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

S K R I P S I

Submitted Partial Fulfillment of the Requiretments
For the Degree of SarjanaPendidikan (S.Pd)
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By

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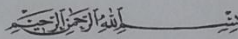
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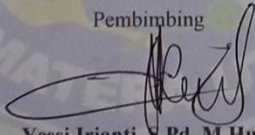
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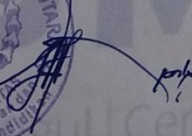sudah layak disidangkan.

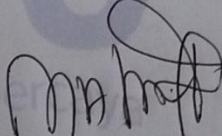Medan,   September 2019
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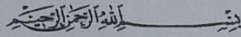Pembimbing

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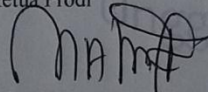بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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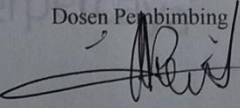
Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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	Acknowledgements	
	The Formulations of the Study	
24 - 08 - 2019	Population	
	Research Design	
	The Instrument of the Research	
31 - 08 - 2019	Data Collection	
	Research Findings	
	Conclusions and Suggestions	
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Medan, September 2019

Diketahui oleh:
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Dosen Pembimbing

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ABSTRACT

Ernawati, Tina. 1502050119. The Effect of Picture Word Inductive Model (PWIM) on The Students' Achievement in Writing. Skripsi.English Department of the Faculty of Teacher Training and Education of University Muhammadiyah Sumatera Utara, Medan, 2019.

The purpose of this study was to determine the effect of using the Picture Word Inductive Model (PWIM) on the students' achievement in writing. This research was conducted at SMP Muhammadiyah 05 Medan, Jl. BromoGg. Aman No. 38 Medan Denai. The population in this study were students of class VIII consisting of two classes, namely class VIII A and class VIII B with a total of 60 students. The sample of this study consisted of 30 students taken by using purposive sampling. Classes are divided into one group, namely the experimental group used in one group pretest-posttest. The experimental group was taught using the Picture Word Inductive Model (PWIM). The research instrument was a written test (pretest-posttest). The results showed that the average value of students before using the Picture Word Inductive Model (PWIM) was 58.4 and after using the Pictture Word Inductive Model (PWIM) the average value of students increased to 82.5. After collecting data using the T-test formula and significance level = 0.05. The result shows that the $t_{observe}$ is 8.22 and the t_{table} is 1.70 with degree of freedom (df) = N-2 (30-2) = 28. The fact showed that $t_{observe}$ was higher than t_{table} or in other words H_o is rejected and H_a is accepted. The difficulty of students in writing descriptive text Using Picture Word Inductive Model (PWIM) is the low vocabulary students have so that students find it difficult to express objects that they find based on the pictures given by researchers and many students who don't have a dictionary . This causes students to often ask researchers, the English of the vocabulary they find. It can be concluded that there was a significant effect of using Picture Word Inductive Model (PWIM) on the students' achievement in writing.

Keywords: Writing, Picture Word Inductive Model, Descriptive Text.

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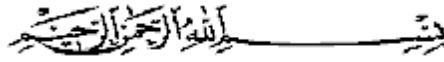
Assalamu'alaikumwr.wb.

First of all, the writer would like to express her thank to Allah SWT, who has given her blessing and mercies, so that she could finish the study. Secondly, the writer would like to express her thanks to our prophet Muhammad SAW, who has brought humans being from the darkness into the brightness era.

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Medan,   September 2019
The Researcher

Tina Ernawati
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CHAPTER I
INTRODUCTION

A.   The Background of the Study

Writing is one of the abilities students must have in learning English. In learning English there are four skill that must be mastered by students, namely speaking, listening, reading, and writing. Writing has a very important role in human life. By writing, a person can express aspirations, ideas and ideas to achieve their goals and objectives which can presented in various forms of writing and can be useful for themselves and for the reader. Writing can increase a person's creativity and potential to be futher developed. Writing can build civilization. So modern civilization is a civilization the upholds the culture of thinking and writing.

Writing skills have more difficulty when compared to the other three language skills. In writing skills, there are many things that must be considered starting from the use of letters, punctuation, sentence structure and grammar. In writing skills students are expected to be able to writen well and correctly, which is intended so that there is no misunderstanding of the meaning contained in the content.

Based on the experience of researchers who have conducted internships at SMP Muhammadiyah 05 Medan, a comman thing that is a problem for grade VIII studens is the lack of motivation towards students in learning English, especially in writing.

The problem is caused by many factors that caused the students' had low ability to write. The factors are due to the lack of vocabulary students have, so students are unable to compose words into a simple sentence. In addition, students also rarely practice at home to put their ideas in writing. This happens because students are less interested in learning English. And students' disinterest in learning English is because English is considered a difficult subject to learn.

To overcome these problems, things that must be done is to teach students in a fun way. Learning in a fun way can be done in many ways, for example by involving real objects that are around students, or using learning media and using images. Because learning in a fun way will make students motivated in learning. One of them is applying the Picture Word Inductive Model (PWIM) method in learning. Which is a fun learning method.

Picture Word Inductive Model (PWIM) learning facilitates studens to find as many vocabulary words as possible and then arrange them into very simple phrases, sentences, paragraphs and short texts in the form of descriptive. When students know a word, they not only know the meaning of the word and the relationship of the word in other words, they also know how to use the words they know in different contexts.

In PWIM there are pictures containing familiar objects, actions and scenes, the students can hear and see the words spelled correctly directly and they will analyze word by word. They also read the vocabulary, so it can make them more undestandable and make easier to memorize the vocabulary.

Based on the explanation above, the researchers was conducted research at SMP Muhammadiyah 05 Medan with the tittle "The Effect of Picture Word Inductive Model (PWIM) on the Students' Achievement in Writing"

B.   The Identification of the Problems

Based on the background above, the problems of this study were identified as in the following.

1. Students are lack of vocabulary, so students are unable to compose words into a simple sentence

2. Students rare to practice at home to put ideas in writing

3. Students are not interested in learning English

4. Students thing English is a difficult lesson to learn

C.   The Scope and Limitation

The scope of this study was focussed on writing skill and it was limited on writing description.

D.   The Formulation of the Problems

The problems of the study were formulated as in the following

1. Is there any significant effect of using picture word inductive model in descriptive text?

2. What are the students' difficulties in writing descriptive text by using picture word inductive model?

E.   The Objectives of the Study

The objectives of the study are

1. to find out the effect of using picture word inductive model in writing skills.

2. to find out students' difficulties in writing descriptive text by using picture word inductive model.

