

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

SKRIPSI

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

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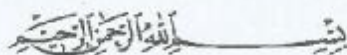
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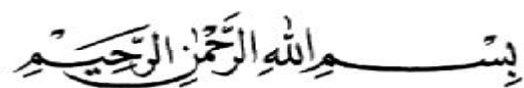
ABSTRACT

Santika. Npm:1402050282 “The Effect of Applying Picture Word Inductive Model (PWIM) on the Students’ Achievement in Writing Descriptive Text”. Skripsi. English Department, Faculty of Teachers’ Training and Education – University of Muhammadiyah Sumatera Utara. UMSU. Medan 2018.

The objective of this research was to find out the effect of applying picture word inductive model (PWIM) on students’ achievement in writing descriptive text. The method of research was the experimental research method. The population of this research was taken from the eight grade and the second year students of junior high school at MTs. Islamiyah Medan Jl.Suluh No. 71 D, Sidorejo Hilir, Medan Tembung, Medan, Sumatera Utara. at academic 2017/2018 with the total population were 84 students. The sample consisted of 30 students were taken by using purposive sampling. The classes were divided into one group, namely experimental group used in one-group pretest-posttest. Therefore, the research was taken one class as the experimental class. The experimental group was taught by applying picture word inductive model (PWIM). The instrument of research was written test (pretest-postest). The researcher were given treatment by PWIM strategy. The instrument of collecting data was written test which was given picture to make a descriptive text as the test items . The data analysis was using T-test. The result showed that the students mean in teaching descriptive text before taught applying Picture word inductive model (PWIM) is only 47.5 while the students mean in teaching descriptive text after the being taught applying picture word inductive model (PWIM) is 85.5 it was improved. The data were analyzed by using t-test formula. with the t-test analysis that used by researcher, with the significant level 0.05. The result of the data showed that $t_{observe} 5.71 > t_{table} 2.04$ with degree of freedom (df) = N-1 (30-1). The final hypothesis showed that H_0 was rejected and H_a was accepted. It proves that Picture Word Inductive Model (PWIM) significantly effect to the students’ achievement in writing descriptive text.

Keyword: *picture word inductive model (PWIM), writing, descriptive text.*

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In the name of Allah S.W.T, the most Beneficent and the most Merciful, praise to Allah the Lord of Universe. Firstly, the researcher would like to thanks to Allah who had given her chance to finish her study. Secondly, may bless and peace be upon to our beloved prophet Muhammad, the last prophet who has brought people from the darkness into the light. Thirdly, the researcher would like to express hergrateful feeling especially for her dearest father Abdul Manaf and dearest mother Susanti that had given prayer, strength, support, material and motivation during her education process.

The title of this study was *“The Effect ofApplying Picture Word Inductive Model (PWIM) on students Achievement in Writing Descriptive Text”* with purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this research, there were so many problems and obstacles certainly, and it was impossible for the researcher for finishing this thesis without help from many people around her. It was difficult for the researcher to accomplish this study. Then, the researcher also would like to thanks to:

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Finally the researcher realized that her study is still far from being perfect. So, the researcher hopes suggestion and comments from all the readers, especially for the students of English Department who want to do research. May Allah SWT bless all.

Medan, March 2018

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four basic skills in the English learning, they are listening, reading, speaking, and writing. Listening and reading includes passive or receptive skills, while speaking and writing includes active or productive skills (Harmer, 2001:199, 246). Writing, as part of communication, is an important subject which needs to express and share their ideas, knowledge, feeling and information. Harmer (2001:3) define that writing is a form of communication to deliver through or to express feeling through written form. When begin to write, the writer needs to get and organize the idea, write the paragraph, revise and write again into good composition.

Linse (2006:98) argues that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Writing is one of the language skills which must be taught to junior high school students. In syllabus of junior high school for grade eight the goal of teaching writing is to make easy the students to write simple text by using accurate vocabulary and appropriate grammar. It is clearly noted in KTSP curriculum that the students should be able to express the meaning of written text itself. In KTSP curriculum there are kinds of the texts that must be taught to junior high school, such as; descriptive text, narrative text, procedure text and else. Here the researcher used

the descriptive text in her research because the descriptive text is one of the texts that persuade the students to be more creative in expressing whatever they see in around them.

Writing descriptive text is taught by researcher in order student to know how to describe themselves or their surrounding in a simple way. Descriptive text is a type of text that has a function to describe particular person place and thing. Students are expected to be able to write a descriptive text to convey their ideas in their mind into written form which discussed. In fact, many Indonesian students face many difficulties when they start writing especially about descriptive text. The teacher of MTs.Islamiyah Medan usually asks the students to write sentence as many as they can but they do need to know how to make their students write as many as they can. They are confused about how they will write their idea and arrange it into good descriptive text. It happens because usually the teacher only given them examples of descriptive text. After that they should write or produce their own descriptive text with limited guidance. Teacher do not want to try another strategy in their teaching activity of writing. Teacher is seldom to teach the students how the process to write a text until become a good paragraph. As a result, most of the students accomplish the task through copying texts that they find from internet. In other words, the students do not produce the texts based on their writing ability.

Based on the researcher's observation, the researcher found that the students spent much time to think what they had to write. Many students cannot get and

generate their own idea. Some students have idea but cannot express it in their own sentences. They also have difficulties in arranging the idea into good order to form a good descriptive text. They also lack of vocabularies related to the idea that they want to write. As the evidence the interviewed has been done with the english teacher of MTs.Islamiyah Medan, to know teacher's perception about the students' writing problems. The teacher admitted that many student fail in achieving writing skill proved from the score of Criteria Standard Minimum is 75. Mostly students' writing score are lowest than it, means that they are poor in writing. The other students' writing problem especially in writig descriptive, student confused to find ideas, if they are asked to write just by giving a direction without relevant object that used as visual ideas stimulation, then they felt difficult organize their ideas well in english.

Based on the problem above, the researcher interested to apply “Picture Word Inductive Model (PWIM)” to solve students’ problem in writing. There are new strategies that are created and applied in teaching language skills. Picture Word Inductive Model (PWIM) is one of strategies that can be applied to various level of students. It is also can be focused on all language skill, specifically reading and writing skills.

The researcher applied Picture Word Inductive Model (PWIM) as the strategy in developing the students writing ability.Jiang (2015) who believes that the fundamental tenet of PWIM is its use of “pictures as a stimulus for language experience activities” in classrooms to teach young students learning to read and write. 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. Through this strategy, students can compose their writing from the basic aspect such as vocabulary. On the other hand, Picture Word Inductive Model (PWIM) is used to guide the students to develop their imagination and idea to make a sentence. Calhoun (1999:4) states that the Picture Word Inductive Model is designed to teach reading, writing, and the language system. Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their descriptive writing based a picture. The Picture Word Inductive Model (PWIM) strategy is the combination between picture and word. According to Harmer (2004:67), “just as music can provoke creativity in students – especially those who are particularly responsive to auditory stimuli – so too pictures work really well as spurs to written production”. So, by giving the combination of picture and word to the students, their creativity will run very well, those combination can also stimulate students’ ideas in writing.

