JAI	20	15	12	15	3	65
4	JP	16	15	15	16	2	64
5	MAA	19	13	12	12	3	58
6	MAP	16	14	15	15	2	61
7	R	20	15	12	15	3	65
8	R	19	16	13	14	3	64
9	RA	19	15	15	15	3	63
10	RH	19	14	14	12	3	60
11	RKL	20	20	17	16	2	75
12	RLF	17	13	14	15	3	62
13	RP	16	15	16	15	3	65
14	RR	18	16	17	16	3	70
15	RS	21	14	15	15	3	68
16	RS	20	15	16	15	3	69
17	RTW	16	13	15	16	2	62
18	SA	19	14	17	15	3	68
19	SA	17	13	15	15	3	63
20	SA	15	13	15	16	3	61
21	SA	18	13	14	12	3	60
22	SD	20	16	15	17	2	70
23	SH	16	14	15	15	2	61
24	SIK	18	16	15	15	3	67
25	SM	19	16	17	16	2	70
26	SN	18	16	15	15	3	67
27	SP	19	16	17	16	3	71
28	SR	19	14	17	15	3	68
29	ST	18	16	12	14	3	63
30	SW	20	15	16	18	3	72
Total							$\sum = 1955$

APPENDIX 5

Table 4.5
The Differences Score of Pre-Test and Post-Test of the Experimental Group

No	Students' Initial	Pre-Test (X_1)	Post-Test (X_2)	$X(X_2-X_1)$
1	AIB	60	80	20
2	AO	65	80	15
3	B	70	90	20
4	FHL	64	80	16
5	LPK	65	85	20
6	RA	63	84	21
7	SR	65	82	17
8	SS	67	83	16
9	SAH	70	81	11
10	TD	69	89	20
11	TIN	65	83	18
12	TPH	69	88	19
13	TBP	70	90	20
14	TP	70	90	20
15	TS	68	89	21
16	TS	66	87	21
17	TWH	65	88	23
18	VN	65	89	24
19	VSR	60	85	25
20	VWP	60	85	25
21	WA	60	81	21
22	WD	70	86	16
23	WM	60	83	23
24	WP	65	85	20
25	WS	65	86	21
26	WS	70	90	20
27	YA	68	88	20
28	YAS	69	90	21
29	Y	66	88	22
30	ZN	62	91	29
		$\sum= 1971$	$\sum= 2576$	$\sum= 607$

APPENDIX 6

Table 4.6
The Differences Score of Pre-Test and Post-Test of the Control Group

No	Students' Initial	Pre-Test (Y_1)	Post-Test (Y_2)	$Y(Y_2-Y_1)$
1	DB	50	60	10
2	IA	53	63	10
3	JAI	57	65	8
4	JP	50	64	14
5	MAA	52	58	6
6	MAP	51	61	10
7	R	58	65	7
8	R	55	64	9
9	RA	54	63	9
10	RH	55	60	5
11	RKL	60	75	15
12	RLF	55	62	7
13	RP	57	65	8
14	RR	55	70	15
15	RS	55	68	13
16	RS	60	69	9
17	RTW	55	62	7
18	SA	60	68	8
19	SA	53	63	10
20	SA	55	61	6
21	SA	55	60	5
22	SD	62	70	8
23	SH	53	61	8
24	SIK	57	67	10
25	SM	63	70	7
26	SN	59	67	8
27	SP	62	71	9
28	SR	59	68	9
29	ST	57	63	6
30	SW	63	72	9
		$\sum = 1690$	$\sum = 1955$	$\sum = 265$

APPENDIX 7

Table 4.7
The Calculation of Mean and Standard Deviation Score of
Experimental Group

No	Students' Initial	$X(X_1-X_2)$	$X-M_x$	$(X-M_x)^2$
1	AIB	20	-0.23	0.0529
2	AO	17	-3.23	10.4329
3	B	20	-0.23	0.0529
4	FHL	16	-4.23	17.8929
5	LPK	20	-0.23	0.0529
6	RA	21	0.77	0.5929
7	SR	17	-3.23	10.4329
8	SS	16	-4.23	17.8929
9	SAH	11	-9.23	85.1929
10	TD	20	-0.23	0.0529
11	TIN	18	-2.23	4.9729
12	TPH	19	-1.23	1.5129
13	TBP	20	-0.23	0.0529
14	TP	20	-0.23	0.0529
15	TS	21	0.77	0.5929
16	TS	21	0.77	0.5929
17	TWH	23	2.77	7.6729
18	VN	24	3.77	14.2129
19	VSR	25	4.77	22.7529
20	VWP	25	4.77	22.7529
21	WA	21	0.77	0.5929
22	WD	16	-4.23	17.8929
23	WM	23	2.77	7.6729
24	WP	20	-0.23	0.0529
25	WS	21	0.77	0.5929
26	WS	20	-0.23	0.0529
27	YA	20	-0.23	0.0529
28	YAS	21	0.77	0.5929
29	Y	22	1.77	3.1329
30	ZN	29	8.77	76.9129
	TOTAL	$\sum X= 607$	$\sum x= 0.1$	$\sum X^2 = 325.367$