F.   The Significance of the Study

The results of the study will be expected to be useful theoritically and practically.

a. Theoritically, the findings of the research can be useful to provide information by using picture word inductive model in writing.

b. Practically, to help the students improve their writing skills using interesting learning methods, namely picture word inductive model so students are motivated to learn. The teachers can choose new alternatives by using picture word iductive model in learning English, especially writing skills to provide attraction to students in the learning process. And as a reference to help other researchers with similar interests.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concept or explanation apllied in the research concerned. In this the following part of theoritical framework on the term will be presented.

1. Description of Method, Strategy, and Technique

1.1. Description of Method

Methods is an overall plan for the order presentation of language material, no part which is based upon the select approach. Harmer (2001) states, that "Methods is the practical realization of an approach". Method also is one of educational component, in addition to principle, aims curriculum material, students and teacher, which perform basic educational function fundamentally. It can be conclude that, the learning method is a plan that has been prepared in the form of real and practical activities that will be delivered by the teacger to achieve the objectives of learning.

1.2. Description of Strategy

Strategy is a series of plans used by a teacher in learning activities by using the steps set with the purpose of teaching.

Dick and Carey explain in Kurniawati Pane (2017) states, that "Strategy is a set of learning outcomes on the learners or students". The main purpose of strategy in teaching is to give easy learning so that give care and special stress to

the students' side. So, the usefulness of strategy is to provide a reference formula for teaching and learning activities to obtain innovative learning experiences regarding rational knowledge and abilities in preparing students to enter life in adulthood.

1.3. Description of Technique

Learning techniques are ways that a teacher does in the learning process to implement methods that are used specifically. Learning techniques depend on the ability of the teacher to find ways for the learning process to run optimally. The teacher must be able to adapt learning techniques to the state of the class, students' situation, environment, and other conditions. Brown in Kurniawati Pane (2017) states, that "Technique is any of wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives". Learning techniques are determined based on the method used, and the method used is based on the adopted approach.

2. Description of Picture Word Inductive Model (PWIM)

Calhoun (1999) defines the Picture Word Inductive Model is an inquiry – oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from childrens 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 writing, discoverinng phonetic and structural principle, and using observation and analysis in their study of writing.

In addition, Calhoun in Apriliana (2016) also argues that "PWIM can be used to teach phonics both inductively and explicitly". This model allows students to construct generalizations that form the basic of structural writing and phonetics analysis and can be appreciate students' ability to think. In PWIM the teacher uses images familiar to students to explore words that come from the image so that students can read and write based on the vocabulary of the image which then from the vocabulary students can make a sentence and paragraph.

Gordon in Siti Komariyah (2018) states that Picture Word Inductive Model (PWIM) is a strategy to teach writing by using picture that contains objects and events that are familliar to lure students take the words and their vocabulary. It means in teaching writing by using picture word inductive model, it is using picture that interesting and familiar to the students should the students easier to identifyiing the object or the events.

Based on the explanation above, it can be concluded that Picture Word Inductive Model (PWIM) is a learning model that uses images as media. Which later students can identify many words based on images determined by the teacher. In addition students can make a sentence based on the words found and put into a simple paragraph. This learning strategy is a good strategy because of this studnets to known the words before writing which helps their to develop ideas in writing.

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

In applying Picture Word Inductive Model (PWIM), there are some steps that must be followed. According to Calhoun (1999), those steps are modified based on the contexts and students' need. Those are :

1) Select the picture, the teacher selects the picture for students. Teacher gives them an interested picture that appropriate with descriptive text topic and explains the rules of the text.

2) Asked the students to identify and label what they see in the pictures.

3) Label the picture parts identified (draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).

4) Read and review the picture word chart aloud.

5) Ask students to read the words (using the lines on the chart if necessary) and classify the words into a variety of groups identify common concepts (e.g. beginning consonants, rhyming words) to emphasize with the whole class.

6) Read and review the picture word chart (say the word, spell it, say it again).

7) Add words, if desired, to the picture word chart and to the word banks.

8) Lead students to create a title for the picture words chart. Ask students to observe and think about the information on the chart and what they want to say about it.

9) Ask students to generated sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.

10) Read and review the sentences and paragraphs.

2.2. The Advantages of Picture Word Inductive Model (PWIM)

According Calhoun (1999), there are some advantages if we do Picture Word Inductive Model. They are :

1) The strategy emphasize phonics, grammar, mechanics, and usage of Standard English.

2) Pictures provide concreate referents for the learning of news words, phrases, and sentences.

3) Because students are using picture related to content material under study, they feel a part of the classroom community and can participate in class activities.

4) The picture word chart serves as an immediate reference to enable students to add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).

5) Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning to newly encountered words.

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

7) Learners benefit from the teacher modelling of the key words and concepts. With extensive practice, they can begin to learn how to create sentences and paragraphs related to the subject under study.

3. Description of Writing

Writing is a language skill that is very important to develop. This activity familiarizes studens to expres their ideas or ideas in written from in accordance with the language concepts learned and the context in which they are faced. Students are also accustomed to applying the stages of writing until they succeed in producing a writing that is accordance with the conditions set by the teacher. Writing success depends on the attitudes, motivations, and interests of students. Because the teacher play an important role in fostering the desire and motivation to write to students. Hyland in Siti Komariyah (2018) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or he views on a topic. It means that, writing can be used to share opinions , feeling of personal meaning and a topic of some evnt or experience.

In addition, Siahaan in Siti Komariyah (2018) states that writiing is a complex procces, which the students not only express ideas to be realized in a written form but also to know writing ability of students to make a writing correctly. Writing ability is the skill of a writer to communicate information to a reader or group of readers.

Furthermore, Sudaryanto in Adelina Rezky (2017) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a

written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers.

From some definitions, it can be concluded that writing is the abillity to create words or idea of the writer by expressing their ideas and feeling in some modes. In writing, it need covering right ,grammar, sentences construction, spelling and punctuation.

3.1. The Purpose of Writing

The purpose of writing is to express ideas, ideas to the audience through writing created. Writing also has an important role because it can provide information and ideas that are clear and effective to the reader based on what is written by the author.

According, Yustiani identified several different purpose of writing is to share experience, to inform, to entertain :

a. To share experience, perhaps to express your feellings about the experience of reflection upon it. For example, the writing might tell how upset you are about the discovery of the mice.

b. To inform, perhaps to increase the readers knowledge, establish a record, or provide help. For instance, the writing might explain what happen when a dwelling has mice in it.

c. To entertain. Short storiy, romance novels, and humorous newspaper columns are written to entertain. For example, the writing might be a funny story about what it is like living with mice.