B. The Identification of The Problems

Based on the background of the study, the problems were identified as follows :

1. The students get difficulties to start writing because of generating the ideas, writing mechanic and grammar.

2. The students had less of vocabulary.
3. The teacher seldom to teach them with the new strategy or model of learning.
4. Students get bored because of monotonous strategy that the teacher gave.

C. The Scope and Limitation

The scope of this research was focused about Writing. The limitation was limited on applying PWIM (Picture Word Inductive Model) Strategy in descriptive text, at MTs. Islamiyah Medan, grade eight, Jl. Suluh No. 71D, Sidorejo Hilir, Medan Tembung, Medan, Sumatera Utara in academic year 2017/2018.

D. The Formulation of the Problem

The problem of the research was formulated as the following :

1. Is there any significant Effect of Applying Picture Word Inductive Model (PWIM) on the students' achievement in writing descriptive text?

E. The Objectives of the Study

Based on the problem of the study, the objective of the study was described as follows :

1. To find out the significant Effect of Applying Picture Word Inductive Model (PWIM) on the students' achievement in writing descriptive text.

F. The Significance of The Study

The findings of the study was expected to be useful theoretically and practically:

a. Theoretically, this study is expected to be able to develop previous studies and give contribution to the education in Indonesia. Pedagogically, this study will provide English teachers with a new understanding about the Picture Word Inductive Model (PWIM) strategy to teach students in writing descriptive texts to the eighth grade students of junior high school. From this strategy student can increas their vocabullary, grammar , and can organize their idea to make a sentences or paragraphs, and will increase their coriousity with english especially in writing.

b. Practically, this study can be applied by English teachers in the English teaching and learning process in order to improve the students' writing,The significances of the research was expected to be useful for :

1. The student , they can improve their writing ability in descriptive text through Picture Word Inductive Model (PWIM).
2. The teachers, this study expect to give contribution to the english tecaher to apply the Picture Word Inductive Model (PWIM) on writing descriptive text in order to overcome the problems of students' achievement in writing.
3. The readers ,they can get more information in order to conduct further research related to this study.
4. The researchers, they will get new knowledge, experience in teaching writing descriptive text by applying the Picture Word Inductive Model (PWIM).

CHAPTER II

REVEIW OF LITERATURE

A. Theoritical Framework

1. Teaching of Writing

English is the first foreign language which is taught in the elementary school, junior high school and senior high school. Teaching English at junior high school encompasses four language skills; they are listening, speaking, writing and reading. Writing is one of language skills that must be taught to junior high school students as one of the teaching – learning activities in English class. Teaching writing subject at junior high school students is not same as teaching the speaking subject. Writing is more difficult than speaking because the teacher must master the components of writing, for instance; the diction, grammar, vocabulary, rhetorical devices, punctuation etc.

Writing is not an easy activity that can be simply done by the students, because writing is not an activity that only crash the pen or pencil on a piece of paper. Palmer (2003:5) states that writing is an activity that let the students to explore and express their ideas, to communicate what they think and know, and to take the ownership of all that they learn. It means that writing is an activity that cannot be separated from students' activity in the teaching and learning process. They need writing as a skill that supports their learning whether it is on other skills or subjects.

Hedge (2000:32) says that writing process involves several activities such as setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It shows that writing is a complex activity which is neither easy nor spontaneous for the students. The one of the texts that is taught to junior high school students is descriptive text. In the *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006* Syllabus of Junior High Schools curriculum requires students to able to write some kinds of genre in writing. They are narrative, recount, descriptive, report, procedure. Based on the explanation previously, the descriptive text is one genre that must be mastered by students in learning English.

2. English Learning in Writing

2.1. The Description of Writing

Writing (as one of the four skill of listening, speaking, reading and writing) has always formed part of the syllabus on the teaching of English. However it can be used for a variety of purposes, ranging from being merely a ‘backup’ for grammar teaching to a major syllabus strand in its own right, where the mastering the ability to write effectively is seen a key objective for learners. Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and reading. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read. It is different from spoken language which

is acquired naturally for a child, whereas for writing ability has to be consciously learned.

Moreover, according to Meyers (2005:2), writing is partly a talent, but it's mostly a skill. Talent is natural ability since people born without being taught before whereas skill is the opposite of it. It is an ability that is mastered by people because they have practiced it before and like any skills, it improves with practice. Writing is a process of discovering and organizing the ideas, putting them on paper, reshaping and revising them. Based on the above theory, researcher can say writing is the ability to write has to be consciously learned, human improves their ability in writing skill because writing is used for a wide variety of purposes it is produced different forms (e.g. shopping list, letters, essays, reports, or novel).

Harmer (2004:4), "writing process is the stages a writer goes through in order to produce something in its final written form". According to Sokolik in Linse (2006:98), "writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers". Writing is about collecting the data related to the topic, arranging, constructing, and revising them until the writing process is end, and it produced a writing product such as book, letter, text, etc.

Another linguist, Hyland (2004: 09), explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other them. A person's views may be different from other people's views. It depends on their belief. Therefore, when

constructing their views (ideas), the people have to make it understandable and acceptable.

Harmer (2004:3) talked about the importance of mastering writing skill. "Being able to write is a vital skill for "speakers" of a foreign language as much as the everyone using their own first language". Writing is very significant for students in term that they should take notes from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. If they do not master it, it will be difficult for them to share their teacher or their friends anything in a written form.

Writing is actually a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Teachers have to provide students with the space to make their own meanings within a positive and a cooperative environment. The researcher can say in writing, as one of skills that should be mastered by the students, writing as an active skills cannot come naturally, but it must be learned and practiced continuously until the students are able to discover, organize the ideas and then revise them into good paragraphs as a product of writing. We must carefully to convey a message. We need a process, that is the stages a writer goes through in order to produce something in its final written form. The process has four main elements : Planning, drafting, editing (reflecting and revising), final draft.

2.2. Process of Writing

In writing students cannot only focus on their final output (their writing). They should pay attention to the processes or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. According Harmer (2004:6) from his book “ *How to teach Writing*” suggested that the process has four main elements :

1) Planning

Experienced writer plan what they are going to write. Before starting to write or type, they try and decided what it is they are going to say. For some writers this may involves making detailed notes. When palnning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of rhe text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers thnks of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are constructed, etc), but also the choice of language- whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece - that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

We can refers to the first version of a piece of writing as a draft. This first ‘go’ at a text often done on the assumption that it will be amended later. As the

writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps they way something is written ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning an overall stucture before concerntatingon detailed features such as individual word and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readres (or editors) who commenrt and make suggestions. Another readre's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final ersion. This may look considerably different form both the original plan and the first draft, because things have changed editing in the editing process. The process of writing is not linear, as indicated above, but rather recursive. This means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit. Even when they get to what they think is their final draft they may find hthemselves changing their mind and re-planning, drafting or editing.