APPENDIX 8

Table 4.8
The Calculation of Mean and Standard Deviation Score of
Control Group

No	Students' Initial	$Y(Y_1-Y_2)$	$Y-M_y$	$(Y-M_y)^2$
1	DB	10	1.17	1.3689
2	IA	10	1.17	1.3689
3	JAI	8	-0.83	0.6889
4	JP	14	5.17	26.7289
5	MAA	6	-2.83	8.0089
6	MAP	10	1.17	1.3689
7	R	7	-1.83	3.3489
8	R	9	0.17	0.0289
9	RA	9	0.17	0.0289
10	RH	5	-3.83	14.6689
11	RKL	15	6.17	38.0689
12	RLF	7	-1.83	3.3489
13	RP	8	-0.83	0.6889
14	RR	15	6.17	38.0689
15	RS	13	4.17	17.3889
16	RS	9	0.17	0.0289
17	RTW	7	-1.83	3.3489
18	SA	8	-0.83	0.6889
19	SA	10	1.17	1.3689
20	SA	6	-2.83	8.0089
21	SA	5	-3.83	14.6689
22	SD	8	-0.83	0.6889
23	SH	8	-0.83	0.6889
24	SIK	10	1.17	1.3689
25	SM	7	-1.83	3.3489
26	SN	8	-0.83	0.6889
27	SP	9	0.17	0.0289
28	SR	9	0.17	0.0289
29	ST	6	-2.83	8.0089
30	SW	9	0.17	0.0289
		$\sum Y= 265$	$\sum Y= 0.1$	$\sum Y^2= 198.167$

APPENDIX 10

<center>(Rencana Pelaksanaan Pembelajaran)
RPP
CONTROL GROUP</center>

Satuan Pendidikan	: SMP PAB 2 Helvetia
Kelas/Semester	: IX / I
Alokasi Waktu	: 8 pertemuan (2 x 40 menit/pertemuan)
Materi	: Procedure Text
Mata Pelajaran	: Bahasa Inggris

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris.

1.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *Procedure* untuk menyatakan dan menanyakan bagaimana cara, tujuanya dan alat dan bahan apa yang di gunakan.

4.3. Menyusun teks *procedure* lisan dan tulis untuk menyatakan dan menanyakan bagaimana cara, tujuannya dan alat dan bahan apa yang di gunakan dengaan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

1. mengidentifikasi pengertian teks *procedure.*
2. mengidentifikasi topik pada teks procedure.
3. Mengidentifikasi langkah-langkah teks *procedure.*
4. Mengidentifikasi tujuan pada teks procedure.
5. Mengidentifikasi generic structur teks pada teks *procedure.*
6. Menciptakan kalimat dalam bentuk teks *procedure.*

D. Tujuaan Pembelajaran

1. Siswa dapat menemukan topic procedure text.
2. Siswa mampu mengidentifikasi kata melalui gambar yang mereka lihat.
3. Siswa dapat mengucapakan kata yang sudah di identifikasikan.
4. Siswa dapat menulis teks menggunakan kata yang telah di identifikasi.

E. Materi Pembelajaran

Menulis

1. Mendefinisikan pengertian teks *procedure.*
2. Mengidentifikasi topik pada teks procedure.
3. Mengidentifikasi langkah-langkah teks *procedure.*
4. Mengidentifikasi tujuan pada teks *procedure*.
5. Mengidentifikasi generic structur teks pada teks *procedure.*
6. Menciptakan kalimat dalam bentuk teks *procedure.*

F.   Model/Metode Pembelajaran

Traditional metode

G.   Sumber dan media pembelajaran

Media/alat dan bahan : Gambar, Spidol

H.   Kegiatan Pembelajaran

A. Kegiatan Pendahuluan

1. Pendahuluan

1) Guru memberi salam.

2) Guru memeriksa kehadiran siswa.

3) Guru menjelaskan tujuan dari pembelajaran.

4) Guru bertanya pada siswa apa yang mereka ketahui tentang teks procedure.

2. Kegiatan Inti

1) Mengamati

Siswa menyimak apa yang dijelaskan guru tentang text procedure.

2) Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan apa yang akan mereka lakukan didalam belajar.

Siswa mempertanyakan bagaimana cara membuat text Procedure.

3) Mengeksplorasi

Siswa berlatih mengidentifikasi struktur teks, fungsi sosial dan unsur kebahasaan dalam teks procedure.

4) Mengasosiasi

Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang dilakukan.

5) Mengkomunikasikan

Siswa membuat teks procedure tentang apa yang mereks ketahui.

3. Penutup

1) Siswa dan guru bersama-sama menyimpulkan pelajaran tentang teks procedure.

2) Guru mengakhiri pelajaran dengan mengucap salam dan siswa menjawab salam guru.