It can be concluded that writing has many different goals. By writing someone will express theiir ideas, knowledge about someting or their opinions about something that might make them interested in making it into a writing.

3.2. Writing Process

Writing process is the stages a writer produces something in its final written form. Process writing as a classroom activity incorporates the four basic stages. *In the firsty is planning (prewriting).* Pre-writing in any activity in the classroom that encourage students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In fact, it moves students away form having to face a blank page toword generating tentative ideas and gathering information for writing. Pre-writing become a way of warming up writes brain before they write. *The second is drafting (writing).* At the drafting stage, the writes focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refers to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended leter. As the writing process into editing, a number of drafs may be produced on the way to the final version. *The third stage is revising,* the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own, their classmate, caregivers, or classroom aides can help students revise.

When students revise, they review their text of the basic of the feedback given in the responding stage. The reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content on the organization of ideas so that the writers intent is made clearer to the reader. *And the last stage is editing.* At this stage, students are engaged in tidying up their texts as their prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence, structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deffered till this phrase in order thats it is aplication not disrupts the free flow of ideas during the drafting and revising stages.

In addition, based on Yustiani, some activities in writing process are as follows :

a. Pre-writing – the students are required brainstorming to generate the ideas. They use chart, graphic organizers, pictures and story webs as media to help them develop vocabulary list of writing, choosing the type of writing, determining the purpose and the readers.

b. Rought drafts – the students write down the ideas they have. This rough draft is aim to get students focus on the ideas and get them to write on the paper without the distraction or fear of making mistakes.

c. Peer editing – the students are asked to share their drafts with their friends and then make some suggestion for futher improvement. They

assist each other to get everyone understand the writing by asking who, what, why, when, where, and how.

d. Revising – the students use the suggestions to add some additions in their writing or to make the details clearer.

e. Editing – correcting their works with their friends and teachers by checking all mistakes in grammar and spelling.

f. Final draft – the students make copy of all writing from the editing stage and discuss about the final draft. Teacher gives some suggestions for more improvement.

g. Publishing – the last stages is producing the copy of their work and publish it.

To create good writing, writers must follow the stages of writing. The first to find an idea that will be made into a writing in the form of small writings. After that, select the points related to the idea.Then, writter can start to write the first draft, revise and edit the draft until it becomes a good paragraph of text.

3.3. Aspect of Writing

According to Tribble in Siti Komariyah (2018) there are five aspect of writing. The five aspects of writing are as the criteria of good writing, are :

1. Contents (the ability to thinks the ability creatively and develop thoughts).

2. Organizations (the ability to write the ability in appropriate manner).

3. Vocabularies (the ability to use of word/idiom).

4. Language (the ability to write in appropriate struucture).

5. Mechanis (the ability to use punctuation, capitalization, spelling and layout correctly).

3.4. The Advantages of Writing

Scott in Virdyna (2016) writing is an interesting activity, it can give students some advantages although basically there are difficulties in writing but it is still a useful, essential, integral and enjoyable part of the foreign language lesson because :

1) It adds another physical dimension to the learning rocess. Hands are added to eyes and ears.

2) It let students express their personalities even guided activities can include choices for the students, like the copying the story about something.

3) Writing activities help to consolidate learning in the other skill areas, balanced activities train the language and help aid memory practice in speaking freely helps when doing free writing ctivities. Writing helps the students to see the rules of writing and helps build up their language choices.

4) Paricularly as students progress in the language, writing activities allow for conscious development of language when we speak, we do not always need to use a large vocabulary because our meaning is often conveyed with the help of the situation. Lots of structures in the language appear more frequently in writing, and perhaps most important of all,

when we write we have the time to go back and think about what we have written.

5) Writing is valuable in itself. There is special feeling about seeing your work in print and enormous satisfaction in having written something which you want to say, never underestimate the value of making students work public with their consent, of course.

4.   Description of Descriptive Text

Descriptive text is a text which functions to describing particular person, things or place with the aim to give infornarion to the reader. Person, in this text usually describe about shape of body, attitude, habit, age, activity and family. Place, the text usually describe about location, size and content. Things, the text usually describe about shape, location, destiny, contents, size weight, height, width, and so on. The descriptive text contains identification and description. In detail Gerot and Wignell in Fauzul (2016) also divide descriptive text text into two. First is identication, identification identifies phenomenon that to be describe. Second is description, it describes parts, activities and characteristics. In addition, Puguh in Sukarta Kartawijaya (2017) define that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

There are two generic structure of descriptive text and each text has its own generic structure. Mabruroh in Sukarta Kartawijaya (2017) explains the language features of descriptive texts as a follows:

1. Specific participant

   a. Certain noun for example : my car, my dog, my new house; but if (car, dog, dolphin and etc) are not allowed.

   b. The use of detail nour phrase for example I have a white skinned girl friend.

   c. The use of adjectives that have features describing, numbering, classifying; for example two strong legs.

   d. The use of thinking verb ad feeling verb to express privte writer opinion about the subject, for example I think it is clever animal, Police believe tge suspect is armed.

   e. The use of action verb for example my car eats my mouse.

   f. The use of figurative language like that similie, metaphir, for example John is white as chalk.

2. Simple present tense for example ; I live in simple house, the house is very beautiful, it has a woderful park.

Then, Puguh in Sukarta Kartawijaya (2017) describe the Laguage Features of Descriptive Text :

   - Using attribute and identifying process.

   - Using adjective and classifiers in nominal group.

   - Using simple present tense.

From the explanation above, descriptive text is to describe about something such as people, things, or place. The generic structures from descriptive text are identification and description while the language features used is simple present tense, the use of action verb, noun, adjective and etc.

B.   Previous of Related Study

1. Research on behalf of Siti Apiah Yustiani in 2016 with the title *The Effectiveness of Picture Word Inductive Model (PWIM) on Students' Ability in Writing Recount Text*

The objective of this study was to know the empirical evidence concerning whether Picture Word Inductive Model (PWIM) strategy is effective on students' ability in writing recount text. The sample of this research was the eighth grade students of SMP Negeri 3 Tangerang Selatan. The sampling technique used convenience sampling. The method used in this study was a quantitative method dealing with quasi-experimental design. The instrument of this research was written test. To gain the reability of the test instrument, the research used analitycal scoring which was derived by Arthur Hughes to give score on the student' writing pre-test and post-test. The data were gathered from pre-test and post-test of experimental and controlled class by calculating the data using t-test formula. The result of the calculation showed that degree of freedom (df) is 58 whereas the value of t-test on the degree of siginificance 5% (0.05) is 1.67. The findings of the study showed that students taught by using PWIM strategy have higher achievement than those whowere taught without PWIM. According to the result of statistical calculation it can be seen that t_o is 2.39. It means that the value of t_o ($t_{observation}$) is higher than t_t (t_{table}) or 2.39>1.67. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. To sum up the result, PWIM strategy is effective on students' ability in writing recount text.