2.3. The Types of Writing

Chandler (2005) defines a genre as a kind of text that derives its form from the structure of a (frequently repeated) social occasion, with its characteristic participants and their purposes. So, genre is the text types that have different characteristics, such as, the author's purpose and the generic structure. According to Sanggam and Kisso (2008), based on generic structure and language feature dominantly used text are divided into several types namely :a) Narrative : has function to amuse, entertain and deals with actual or various experince in different ways. b) Recount : has function to retell events for purpose or informing/entertaing. c) Descriptive : has function to describe a particular person, place or thing. d) Report : has function to describe the way are things are with refernce to arrange of natural man made and phenomenon environment. e) Procedure : has function to describe how something is accomplished through a sequence of action or steps. f) Explanation : has function to explain the purpose involved in the formation or working of natural on socio-cultural phenomenon. g) Discussion : has function present information and opinion about issues in more one of an issue. h) Anecdote : has function to share with other and account of an unusual amusing incident. i) Spoof : has function to tell event with a humorous twist and entertain the readers. j) News : has function give an information and the events.

Those differences bring genre into some texts that have to be known by the students based on their school level. For instance, for junior high school students get descriptive text, report text, procedure text, recount text, narrative text, and

news items. While senior high school students get the higher level of texts such as hortatory and analytical exposition, discussion text, review text, and spoof.

3. Descriptive Text

3.1. The Description of Descriptive Text

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph may be defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. Furthermore, Pardiyo (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

3.2. Language features of Descriptive Text

There are three part of descriptive text as Pardiyo (2007:34) maintain that three parts of descriptive, they are:

- (1) Communicative purpose, that is to describe an object (human and non-human)
- (2) Rhetorical structure, there are two parts of rhetorical structure
 - a) identification, that is statement that consist of one topic to describe
 - b) description, that is consist of the detail description about object that identify in identification.

(3) Grammatical patterns, it is needed to understand that in descriptive paragraph, declarative sentence is used and using present forms.

Knapp and Watkins (2005:98-99) write there are several grammatical features of descriptive writing as the following:

- a) In descriptive text, the present tense is predominantly used
- b) Although present tense may be used in literary description, it is past tense that tends to dominate; for example, *had, was, enjoyed, seemed*
- c) Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon. *For example; my favorite toy is a teddy bear because it is cuddly and friendly. It is my friend too. Turtles do not have teeth; they have a sharp break instead.*
- d) Action verbs are used when describing behaviors/ users. *For example; she smiles nicely, he jumps highly*
- e) Mental verbs are used when describing feeling in literary descriptions. *For instance; she feels happy*
- f) Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text. *For example; He has cool hairstyle*
- g) Personal and literary description generally deal with individual things. *Example; my favorite toy, my house*

3.3. The Types of Descriptive Text

Description can be useful in other of writing. But it can also stand alone. According to Regina (2003:58) here some examples of descriptive writing as follows:

1) Describing Personality

If we want to describe a person, the first thing that we do is to recognize him or his individual characteristic. They need to describe people occurs fairly in archaism of physical attribute (hair, eye), emotional (warm, nervous, and other), moral attributes (greedy, flush, worthy, etc) and intellect (clever, perception, and soon). Consequently the writer describe the person.

2) Describing a place

As with the people there is commonly occurring head to describe place such as a features of town, district or area like garden or park. The best way to describe a place is by presenting some of concrete example. Such as hotel, home, school, and soon. Further, it is essential to describe the size and agreement at the spare involved.

3) Describing process

To describe a process in descriptive writing, it is important for the writer to know and understand how something is happened and done. That's why the writer consider the steps for completing the process and also verb usually used in the imperative form.

4) Describing an object

The best way to describe an object, such as : the size, the shapes, the form, the colors, etc.

5) Describing an event

In describing an event the writer will be able to memorize and remember what happen in the event. Suppose, the writer will write and discuss the accident

happened two days ago. In this case, he or she explain all details relate to the event clearly. In needed, it makes the event in the real situation.

4. Achievement

4.1 The Description of Achievment

Fulcher (2003:18) states that achievement is defined in terms of the observable behaviors that are of interest in particular learning context. Meanwhile, (suprijono,2009) states that achievement covers cognitive, affective, and psychomotor skills.

- 1) Cognitive consists of knowledge, understanding, application, analysis, synthetic, and evaluation.
- 2) Affective is the changing of behavior that affects someone lies to do something. There are acceptance, sign with the acceptance by using their sense and respond.
- 3) Psychomotor is a skill to do something, ready to do it based on physic and emotion, self-control and become a habit.

Based on the definition given, it can be concluded that the achievement is a success in getting the goal.

4.2.The Indicators of Students' Achievement in Writing Descriptive Text

- 1) Students are able to identify the tenses that are used from descriptive text.
- 2) Students are able to understand to identify language feature and generic structure of descriptive text.

- 3) Students are able to make sentences in form of simple present tense relating to the topic will be given.
- 4) Students are able to arrange the paragraph into a correct descriptive text.
- 5) Students are able to make descriptive text.

5. Picture Word Inductive Model (PWIM)

Calhoun (1999:4) states that the Picture Word Inductive Model is designed to teach reading, writing, and the language system. Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their descriptive writing based a picture. Jiang and Perkins (2013:9) explain that the intent of the Picture Word Induction Model (PWIM) strategy is to capitalize on students' ability to think inductively and generalize the basis structural and phonetic analysis. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structures. Because of that, this strategy can help the students in writing process.

Through this strategy, students can compose their writing from the basic aspect such as vocabulary. Picture Word Inductive Model is a strategy that uses an integrated language arts approach to teaching beginning reading and writing, and it includes the components skill of phonetic analysis, structural analysis, spelling and mechanic (Calhoun:1999). Fredericks (2009) states that Picture Word Inductive Model uses pictures containing familiar objects, actions, and scenes to

draw out words from children's listening and speaking vocabularies. The picture given makes the students built many words.

The goals of Picture Word Induction Model (PWIM) are to:

- 1) Build vocabulary as a basis for writing, learning phonics and spelling generalizations
- 2) Gain confidence in one's ability to learn,
- 3) Learn how to inquire into language and use knowledge and skill to read, write and participate fully in education.

Teachers use the Picture Word Induction Model (PWIM) with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetics and structural principles, and using observation and analysis in their study of reading, writing, comprehending, and composing (Cabassa, 2009).

Calhoun (1999:25) states that in PWIM strategy, the students are presented with pictures of sequenced pictures. Then, they shake out the words from the picture by identifying the objects, actions, and qualities they recognize in the picture. The teacher helps them to draw a line from the object to the surrounding board and writes the words or phrases. So, the students will dive in the words from pictures first before they get the writing section. Besides, Picture Word Inductive Model also builds on the listening and speaking vocabularies of the students. The aim of this strategy is to unlock unfamiliar words.