I. Penilaian

Write a procedure text based on your know. You can choose the title below!

    a. How to make a coffee.

    b. How to make a tea.

    c. How to make a milk.

J. Rubric

Name :		
Aspect of Scoring	**Score**	**Comment**
Content		
Organization		
Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score :

    1. Content   : 30

    2. Organization : 20

    3. Vocabulary : 20

    4. Language Use : 25

    5. Mechanics : 5

Medan,   Maret 2017

Guru Mata Pelajaran   Mahasiswa Peneliti

Suriyono   Tika Damayanti

Mengetahui

Kepala Sekolah SMP PAB 2 Helvetia

RAHMAN HADI, S.P

APPENDIX 9

(Rencana Pelaksanaan Pembelajaran)
RPP
EXPERIMENTAL GROUP

Satuan Pendidikan   : SMP PAB 2 Helvetia

Kelas/Semester   : IX / I

Alokasi Waktu   : 8 pertemuan (2 x 40 menit/ pertemuan)

Materi   : Procedure Text

Mata Pelajaran   : Bahasa Inggris

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD):

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris.

1.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *Procedure* untuk menyatakan dan menanyakan bagaimana cara, tujuanya dan alat dan bahan apa yang di gunakan.

4.3. Menyusun teks *procedure* lisan dan tulis untuk menyatakan dan menanyakan bagaimana cara, tujuannya dan alat dan bahan apa yang di gunakan dengaan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

1. mengidentifikasi pengertian teks *procedure*
2. mengidentifikasi topik pada teks procedure.
3. Mengidentifikasi langkah-langkah teks *procedure*.
4. Mengidentifikasi tujuan pada teks procedure.
5. Mengidentifikasi generic structur teks pada teks *procedure*.
6. Menciptakan kalimat dalam bentuk tek*s procedure*.

D. Tujuaan Pembelajaran

1. Siswa dapat menemukan topic procedure text.
2. Siswa mampu mengidentifikasi kata melalui gambar yang mereka lihat.
3. Siswa dapat mengucapakan kata yang sudah di identifikasikan.
4. Siswa dapat menulis teks menggunakan kata yang telah di identifikasi.

E. Materi Pembelajaran

1. Mendefinisikan pengertian teks *procedure.*
2. Mengidentifikasi topik pada teks procedure.
3. Mengidentifikasi langkah-langkah teks *procedure*.
4. Mengidentifikasi tujuan pada teks *procedure*.
5. Mengidentifikasi generic structur teks pada teks *procedure*.
6. *M*enciptakan kalimat dalam bentuk teks *procedure*.

F. Model/Metode Pembelajaran

The use of Strategy PWIM (picture word inductive model)

G. Sumber dan media pembelajaran

Media/alat dan bahan : Gambar, Spidol, Paper, Laptop.

Sumber dari Internet : http://www.englishindo.com/2014/04/procedure-text.html#ixzz4SQot0pEu

H. Kegiatan Pembelajaran

A. Kegiatan Pendahuluan

1. Pendahuluan
   1) Guru memberi salam.
   2) Guru memeriksa kehadiran siswa.
   3) Guru menjelaskan tujuan dari pembelajaran.
   4) Guru bertanya pada siswa apa yang mereka ketahui tentang teks recount.
   5) Guru memperkenalkan strategi PWIM (Picture Word inductive Model) kepada siswa.

2. Kegiatan Inti
   1) Mengamati

      Siswa menyimak apa yang dijelaskan guru tentang strategi PWIM (Picture Word inductive Model) kepada siswa.

      Siswa mengikuti arahan guru untuk membuat kelompok belajar 5 orang per grup.

   2) Menanya

      Dengan bimbingan dan arahan guru, siswa mempertanyakan apa yang akan mereka lakukan didalam kelompok belajar.

      Siswa mempertanyakan bagaimana cara mempratikkan PWIM (Picture Word inductive Model) dalam proses pembelajaran.

   3) Mengeksplorasi

      Siswa berlatih mengidentifikasi gambar dalam teks procedure.

4) Mengasosiasi

Siswa memperoleh informasi dari guru dan teman tentang hasil analisis yang dilakukan dalam kelompok belajar.

5) Mengkomunikasikan

Siswa mengidentifikasi gambar yang sudah di beri label dan menentukan judul dan membuat kalimat atau paragraph dari gambar yang mereka lihat.

3. Penutup

1) Siswa dan guru bersama-sama menyimpulkan pelajaran tentang teks procedure.

2) Guru mengakhiri pelajaran dengan mengucap salam dan siswa menjawab salam guru.

I. Penilaian

Write a procedure text based on your know. You can choose the title below!

    a. How to make a coffee.

    b. How to make a tea.

    c. How to make a milk.

J. Rubric

Name :		
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Vocabulary		
Language Use		
Mechanics		
Total Score		

Maximal Score :

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Medan,   Maret 2017

Guru Mata Pelajaran   Mahasiswa Peneliti

Suriyono   Tika Damayanti

Mengetahui

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