2. Research on behalf of Tika Lutfia Ningsih in 2018 with the tittle *Improving the Students' Ability to Write Hortatory Exposition Text Through Picture Word Inductive Model*

The objecticves of this research are 1) To describe the implementation of picture word inductive model (PWIM) in improving the students' ability in writing hortatory exposition text, 2) To find out the significant improvement after using picture word inductive model (PWIM) in writing hortatory exposition text. This research is classroom action research (CAR). It was conducted in two cycles. Each cycle consisted of four steps, they were planning, action, observation, and reflection. The researcher took role as an observed everything that happened in the class while the teacher performed CAR for the students. The number of the students in this research was 28 students. The researcher used pretest, postes, documentation, and observation checklist to collect the data. The students were active to follow the lesson, paying the attention, responding the question, accomplishing the task and being enthusiastic an picture word inductive model. The activities of the picture word inductive model can improve the critical thinking and their writing ability. The students who pass the passing grade improve gradually from the cycle I and the cycle II. The passing grade is 70. The result of pre-test and post-test in cycle I is (61.53), (73.00). the result of pre-test and post-test cycle II (65.71), (80.39). The improvement of the students' ability in writing hortatory exposition text in SMA N 1 Tuntang is significant. In the cycle I, the t-test is 16.15 and the t-table is 2.052. Then, in the cycle II, the t-test was 17.52.

3. Research on behalf of Rezky Adelina in 2017 with the tittle *The Use of Roundtable Technique to Improve Students' Writing Skill of Narrative Text at Eleventh Grade in Senior High School 1 South Polobangkeng*

This research was a classroom action resaerch (CAR) which aimed to find out the students' writing skill of narrative text improvement after being taught by using Roundtable Technique at Eleventh grade in Senior High School 1 South Polongbangkeng and explain the students' activity in writing narrative text during the implementation of Roundtable Technique at Elevent grade in senior High School1 South Polongbangkeng. The subject of this research was class XI Exact 1 which consisted of 22 females and 8 males. The instrumentations of this research were writing test, students' observation checklist, and teachers' observation checklist. The data of this research were quantitave and qualitative. The result of this research shows that Roundtable Technique could improve 70% students of total students in writing narrative text at grade Exact 1 of Senior High School 1 South Polongbangkeng. There was an improvement of subjects who were be able to pass the standard score ($\geq$75) from 27% in cycle 2. Based on the research findings, it can be concluded that Roundtable Tecnique was proven to be able to improve the students' writing skill of narrative text. The factors that influence the improvement of students' writing skill in writing were teachers' factor (classroom management and teacher' explanation) and students' factor (students' attention, participation and interest). Therefore, 1) English teacher are suggested to apply Roundtable Technique in writing activities, 2) the students could use Roundtable Technique in Writing to improve their skill as it can help them to generate,

eaborate, and organize their ideas, 3) the future researchers are expected to conduct the research with different students' creativity. And the researcher suggest that Rountable Technique should be used as effective and interesting for students either their writing or their enthusiasm in learning process. So, the students can write text easier.

C.   Conceptual Framework

Writing is a language skill that is very important to develop. In writing skills, a person can express aspirations, ideas and ideas to achieve their goals and objectives which can be presented in various forms of writing and can be useful for themselves and for the reader. But there are still many factors that cause low learning achievement in aspects of writing in English. The reason for this are that students do not have enough vocabulary to express their ideas, thoughts and feelings, lessons are less interesting and monotonous or feelings cannot. Attractive teaching techniques are very important to achieve students' ability to write. For this reason the researchers tried to use learning strategies to describe objects, people, certain places using the Picture Word Inductive Model strategy.

The research was done by giving pre-test, treatment and post-test. The pre-test is given before treatment. The treatment provides learning to students by using picture word inductive model. The post-test is given to experimental group the test same as the pre-test. After giving post-test, calculating the students' score in pre-test and post-test. In this study, the researcher using picture word inductive

model of teaching writing, which is motivated by students to express their ideas or opinions based on what they see.

D.   Hypothesis

Based on the problems of the study, the hypothesis is formulated as the following :

Ha : "There is a significant effect of picture word inductive model (pwim)

on the students' achievement in writing"

CHAPTER III

METHOD OF RESEARCH

A.   Location and Time

This research was conducted at SMPMuhammadiyah 05 Medan, JalanBromoGg. Aman No.38 Medan   Denai. This study was conducted for approximately two months. The reason for choosing this school because the researcher found some problems of the students in writing.

B.   Population and Simple

1. Population

This study was conducted on eighth grade students at SMP Muhammadiyah 05 Medan at 2018/2019 academic year. Which consists of two classes, VIII A consist of 30 students, and VIII B consist of 30 students. So the total number of population is 60 students.

Table 3.1
The Population of Research

Class	Population
VIII A	30
VIII B	30
Total	**60**

2. Sample

Purposive sampling technique was applied in this research. VIII B was taken as the sample of this research. Because the researcher has interviewed and

observed the students on the school. The students are very weak in writing. The sample can be seen in table 3.2.

Table 3.2
The Sample of Research

Class	Sample
VIII B	30
Total	30

C. Research Design

Experimental design type of one group pretest-postest design was apllied in this study, it was intended to test and prove to a hypothesis by giving a treatment to the sample. It show whether Picture Word Inductive Model (PWIM) as one of the types of method which is a better learning for students' achievement in writing. It was applied to answer the problem of the study. This method dealt with one group, using pretest and posttest. The group of pretest and posttest consisted of 30 students, group for posttest taught by using Picture Word Inductive Model (PWIM).

Table 3.3
Research Design

Class	Pre-test	Treatment	Post-test
Experimental	✓	Picture Word Inductive Model	✓

Based on the table above, the experimental class was taught by used picture word inductive model (PWIM) in writing.

1. Pre-test

The pre-test was carried out before conducting the experiment. It aims to determine the ability of experimental students. In the pre-test the students was asked to write descriptive texts based on the topics determined by the teacher.