In Calhoun (1999:23), there are many strengths of applying PWIM to guide students' writing those strengths are:

- 1) Students will hear the words pronounced correctly many times by the teacher.
- 2) Students hear and see the letters identified and labelled correctly on the board.
- 3) Students hear the words spelled correctly many times and follow the teacher to spell them together

5.1. Advantages and Disadvantages of PWIM (Picture Word Inductive Model) in Teaching Writing

Using Picture Word Inductive Model in teaching writing has some advantages and disadvantages. Collon and Martinez (2013) quoted Calhoun who says that there are five advantages and three disadvantages of using PWIM (Picture Word Inductive Model) in teaching learning, some of them are:

1. Advantages are:

- 1) Pictures provide authentic, concrete referents for the learning of new words, phrases, and sentences.
- 2) Because students are using pictures related to content material under study, they have the opportunity to use the words repeatedly in an authentic way
- 3) They feel a part of the classroom community and can participate in class activities.
- 4) Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning to newly encountered words.
- 5) Students hear and see words spelled correctly and participate in the correct spelling and writing.

2. Disadvantages are:

- 1) The pictures that are used might not interest the students.
- 2) The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class.
- 3) The model is time consuming

5.2. Teaching Descriptive Text Using PWIM (Picture Word Inductive Model)

In applying PWIM (Picture Word Inductive Model), there are some steps that must be followed. (Calhoun, 1999:23). Those steps are modified based on the contexts and students' need. Those are:

- 1) Select the picture

The teacher must decide the pictures that he or she wants to show to the students. The pictures should relate to the students' age and knowledge. It also should match with the students' need as stated in syllabus. Teacher gives them an interesting picture that appropriate with descriptive text' topic and explains the rules of the text. Calhoun (1999:78-79) shares tips for selecting the pictures as follows:

- a. The richer the content of the picture, the more opportunities for students to develop and expand the words. So, the teacher must select pictures that he or she thinks the students can relate to.
- b. The larger the picture is better. Later, the pictures will be presented on the board in front of the classroom. The whole of class should see them well.
- c. Give enough space to write down the name of the objects in around the pictures.

d. Place the pictures at eye level for the students to aid their exploration

- 2) 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.

- 3) Labeling the Picture parts identified .

Ask students to identify and label what they see in the pictures (draw a line from the identified object or area, say the word, write the word, ask students to spell word about and then pronounce it). Students label the word of pictures. It make them easily to remember the word s. Some tips for labelling the picture are:

Write the words in large enough size so that students at the furthest distance from the pictures will be able to read them clearly.

- a. If students give more than one accurate labels for the same object, write all labels.

- 4) Read and review 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. The students can add words and develop their ideas. The teacher spells aloud the words correctly and let the students hear the words pronounced correctly many times.

- 5) 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 classifies the words into a variety of groups based on similar elements.

- 6) Reading and reviewing the picture word.

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

7) Adding the words.

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

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. Explore what they create or think.

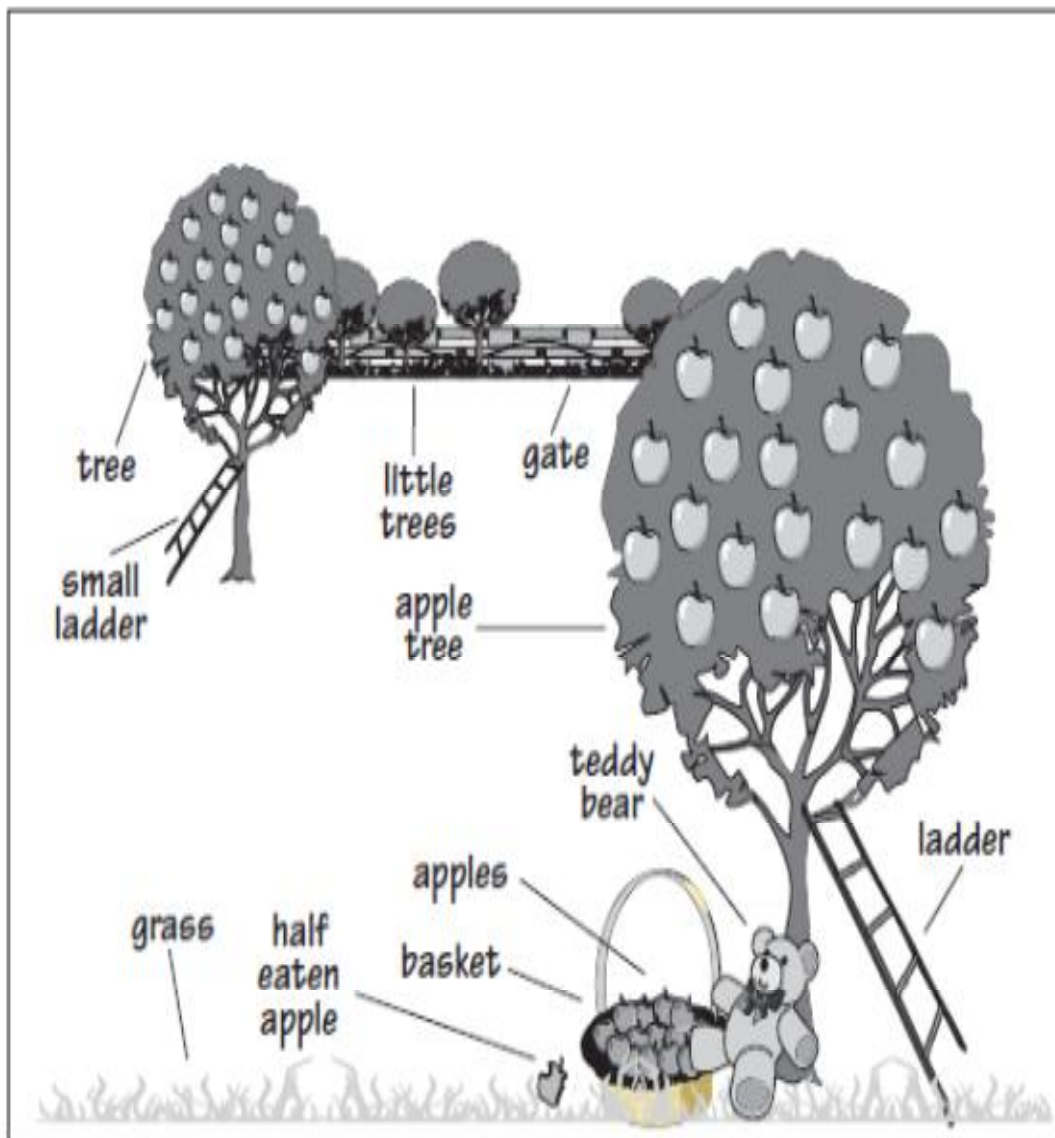
9) Generate all the words collected that are available in the word chart into paragraphs.