2. Treatment

To find out the effect of learning writing by using picture word inductive model, the experiment was conducted in the experimental class. The steps in applying picture word inductive mode in writing learning are as follows:

a. First the teacher divides students into groups consisting of 6 or 8 people.

b. Then the teacher introduces the topic to be studied. After that, the teacherexplains the material to be delivered. Starting from the definition, purpose, generic structure, and language features of descriptive text.

c. The teacher introduces a picture word inductive model (PWIM) to students.

d. The teacher explains the use of picture word inductive model (PWIM) inlearning especially in descriptive textual learning.

e. The teacher gives pictures to students, then students can identify the parts contained in the picture by giving a label or name based on the parts of the image that have been identified.

f. Then the teacher asks students to read and review the parts that students have found from the results of their discussion. The teacher can add words that are not found by students.

g. Then students will make sentences based on the vocabulary found in the picture provided by the teacher, so that the sentences can be arranged into a descriptive paragraph of text.

h. And finally, representatives from each group will read descriptive texts based on the results of their discussion.

3. Post-test

After conducting an experiment. The next step is to provide a post-test. This post-test is the same as the pre-test. Post-tests were conducted to determine students' ability to write after conducting experiments. This is given to the experimental class. This post-test was intended to find differences in scores between the experimental class before or after the experiment.

D.   The Instrument of the Research

To collect the data needed, researchers use it in the form of tests. Tests were given in the form of writing tests which based on the topic given.

There are five components scale in scoring students writing as following mention :

1.   Content

27-30 Excellent to very good : For students with some knowledge of subject adequate or range-limited development, mostly relevant to topic sentences, but lacks the details.

22-26 Good to average : For students with some knowledge of subject adequate or range-limited out but lacks the detail.

17-21 Fair to poor : When a student with limited of subject little substance in adequate development of subject.

13-16 Very poor : When a student does not show the knowledge of subject, non substantive, not pertinent or not enough to evaluate.

2. Organization

    The organization refers to the students' ability to write idea and information in good logical order. Topic and supporting sentences are clearly stated. The criteria as follows :

    18-20 Excellent to very good : Where a is to provide fluent expression, ideas clearly stated, sentences were organized logical sequence cohesive.

    14-17 Good to average : Some what choppy, loosely organized but the main ideas stand out.

    10-13 Fair to poor : Non-fluent ideas confused or disconnected, lack logical sequencing and development.

    7-9 Very poor : Does not communicative, no organization, or not enough to evaluate.

3. Vocabulary

    The criteria for scoring the vocabulary would be given below :

    18-20 Excellent to very good : A student with sophisticated range of fictively word form, imitative appropriate register.

    14-17 Good to average : Adequate range occasionally errors, meaning not obscure.

10-13 Fair to poor : Limited range, frequent errors of words idiom form, choise, usage, put meaning confused or obscured.

7-9 Very poor : Look of essential translation, little knowledge of English vocabulary, idioms, word, form or not enough to evaluate.

4. Language use

Language use refers to someone capability in write, simple, complex or compound sentence correctly and logically. It also refers to the ability to use arrangement in sentences and some other word, such as nouns, adjectives and signals. The criteria as follows :

22-25 Excellent to very good : Effective complex construction, few errors of arrangement, tenses, numbers, word order, articles, pronouns, preposition.

18-21 Good to average : Some ineffective complex construction. Frequent errors the use of sentences elements.

11-17 Fair to poor : Major problem in simple complex construction, frequent errors of negations, number, etc.

5-10 Very poor : Usually to mastery of sentence construction rules dominated by errors does not communicate, not enough to evaluate.

5. Mechanics

The criteria for scoring the mechanics would be given as follows :

5 Excellent to very good : Demonstrated mastery of punctuations, few errors in spelling.

4 Good to average : Occasional errors in spelling, punctuation, capitalization, write sentences but meaning not obscured.

3 Fair to poor : Frequent errors of spelling, punctuation and capitalization, write sentence.

2 Very poor : No mastery of conversation, dominated by errors of spelling, punctuation, capitalization, write sentence, hand write nor enough to evaluate.

E.   The Techniques for Collecting Data

To collect the data of the research, some steps were applied as follows

1. giving the pre-test to experimental group

2. giving treatment by using picture word inductive model (PWIM)

3. giving post-test to the experimental class.

F.   The Techniques for Analyzing Data

After collecting data from the test, the data was calculated by using post test. The following procedure was implemented to analyze the data identifiying the students answer. Analyzing the students' answer based on the five components to evaluate writing ability namely content, organization, vocabulary, language use, and mechanics. Listing their scores in scores table, for the experimental scores as X and scores as Y variable. The calculating correlation of product moment between x and y was calculated as follows.

Coeficient r

$$r_{xy} = \frac{n\Sigma xiyi - (\Sigma xi)(\Sigma yi)}{\sqrt{\{n(\Sigma x^2) - (\Sigma xi)^2\}\{n(\Sigma yi^2) - (\Sigma yi)^2\}}}$$

1. Examining the statistical hypothesis. It was calculated t-test by using formula :

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where :

t = t-test

n = total sample

1 = number constant

r = correlation of product moment

2. Testing linear regression

$$Y = a + bx$$

$$a = \frac{(\Sigma y)(\Sigma x^2) - (\Sigma x)(\Sigma xy)}{n(\Sigma x^2) - (\Sigma x)^2}$$

$$b = \frac{n\Sigma(xy) - (\Sigma x)(\Sigma y)}{n(\Sigma x^2) - (\Sigma x)^2}$$

Where :

$\hat{y}$ = the prediction score

a = constanta or if $x = 0$

b = regresi coeficient

x = variable independent score

3. determining the percentage of the effect of X variable toward Y variable.

$$D = (r_{xy})^2 \times 100\%$$

G.   Statistical Hypothesis

In this research, statistical hypothesis was used to whether the hypothesis was accepted or rejected. The statistical hypothesis formula :

H_a : $T_{observe} > T_{table}$

H_o : $T_{observe} < T_{table}$

Where :

Ha : There is a significant effect of picture word inductive model (pwim) on the students' achievement in writing. (the hypothesis was accepted)

Ho   : There is no significant effect of picture word inductive model (pwim) on the students' achievement in writing. (the hypothesis was rejected)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

After conducting research, data were obtained based on the scores owned by students in each test given by researchers. The number of students taken as a sample of 30 students. This study only used one group, the experimental group, or also known as One Group Pretest-Posttest Design. There are 5 indicators in writing that used to obtain data collection, namely:

Con : Content

Orga : Organization

Voc : Vocabulary

Lu : Language Use

Mec : Mechanics

The following are the calculation tables and the data results obtained by students from the pre-test and post-test questions from the experimental group.