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

10) Writing the sentences and paragraph.

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

Figure Labelled Picture in PWIM Strategy



By using PWIM, the teacher is not only teaching writing but also teaching speaking, pronunciation, and listening. Those benefits are directed to the vocabulary improvement in which when the students know all of the objects in the pictures, they will generate the ideas and tell about the pictures easily. PWIM is a strategy of writing that uses the combination of pictures and words as the main point of the learning process. Later, the provided pictures will be identified by the students with the teacher's guidance. The aim of this activity is to know all of objects in the pictures so that it helps them in the next writing section. After the words collected, the teacher plays drill technique by reading all the words collected. This activity is very useful to improve students' pronunciation, spelling, listening, and speaking. It also helps to increase students' vocabulary. After knowing and understanding all the labels of pictures, the students begin to write descriptive text with the word chart as the guidance.

Picture Word Inductive Model appears to be an effective instructional tool for classroom teachers to use in facilitating vocabulary acquisition (Swartzendruber: 2007). During instruction with the PWIM, students were shown a picture and were asked to identify items in the picture, eliciting words from the children's listening and speaking vocabularies. This process essentially created a picture word dictionary which the students could employ to connect words with corresponding pictures.

B. Relevant of Study

Previous study is the result of research from the researcher before. This study covers about applying strategy in writing can help the reader in understanding to write the text. Here, to get and provide the originality of the research, the researcher wants to present the previous research that deals especially with applying strategy in writing.

There are a research had been conducted related to relevant study. The first final project is research by Lina Sofia Andriani (2015) entitled "*The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Students' Writing Skill of Recount Text*" She was conducted the research in state Junior High School 2 Semarang Grade VIII in academic year 2014/2015. This research was intended to improve students' skill in writing recount text. The students' improvement in this research was showed by the results of tests, observation sheet, and questionnaire. The students' average score in the pre-test was 64.40, in cycle 1 test was 75.63, and in post-test was 82.37. The second is research by Indah C.R Marbun and Sumarsih entitled (2015) "*The Effect of Using Picture Word Inductive Model on Students' Achievement in Writing Procedure Text*". She was conducted the research in state Junior High School 32 Medan Grade VII. Based on the result of the data analysis and discussion, the researcher concludes that applying Picture Word Inductive Model (PWIM) significantly affects the students' achievement in writing procedure text, since students' achievement in writing procedure text who taught by using Picture Word Inductive Model (PWIM) is higher than taught by using conventional technique. The Third is research by

Wahyu Meiranti (2016) entitled “*The Use Of PictureWord Inductive Model In Developing Students’ Descriptive Text Reading Ability At The First Grade Of Smpn 3 Natar Lampung Selatan*”, The subject was class VII students, SMPN 3 Natar Lampung Selatan. this research was intended to find out whether Picture Word inductive Model strategy can improve the students’ descriptive text reading ability.

C. Conceptual Framework

Writing skill of the eighth grade students at MTs. Islamiyah Medan still needs to be developed. This situation is caused by several reasons; one of them is dealing with the media that are given in writing class. The teaching technique may not be appropriate with what students want. This situation may lead students have less passion to learn. Students actually need suitable teaching technique in order to make them motivated to learn. If the teaching technique is appropriate, students will enjoy the lesson. In this case, the researcher offers a solution. It is teaching writing through Picture Word Inductive Model (PWIM).

Picture Word Inductive Model (PWIM) offers interesting and easy way in writing. It is easier for them to get and arrange the idea. Students are working in group and they learn how to share their idea and combine it with others’ idea in a group, individual or pairs. It will guide students to generate idea to write. They will not be confused about what will they write anymore. In the process of writing descriptive text, the students of junior high school still face the difficulties. It is

important for the teachers to facilitate them with an interesting strategy in order to encourage them in learning English especially writing.

This study is intended to find out the effect of teaching writing by applying PWIM (Picture Word Inductive Model) strategy on the student achievement in writing descriptive text. In teaching writing, the teacher had to be able to attract the students attention in order that they can write a good text. Teaching writing descriptive text by applying PWIM (Picture Word Inductive Model) strategy is very helpful for the students, especially the eighth grade students of MTs. Islamiyah Medan. By applying the PWIM (Picture Word Inductive Model) strategy, the students are able to write a good text and helps students to elicit the ideas to improve their writing. It is expected that applying PWIM (Picture Word Inductive Model) strategy in teaching writing would effect the students achievement in writing descriptive text.

D. Hypothesis

Based on the previous discussion on the background of this study, the hypothesis was formulated as follows :

Ha : There is significant effect of Picture Word Inductive Model (PWIM) on the students' achievement in writing descriptive text.

Ho : There is no significant effect of Picture Word Inductive Model (PWIM) on the students' achievement in writing descriptive text.

CHAPTER III

METHOD OF RESEACRH

A. Location

This research was conducted at MTs. Islamiyah Medan, Jl. Suluh No. 71D, Sidorejo Hilir, Medan Tembung, Medan, Sumatera Utara in academic year 2017/2018. The reason for choosing this school because the researcher had interviewed and observed in this school and it found that the students' ability in this school in learning english was still low, especially in learning descriptive text. The students are not exciting to write and it is hard for them to develop their ideas in writing descriptive text and researcher had never conducted before.

B. Population and sample

1. Population

A population is a set or collection of all elements processing one or more attributes of interest. The population of this research was taken from the eight grade students' of MTs. Islamiyah Medan Jl. Suluh No. 71D, Sidorejo Hilir, Medan Tembung, Medan, Sumatera Utara at academic year 2017/2018. There were 3 parallel classes, there are VIII-1 consists of 32 students, VIII-2 consists of 30 students and VIII-3 consist of 22 students. So, the total population of this research was 84 students. It can be seen in table 3.1.

Table 3.1
Population

No	Class	Population
1	VIII-1	32
2	VIII-2	30
3	VIII-3	22
Total		84

2. Sample

Sample is a procedure of taking the data, where only a part of population was taken and was used to determine the characteristic from the population. The researcher was applied purposive sampling to decide the sample, because the characteristics of sample was expected really appropriate in this researcher. purposive sampling is a technique to decide a sample base on particular consideration. So, the researcher take for class VIII-2 because the researcher had interviewed the teacher, they have lowest score and ability in writing especially in make a descriptive text. One class was selected as the sample. It had been chosen VIII-2 that consist 30 students as sample in this research:

Table 3.2
Sample

Class	Sample
Experimental	30
Total	30

As the result, VIII-2 was taken as the sample of this research, and it functions as experimental group. The experimental group was taught by applying Picture Word Inductive Model (PWIM) Strategy.

C. Research Design

This research was conducted by using experimental research design, namely one group pre-test pos-test. It dealt with quantitative research. In this method the sample was given a treatment based on the variable research. The experimental group were teach by Picture Word Inductive Model . The experimental group was given pre-test before doing the treatment.

In the experimental group, the treatment was taught byPicture Word Inductive Model. After the treatment, the experimental group was given post-test. The design was applied in order to investigate the effect of Picture Word Inductive Model (PWIM) on students achievement in writing descriptive text.

Table 3.3
Research Design
Pre-Test and Post-Test Design

Group	Pre Test	Treatment	Post test
Experimental	X	O	Y

X: pre-test before giving treatment.

O : treatment by using Picture Word Inductive Model (PWIM)

Y : post-test after giving treatment.

The procedures in administering the test could be show below :

1. Pre-Test

Before treatment, a pre-test was administered to the experimental group. The researcher was given them written test and used picture as media. The function of pre-test will use to find out the students' achievement in writing descriptive before having treatment.

2. Treatment

After the conducting pre-test ,the researcher was given the students explanation about descriptive text was taught by applying Picture Word Inductive Modell (PWIM), as describe table 3.4

Table 3.4
The Treatment in Experimental Group

No	Researchers' Activities	Students' Activities
1.	The researcher open the class by greeting the students, pray, check attendance and give the students motivation before learning process	The student respon to the greeting, pray together and then listen the name.
2.	The researcher will be given explanation what the class is going to do in this meeting and review the last material or (pre-test) about descriptive text.	The student listen to the researcher's explanation carefully.
3.	The researcher will be explained about descriptive text by using Picture Word Inductive Model (PWIM)	Students listen to the researcher's explanation carefully.
4.	The Researcher shows a picture (Tiger) to the students.	The students see the picture carefully
5.	The researcher will be divided into six group	The students make a group
6.	The Researcher asks the students to identify what they see in the picture	Students identify what is picture about and what are should describe about it.
7.	The Researcher asks the students to labeled the picture parts identified. (Draw a line from the identified object or area, say the	Students find the some vocabulary from the picture (Tiger). For example : Tusk

	word, write the word).	
8.	The Researcher asks students to spell the word aloud and then pronounce it. Asking the students to read and to classify the words and ask the students to add the words, asking students to find many words which belong the similar categories.	Students collected as much as they can vocabulary about Tiger and spell it before write the word.
9.	The Researcher asks the students to create a title from the picture that is showed by the teacher.	The student think or do brainstorming to creat the suitable title for the picture.
10.	The Researcher asking students to write a sentence or sentences from the label which describe the picture. Then, classify sentences and put the sentences into a good paragraph.	The student make a simple descriptive text about tiger based on the word had labeled from the picture.

3. Post-Test

The post test is the final test in this research After teaching the students writing descriptive text by applying Picture Word Inductive Model (PWIM). Students was given picture and students have to make descriptive text base on available in picture. The researcher gave the experimental group a post-test in order to see the result whether the strategy is effective or not. The test of post-test and pre-test will the same. The researcher used written test and used picture as media.

D. The Instrument of the Research

This research was used written test as the instrument to collect the data. The students were asked to write a descriptive text based on picture as media that was given by teacher, The material of the test was taken from textbook “ *English in*

Focus for Grade VIII Junior High School” and internet. This collecting data use an important part in conducting a study. In collecting the data, pre-test, treatment and post-test was used. The test of pre-test and post-test will the same in the experimental group. to describe the students achievement in writing, there were some criteria consider. Hughes (2003:104) “there are five scores components scales namely : content, organization, vocabulary, language use, and mechanism”. (See Appendix 1)

E. The Technique for Collecting Data

In collecting the data, some steps were applied as follows :

1. Giving pre-test to the student to experimental group
2. Giving treatment to experimental group by applying Picture Word Inductive Model (PWIM)
3. Giving post-test to experimental group
4. Listing the score of pre-test and post-test into table for the experimental group.

F. The Technique for Analyzing Data

1. Reading the students’ answer
2. Identifying the students’ answer
3. Scoring the students’ answer

After collecting the data from the test, the data was analyze by using some steps, the following procedure :

$$t = \frac{MD}{SE}$$

t = Test Observation

M = Mean of Differences; the average score from the differences gained scores between I variabel and II variabel, which are calculated with the formula;

$$M = \frac{D}{N}$$

D = Total Score between I variabel (X Variabel) and II variabel (Y Variabel)

And D is gained with the formula;

$$D = X - Y$$

N = Number of Cases

SD = The standard deviation from differences between score I variable (X variabel) and II variable (Y variabel), is gained with formula;

$$SD = \sqrt{\frac{D^2}{N} - \left[\frac{D}{N}\right]^2}$$

SE = The Standard Error from mean of differences that is gained with the formula;

$$SE = \frac{SD}{\sqrt{N-1}}$$

df = Degree of freedom N-1

G. Statistical Hypothesis

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

Ha : T – observation > T – table

Ho : T – observation < T – table

Where :

$t > t_t$: The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It mean there is significant effect of picture word inductive model (PWIM) on students' achievement in writing descriptive text.

$t < t_t$: The alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted . it mean there is no significant effect of picture word inductive model in students achievement in writing descriptive text.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the writing test score. There are two kinds of test for experimental group, pre-test and post-test. The following data were the students' score on the pre-test and post-test of the experimental group.

Table 4.1
The Data of pre-test scores

No.	Students'Name	Pre Test (X)
1.	AF	47
2.	APH	50
3.	AYR	50
4.	ASSi	49
5.	ASSir	46
6.	CAKDa	50
7.	CAKDan	59
8.	FR	50
9.	FRY	60
10.	HK	48
11.	HH	38
12.	HAH	50
13.	Khairil Ikhsan	41
14.	KYN	45
15.	LA	42
16.	MZM	38
17.	MZA	47
18.	MSR	50
19.	MIS	43
20.	MRM	52
21.	NAK	45
22.	RAH	41
23.	RR	50

24.	RMR	45
25.	So	50
26.	SK	49
27.	Sa	42
28.	SN	50
29.	Ti	43
30.	WR	55
	TOTAL SCORE	1425
	MEAN	47.5

As the mentioned in the table, after the data analyzed, it shows that mean is 47.5 the highest score is 60 and the lowest is 38

Table 4.2
The Data Scores of Post-Test

No.	Students' Name	Post Test (Y)
1.	AF	78
2.	APH	89
3.	AYR	88
4.	ASSi	84
5.	ASSir	81
6.	CAKDa	89
7.	CAKDan	93
8.	FR	85
9.	FRY	91
10.	HK	81
11.	HH	80
12.	HAH	86
13.	KI	79
14.	KYN	89
15.	LA	86
16.	MZM	79
17.	MZA	83
18.	MSR	88
19.	MIS	83
20.	MRM	92
21.	NAK	91
22.	RAH	77

23.	RR	86
24.	RMR	88
25.	So	88
26.	SK	86
27.	Sa	84
28.	SN	87
29.	Ti	84
30.	WR	90
	TOTAL SCORE	2565
	MEAN	85.5

As the mentioned in the table, after the data analyzed, it shows that the mean is 85.5 the highest score is 93 and the lowest is 77.