Table 4.1
The Scores of Pre-Test of Experimental Group

No	Students' Initial	Indicators					Pre-Test
		Cont	Orga	Voc	Lu	Mec	
1.	AF	20	14	11	18	2	65
2.	AM	13	7	7	5	2	34
3.	AN	18	14	10	10	2	54
4.	AR	20	14	11	18	2	65
5.	AS	19	14	10	15	2	60
6.	CC	17	14	10	10	2	53
7.	DA	19	14	10	15	2	60
8.	FA	20	14	11	18	2	65

9.	FS	13	7	7	5	2	34
10.	IK	20	14	11	18	2	65
11.	HR	13	7	7	5	2	34
12.	KM	19	14	10	15	2	60
13.	MD	17	14	8	9	2	50
14.	MR	20	15	14	18	3	70
15.	ND	19	14	10	15	2	60
16.	NS	20	15	14	18	3	70
17.	NR	13	7	7	5	2	34
18.	NA	20	15	14	18	3	70
19.	ND	20	15	14	18	3	70
20.	RA	18	14	10	11	2	56
21.	RH	20	14	11	18	2	65
22.	RA	20	15	14	18	3	70
23.	RE	18	14	10	11	2	56
24.	RK	20	14	11	18	2	65
25.	SD	17	14	10	10	2	53
26.	SM	20	16	14	18	3	70
27.	SH	18	14	10	10	2	54
28.	SW	17	14	8	9	2	60
29.	WP	20	15	14	18	3	70
30.	ZA	20	15	14	18	3	70
Total							**1752**

Based on the table above, we can see the value of the pre-test. The highest value in the experimental group was 70. And the lowest value in the experimental group was 34. The average value of the experimental group was 58.4.

Table 4.2
The Scores of Post-Test of Experimental Group

No	Students' Initial	Indicators					Post-Test
		Cont	Orga	Voc	Lang	Mec	
1.	AF	25	18	15	20	2	80
2.	AM	24	16	15	18	2	75
3.	AN	25	18	15	20	2	80
4.	AR	26	19	17	21	3	85
5.	AS	25	18	15	20	2	80

6.	CC	25	18	15	20	2	80
7.	DA	25	18	15	20	2	80
8.	FA	26	19	17	21	3	85
9.	FS	24	16	15	18	2	75
10.	IK	27	20	19	21	3	90
11.	HR	24	16	15	18	2	75
12.	KM	25	18	15	20	2	80
13.	MD	24	16	15	18	2	75
14.	MR	27	20	19	21	3	90
15.	ND	26	19	17	21	3	85
16.	NS	27	20	19	21	3	90
17.	NR	24	16	15	18	2	75
18.	NA	27	20	19	21	3	90
19.	ND	27	20	19	21	3	90
20.	RA	24	16	15	18	2	75
21.	RH	26	19	17	21	3	85
21.	RM	27	20	19	21	3	90
23.	RE	26	19	17	21	3	85
24.	RK	26	19	17	21	3	85
25.	SD	24	16	15	18	2	75
26.	SM	27	20	19	21	3	90
27.	SH	25	18	15	20	2	80
28	SW	24	16	15	18	2	70
29.	WP	26	19	17	21	3	85
30.	ZA	27	20	19	21	3	90
Total							**2475**

Based on the table above, the highest post-test score in the experimental group was 90, and the lowest post-test score in the experimental class was 75. So, the average post-test score in the experimental group class was 82.5.

Table 4.3
The Differences Score of Pre-test and Post-test of Experimental Group

No	Students' Initial	Pre-Test (x)	Post-Test (y)
1.	AF	65	80
2.	AM	34	75
3.	AN	54	80
4.	AR	65	85
5.	AS	60	80
6.	CC	53	80
7.	DA	60	80
8.	FA	65	85
9.	FS	34	75
10.	IK	65	90
11.	HR	34	75
12.	KM	60	80
13.	MD	50	75
14.	MR	70	90
15.	ND	60	85
16.	NS	70	90
17.	NR	34	75
18.	NA	70	90
19.	ND	70	90
20.	RA	56	75
21.	RH	65	85
22.	RM	70	90
23.	RE	56	85
24.	RK	65	85
25.	SD	53	75
26.	SM	70	90
27.	SH	54	80
28.	SW	50	75
29.	WP	70	85
30.	ZA	70	90
Total		**1752**	**2475**

Based on the data above, the difference between the pre-test and post-test scores is very clear that the post-test scores are higher than the pre-test scores. The total post-test score was 2475 while the total pre-test score was only 1745.

B. Data Analysis

1. Finding Correlation

Table 4.4
The Calculation Table of Experimental Group

No	Students' Initial	X	Y	X^2	Y^2	XY
1.	AF	65	80	4225	6400	5200
2.	AM	34	75	1156	5625	2550
3.	AN	54	80	2916	6400	4320
4.	AR	65	85	4225	7225	5525
5.	AS	60	80	3600	6400	4800
6.	CC	53	80	2809	6400	4240
7.	DA	60	80	3600	6400	4800
8.	FA	65	85	4225	7225	5525
9.	FS	34	75	1156	5625	2550
10.	IK	65	90	4225	8100	5850
11.	HR	34	75	1156	5625	2550
12.	KM	60	80	3600	6400	4800
13.	MD	50	75	2500	5625	3750
14.	MR	70	90	4900	8100	6300
15.	ND	60	85	3600	7225	5100
16.	NS	70	90	4900	8100	6300
17.	NR	34	75	1156	5625	2550
18.	NA	70	90	4900	8100	6300
19.	ND	70	90	4900	8100	6300
20.	RA	56	75	3136	5625	4200
21.	RH	65	85	4225	7225	5625
22.	RM	70	90	4900	8100	6300
23.	RE	56	85	3136	7225	4760
24.	RK	65	85	4225	7225	5525
25.	SD	53	75	2809	5625	3975
26.	SM	70	90	4900	8100	6300
27.	SH	54	80	2916	6400	4320
28.	SW	50	75	2500	5625	3750
29.	WP	70	85	4900	7225	5950
30.	ZA	70	90	4900	8100	6300
	Total	**1752**	**2475**	**106296**	**205175**	**146215**

Where : N   = 30

    X   = 1752

    Y   = 2475

$X^2 \qquad = 106296$

$Y^2 \qquad = 205175$

$XY \qquad = 146215$

Based on table 4.4 above, to find the correlation between pre-test and post-test by using with the following formula:

a. coeficient r

$$r_{xy} = \frac{n\Sigma xiyi - (\Sigma xi)(\Sigma yi)}{\sqrt{\{n(\Sigma x^2) - (\Sigma xi)^2\}\{n(\Sigma yi^2) - (\Sigma yi)^2\}}}$$

$$r_{xy} = \frac{30\,(146215) - (1752)(2475)}{\sqrt{\{30\,(106296) - (1752)^2\}\{30(205175) - (2475)^2\}}}$$

$$r_{xy} = \frac{4386450 - 4336200}{\sqrt{\{(3188880) - (3069504)\}\{(6155250) - (6125625)\}}}$$

$$r_{xy} = \frac{50250}{\sqrt{(119376)\,(29625)}}$$

$$r_{xy} = \frac{50250}{\sqrt{3536514000}}$$

$$r_{xy} = \frac{50250}{\sqrt{59468.59}}$$

$$r_{xy} = 0.84$$

Based on the results above the correlation coefficient is 0.84.