Table 4.3
The scores of pre-test and post-test in experimental group

No.	Students' Name	Pre Test (X)	Post Test (Y)
1.	AF	47	78
2.	APH	50	89
3.	AYR	50	88
4.	ASSi	49	84
5.	ASSir	46	81
6.	CAKDa	50	89
7.	CAKDan	59	93
8.	FR	50	85
9.	FRY	60	91
10.	HK	48	81
11.	HH	38	80
12.	HAH	50	86
13.	KI	41	79
14.	KYN	45	89
15.	LA	42	86
16.	MZM	38	79
17.	MZA	47	83
18.	MSR	50	88
19.	MIS	43	83
20.	MRM	52	92
21.	NAK	45	91

22.	RAH	41	77
23.	RR	50	86
24.	RMR	45	88
25.	So	50	88
26.	SK	49	86
27.	Sa	42	84
28.	SN	50	87
29.	Ti	43	84
30.	WR	55	90
	TOTAL SCORE	1425	2565
	MEAN	47.5	85.5

The table shown the data of this research consist of the students' name and the students' score in pre-test of the experimental group the highest score pre-test in experimental group was 60 and the lowest was 38. So the total score pre-test in experimental class was 1425. The mean of the pre-test in experimental class was 47.5. The data showed the highest score of the post-test was 93 and the lowest was 77. So the total of post-test in experimental class was 2565. The mean of post-test in experimental class was 85.5.

B. Data Analysis

The effect of Picture Word Inductive Model (PWIM) on the students' achievement in writing descriptive text. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of the experimental group

Table 4.4
The differences of the result score of Post-test and Pre-test in the
Experimental Group

No.	Students' Initial	Pre Test (X)	Post Test (Y)	D = (X-Y)	D ² = (X-Y) ²
1.	AF	47	78	-31	961
2.	APH	50	89	-39	1521
3.	AYR	50	88	-38	1444
4.	ASSi	49	84	-35	1225
5.	ASSir	46	81	-35	1225
6.	CAKDa	50	89	-39	1521
7.	CAKDan	59	93	-34	1156
8.	FR	50	85	-35	1225
9.	FRY	60	91	-31	961
10.	HK	48	81	-33	1089
11.	HH	38	80	-42	1764
12.	HAH	50	86	-36	1296
13.	KI	41	79	-38	1444
14.	KYN	45	89	-44	1936
15.	LA	42	86	-44	1936
16.	MZM	38	79	-41	1681
17.	MZA	47	83	-36	1296
18.	MSR	50	88	-38	1444
19.	MIS	43	83	-40	1600
20.	M RM	52	92	-40	1600
21.	NAK	45	91	-46	2116
22.	RAH	41	77	-36	1296
23.	RR	50	86	-36	1296
24.	RMR	45	88	-43	1849
25.	So	50	88	-38	1444
26.	SK	49	86	-37	1369
27.	Sa	42	84	-42	1764
28.	SN	50	87	-37	1369
29.	Ti	43	84	-41	1681
30.	WR	55	90	-35	1225
	TOTAL SCORE	X= 1425	Y=2565	D= -1140	D²= 43734

This table shows that the result of $D = -114$ and $D^2 = 43734$.

In analyzing the data, the researcher tried to find out the standard of differences

$$SD = \frac{\sum (D^2)}{n}$$

$$SD = \frac{44578}{38}$$

$$SD = \frac{44578}{38^2}$$

$$SD = \frac{44578}{1444}$$

$$SD = \frac{30853}{38}$$

$$SD = 3.62$$

To find out the mean of differences (MD) between variabel X and Y, the researcher used the formula;

$$M = \frac{\sum D}{n}$$

$$M = \frac{-114}{38}$$

$$M = -3$$

After gaining the result of $(SD) = 3.62$, the research calculated the standard error from mean of differences (SE) between variabel X and Y;

$$SE = \frac{SD}{\sqrt{n}}$$

$$SE = \frac{3.62}{\sqrt{38}}$$

$$SE = \frac{3.62}{6.16}$$

$$SE = 0.587$$

$$SE = 0.67$$

The last calculation is determining the result of t observation (t) of the test with the formula;

$$t = \frac{\bar{X} - \bar{Y}}{SE}$$

$$t = \frac{-5.71}{0.67}$$

$$t = -5.71$$

The result -5.71 indicate that was a differences of degree as much as -5.71. Regardless the minus, it does not indicate negative score.

Then to complete the result of the research, the researcher find out the degree of freedom (df) with the formula;

$$df = N-1$$

$$df = 30-1$$

$$df = 29$$

$$df = 29 \text{ (see table of "t" value at degree of significance of 5\% and 1\%)}$$

At the degree of significance 5% = 2.04

At the degree of significance 1% = 2.76

The result is $2.04 < 5.71 > 2.76$

The result of analyzing the data by using the above formula shows that the coefficient is 5.71. It mean that there is a significant effect after picture word inductive model (PWIM) was applied in writing descriptive.

From the t-test above, $t_{\text{observe}} = 5.71$ with $df = N-1$. So, $30-1 = 29$ and $t_{\text{table}} = 2.04$. If $t_{\text{observe}} > t_{\text{table}}$. The alternative hypothesis H_1 is accepted and $5.71 > 2.04$. So, the hypothesis is accepted.

C. Discussion and Finding

By consulting analyzing of the data, it is clearly stated that there was an effect of Picture Word inductive Model (PWIM) on the students' achievement in writing descriptive text. It can be simple see from the differences of mean score of Pre-test and Post-test in experimental class. They were 47.5 in pre-test and 85.5 in post-test of experimental class, the mean of pre-test increases after Picture Word Inductive Model (PWIM) from 47.5 to 85.5.

From the result of calculation, it is obtained the value of the t observation (t_{obs}) is 5.71 the degree of freedom (df) is 29 (obtained from $N-1 = (30-1=29)$). the researcher used the degree of significance of 5%. In the table of significance, it can be seen the df 29 and the degree of significance of 5% is 2.04. If compared with t_{observe} the result is $5.71 > 2.04$

According Sudijono if the result of calculation t_{obs} (t-observation) is higher than t_{table} (t_{table}), $t_{\text{obs}} > t_{\text{table}}$; the null hypothesis (H_0) is rejected. If the result of calculation t_{obs} (t-observation) is lower than t_{table} (t_{table}) $t_{\text{obs}} < t_{\text{table}}$; the null hypothesis is accepted. since the scores obtained from the result of calculating, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. In other word, the writer hypothesis is accepted. It mean that there is

significance effect of applying picture word inductive model (PWIM) on students' achievement in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From data analysis, the objective of this research was to know if there was an effect of applying Picture Word Inductive Model (PWIM) on students' achievement in writing descriptive text at the second grade of MTs. Islamiyah Medan. The score of descriptive text test before taught by applying Picture Word Inductive Model (PWIM) is less because the mean of total score of 30 students is only (47.5). After they got treatment, the mean of descriptive text is (85.5). It was improved, with the t-test analysis that used by researcher, the result is (5.71).