2. **Determining T-test**

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.84\sqrt{30-2}}{\sqrt{1-(0.84)^2}}$$

$$= \frac{0.84\sqrt{28}}{\sqrt{1-0.7056}}$$

$$= \frac{0.84\,(5.29)}{\sqrt{0.2944}}$$

$$= \frac{4.44}{\sqrt{0.54}}$$

$$= 8.22$$

Based on the t-test above, $t_{observe}= 8.22$. With df = n-2. So, df = 30-2 = 28 and $t_{table} = 1,701$. If $T_{observe} > T_{table}$ or 8.22> 1.701, so H_o was rejected. It can be concluded that Ha was accepted "There was a significant effect of the picture word inductive model (PWIM) on the students' achievement in writing.

3. **Testing Linear Regresion**

$$Y = a + bx$$

To find the value of y, first find the values of a and b with the following formula:

$$a = \frac{(\Sigma y)(\Sigma x^2)-(\Sigma x)(\Sigma xy)}{n(\Sigma x^2)-(\Sigma x)^2}$$

$$= \frac{(2475)(106296)-(1752)(146215)}{30(106296)-(1752)^2}$$

$$= \frac{263082600-256168680}{3188880-3069504}$$

$$= \frac{6913920}{119376}$$

$$= 57.91$$

$$b = \frac{n\Sigma(xy)-(\Sigma x)(\Sigma y)}{n(\Sigma x^2)-(\Sigma x)^2}$$

$$= \frac{30\,(146215)-(1752)(2475)}{30\,(106296)-(1752)^2}$$

$$= \frac{4386450-4336200}{3188880-3069504}$$

$$= \frac{50250}{119376}$$

$$= 0.42$$

After finding the value of a and b, input the value and the finding as at the following :

$$Y = 57.91 + 0.42x$$

4. **Calculating Determination**

$$D = (r_{xy})^2 \text{ x } 100\%$$

$$= (0.84)^2 \text{ x } 100\%$$

$$= 0.7056 \text{ x } 100\%$$

$$= 70.56\,\%$$

From the determination above, it is known that the effect of Picture Word Inductive Model (PWIM) on the students' achievement in writing was 70.56% and 29.44% from other factors.

5. **Students' Difficulties**

$$\frac{Jumlah\ Nilai\ Terendah}{Jumlah\ N} \text{ X 100\%}$$

Content $= \dfrac{8}{30}$ x 100% = 26,6%

Organization $= \dfrac{8}{30}$ x 100% = 26,6%

Vocabulary $= \dfrac{15}{30}$ x 100% = 50%

Language Use $= \dfrac{8}{30}$ x 100% = 26,6%

Mechanics $= \dfrac{15}{30}$ x 100% = 50%

Based on the result above, it was concluded that the students' difficulty in writing descriptive text by using Picture Word Inductive Model (PWIM) is vocabulary and mechanics. Vocabulary and mechanics have same score. The score is 50%. While content, organization, and language use get score 26.6%.

C. Testing Hypothesis

H_a : There was a significant effect of picture word inductive model (pwim) on the students' achievement in writing.

Because $T_{observe} > T_{table}$ or 8.22 > 1.70, Ha is accepted, "There was a significant effect of the Picture Word Inductive Model (PWIM) on the students' achievement in writing". And the percentage of the variable x toward the variable y or the effect of Picture Word Inductive Model (PWIM) on the students' achievement in writing 70.56% and 29.44% is the influence of other factors.

D.   Research Findings

Based on the data that has been analyzed, it was found that

1. The data found from the use of Picture Word Inductive Model has a significant effect. There is clearly a difference between the pre-test and post-test student scores in the experimental class. The average pre-test score of the experimental class students was 58.4 and the average value of the experimental class students was 82.5. In addition, this significant effect can be seen based on the results of the T-test namely $T_{observe} > T_{table}$ or 8.22 > 1.70. The results of the pre-test before applying Picture Word Inductive Model are 1752, and the results of the post-test are 2475. So it can be concluded that, student scores are better after applying the picture word inductive model.

2. Students' difficulty in writing descriptive text by using Picture Word Inductive Model (PWIM) is vocabulary and mechanics. Vocabulary and mechanics have same score. The score is 50%. While content, organization, and language use get score 26.6%.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A.   Conclusions

Having analyzed the data, conclusions can be drawn as in the following.

1. There was a significant effect of Picture Word Inductive Model (PWIM) on the students' achievement in writing, especially in descriptive text learning. That can be proven from the results of $t_{observe} > t_{table}$ or 8.22> 1.70. So, the null hypothesis was rejected, and an alternative hypothesis was accepted. In addition, the percentage of the effect of Picture Word Inductive Model (PWIM) on the students' achievement in writing was 70.56% and 29.44% other factors.

2. Students' difficulty in writing descriptive text by using Picture Word Inductive Model (PWIM) is vocabulary and mechanics. Vocabulary and mechanics have same score. The score is 50%. While content, organization, and language use get score 26.6%.

B.   Suggestions

In relation with the conclusions above, suggestions are staged as in the following

1. The teacher can apply the use of the picture word inductive model in learning, especially in learning writing. Because this learning model can

help students to find their ideas or vocabulary based on objects given by the teacher.

2. Students should be able to pay attention to the teacher while the teacher is explaining the material to be taught so that the learning process can run well and effectively. In addition, students also need to do more exercises to be able to master the ability to write.

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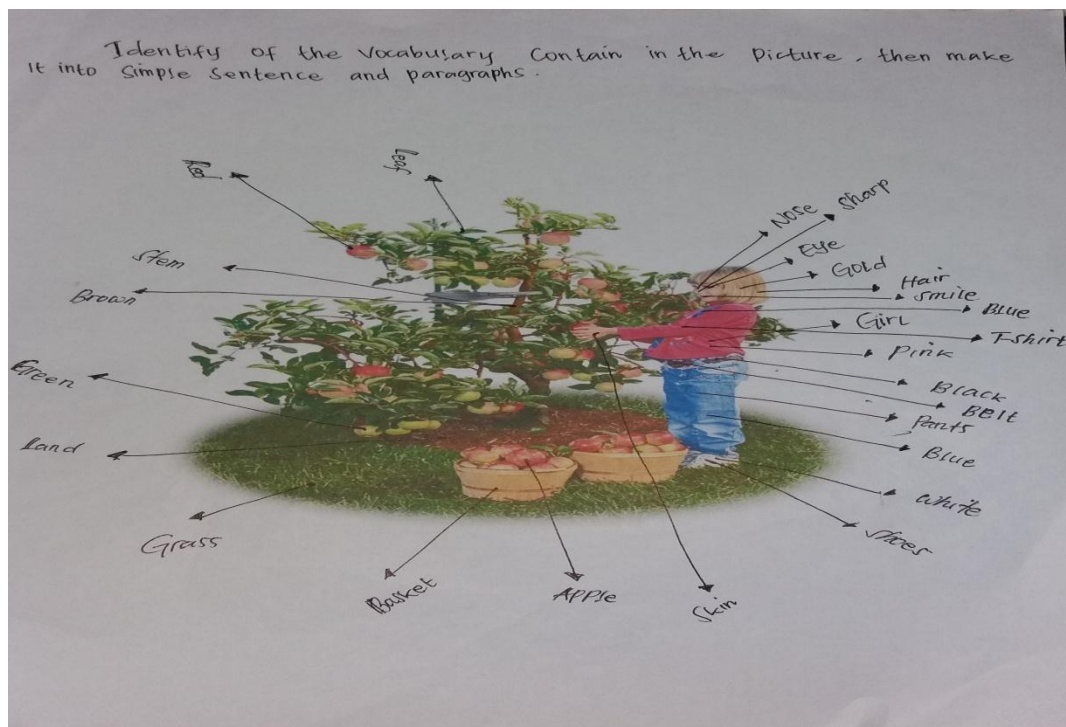
APPENDIX 2

TEST ITEM

Pre-Test

Post- Test

APPENDIX 3

THE STUDENTS' ANSWER SHEET OF PRE-TEST

Nama : Zahwa
Kelas : VIII B

70

There girl pick apple. she wear pink shirt with ~~le~~ blue pants. She put apple. in two place. She very happy ~~y~~ pick the apple and wear white shoes fruits. and leaves very dense. The free frunk is very easy to rearch. She have ~~short~~ short hair and straight. She white skin and smooth with the grass fertile and beautiful the fruit ~~is~~ big and red colour.

C = 20
O = 15
V = 14
W = 18
M = 3 +
70

nama : Cut Chainani   (53)
Kelas : VIII .

in the tree, there is woman pick apple. she very happy. She wear clof hes pink and blue pants. clot hes and pants long. the woman have ~~most~~ many apple. she have two basket. And she wear white shoes and a belt.

C = 17
O = 14
V = 10
W = 10
M = 2
___
53

NAMA : Haikal   Ramadan

34

Girl take apple. Many apple in the tree. She wear Long Pant. Ada two basket. She wear clothes pink

C = 13
O = 7
V = 7
W = 5
M = 2 +
34

APPENDIX 4

THE STUDENTS' ANSWER SHEET OF POST-TEST

Date :

90

Name : Zahwa

Kelas : VIII B

There is a girl who is picking apples. This girl has golden hair, wearing white shoes, blue pants and black belt.

The girl stand right in front of the stem. Apple plants grow on fertile land. Around the tree there is a lot of grass growing. The apple tree is very fruitful so the girl must use a basket to harvest. This apple tree has brown stem, red and green fruit and lush leaves. The apple tree flourished so she saw it with a smile and sparkling eyes. The girl is very beautiful, because she has white skin and a sharp nose.

C = 27
O = 20
V = 19
LU = 21
M = 3
      90

Date : _____

Nama : Faradilla

Kelas : VIII B

85

The girl with the blue pattern pink shirt. Picking apples with a big smile.

The girl has golden hair, a sharp nose, beatiful eyes and white skin. The girl confident in wearing white shoes. a black belt and blue pants. Apple trees thrive on the land of the girl's house. The apple tree has brown stems, green leaves, and the apples are red and green. Apples are harversted a lot by the girl and placed in a total of two. Finally she sold her crops and got money from the apple.

$$C = 26$$
$$O = 19$$
$$V = 17$$
$$LU = 21$$
$$M = 3 +$$
$$\overline{85}$$

Date :

Nama : Cut chainani
Kelas : VIII ^{b}

There is a little girl who is harvesting appels. she uses a brown basket. The girl has white. Girl wears a pink T-shirt Bluepants, Black Belt, White shoes, She smiled when picking the apple. The tree has brown stems, and lush leaves. Tree apple also has a lot of fruit. Red, and green, and this tree is surrounded land, Beautiful, grass.

C = 25
0 = 18
V = 15
W = 20
M = $\frac{2}{80}$ +

Date : 75

Nama : Haikal Ramadhan

    There is a a little girl who is harvesting apples. She uses a brown basket. the girl has white skin, a sharp rose, beautiful eyes and golden hair.

    She wears a pink shirt white blue patterns, blue Pants, a black belt, and white shoes. She smiled when picking the apple. the tree has brown, tree has green leaf. the apple colors is pink. in under tree there are grass and land some fruits color are red and green.

C = 24
O = 16
V = 15
W = 18
M = 2
75

APPENDIX 5

DOCUMENTATION OF RESEARCH

APPENDIX 19

CURRICULUM VITAE

Name : Tina Ernawati

Place and Date Birth : Tanjung Harapan, 18th January 1996

Age : 23 Years old

Gender : Female

Nationality : Indonesian

Religion : Islam

Marital Status : Single

Address : Tanjung Harapan

Phone number : 081262413898

Email : tinaernawati64@gmail.com

Parents' Name

Father : Hamlan Ritonga

Mother : Siti Saerah Hasibuan

Education

2004-2009 : SD Negeri 115518 Pangkatan

2009-2012 : SMP Negeri 2 Pangkatan

2012-2015 : SMA Negeri 1 Rantau Utara

2015-2019 : Students of English Department Faculty of Teachers'

Training and Education, UMSU 2019 until Reaching the

Degree of Sarjana