After analyzing the data, it was found that there was a significant effect of applying picture word inductive model (PWIM) on the students' achievement in writing descriptive text, which was prove from the result of the test showed that the t_{observe} was 5.71 with degree of freedom (df) 29 at the level significant 0.05% was at 2.04. It mean that t_{observe} was higher than t_{table} ($5.71 \geq 2.04$). H_a is accepted if t_{observe} was higher than t_{table} and H_0 is rejected if t_{table} is lower than t_{observe} . So it can be concluded that H_a is accepted, t_{observe} was higher than t_{table} ($5.71 \geq 2.04$). It meant that there was a significant effect of applying picture word inductive model (PWIM) on the students' achievement in writing descriptive text

B. Suggestion

Based on the result of this research, the researcher purposes suggestions as follow;

1. Suggestions for English Teachers:

The researcher suggests the English teacher to apply Picture Word Inductive Model as one of strategy in teaching writing of descriptive text. It can help the students to understand the text easier, because this model helps the students to develop their imagination and ideas to making sentence or paragraph and build the students motivation to study English.

While introducing Picture Word Inductive Model strategy to the students, teachers should prepare the picture which is suitable with the students interest, level and age. Students can be confused if the teachers give the picture that is not suitable for them.

2. Suggestions for Students

For the students, they should improve their skill in learning English especially in writing. They can use PWIM strategy as a strategy to guide them creating descriptive text or the other kinds of text because PictureWord Inductive Model helps the students by giving the picture and alsogiving the words.They also should study harder and practice English they have learnt.

3. Suggestions for Further Researcher

In this research, the researcher conducted Picture Word Inductive Model in teaching writing of descriptive text at grade eight of junior high school to investigate the effect on students' achievement in writing.For the next researchers,

they can use this final project as a reference when they have similar research. The researcher also suggest to other researchers to apply this strategy in different kinds of competences or different grades. Actually this strategy can be applied at all level grade of junior high school to investigate the students' achievement especially in writing and reading skill. PWIM strategy is recommended to teach writing because it can improve students' vocabulary mastery that affect in their writing.

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APPENDIX 1

Five Scores Components in Writing

According Hughes (2003:104) “there are five scores components scales namely :

1. Content

The scoring of the content depends on the students capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given bellow :

30-27	Excellent to very good : for the students with some knowledge of subject adequate or range limited development. Mostly relevant of topic sentences but lack of details.
26-22	Good to average : for students with some knowledge of subject adequate range omitted but lack details.
21-17	Fair to poor : when a student with limited some knowledge of subject, little substance inadequate development of subject.
16-13	Very poor : a student does not show knowledge of subject, non substantive not pertinent or not enough to evaluate.

2. Organization

The organization refers to the students ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

20-18	Excellent to very good : where a student is ready to provide fluent expression, idea clearly state, sentences are organize logical sequence cohesive.
17-14	Good to average : somewhat choppy, organize but that main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor : non-fluent ideas, confused or disconnect, lack logical sequence and development.
9-7	Very poor : not communicate, no organization or not enough to evaluate.

3. Vocabulary

Vocabulary refers to the students ability in using word or idiom to express idea logically. The criteria for scoring the vocabulary will be given as follows :

20-18	Excellent to very good : a student with sophisticated range, effectively word from imitative appropriate register.
17-14	Good to average : adequate range, occasionally error, meaning is obscured.
13-10	Fair to poor : limited range, frequent errors of words, choice, usage, meaning confused or obscured.
9-7	Very poor : lack of essential translation, knowledge of English vocabulary, idioms, words, forms not enough to evaluate.

4. Language Use

Language use refers to the students ability in writing the sentences simple, complex or compound correctly and logically. It also refers to the ability to develop agreement in the sentences and more other words, such as nouns, adjectives, verbs and time signals.

22-25	Excellent to very good: effective complex construction, little mistake in appropriate word function word, article pronoun, preposition.
18-21	Good to average: affective but simple construction, a little mistake in appropriate word. Faction word. Faction word, article preposition, the idea, or message not obscured.
11-17	Fair to poor: major problem in simple/complex constructions, a little mistake in appropriate word, article, and preposition confused.
5-10	Very poor: Usually no mastery of sentence contrition rules, so many mistake in sentence that is not communicatively, not enough to evaluate.

5. Mechanism

Mechanism refers to the students ability in using words appropriately : using function correctly, the text can be read correctly. The criteria of scoring the mechanism are given below :

5	Excellent to very good : demonstrated mastery of convention, few errors in spelling, punctuation and capitalization and paragraphing.
4	Good to Average : occasionally errors in spelling, punctuation, capitalization, paragraphing but meaning is obscured.
3	Fair to poor : frequent errors of spelling, punctuation and capitalization, writing sentences.
2	Very poor : no mastery of conventional dominated by errors of spelling, punctuation and capitalization, paragraphing hand writing illegible or not enough to evaluate.

Based on Arikunto (2001: 245) the researcher can classify the students' scoring in writing as follow :

Table 3.5

No	Level of Achievement	Students' Mark	Grade
1	Excellent to very good	80-100	A
2	Good to average	66-79	B
3	Fair to poor	56-65	C
4	Poor to very poor	40-55	D
5	Very poor	30-39	E

APPENDIX 2

LESSON PLAN (EXPERIMENTAL GROUP)

Name of School	: SMP Negeri 8 Medan
Subject	: English
Class/Semester	: VIII/ 2
Types of Text	: Descriptive Text
Aspect/ Skill	: Writing
Time allocation	: 2 x 40 Minutes

I. Competence Standard

S.K.6.Expressing the meaning in functional written text and simple short essay in form *descriptive* and *recount* to interact with the surroundings.

II. Basic Competence

6.2. Expressing the meaning and rhetoric step in simple short essay by using variety of written language accurately, fluently, and available for doing interaction with the nearest environment in form *descriptive* and *recount* text.

III. Indicator

- 1) Students are able to identify the tenses that are used from descriptive text.
- 2) Students are able to understand to identify language feature and generic structure of descriptive text.
- 3) Students are able to mention the purpose of descriptive text.
- 4) Students are able to make sentences in form of simple present tense relating to the topic will be given.
- 5) Students are able to make descriptive text.

IV. Learning Objectives

At the end of lesson, the students are expected to be able to :

- 1) Students can identify the tenses that are used from descriptive text.
- 2) Students can understand to identify language feature and generic structure of descriptive text.
- 3) Students can mention the purpose of descriptive text.
- 4) Students can make sentences in form of simple present tense relating to the topic will be given.
- 5) Students can make descriptive text.

V. Character Values : Honest, Confident, Respect, Diligence, and Hardwork.

VI. Learning Material

a. Definition of descriptive text

Descriptive text is group of sentences that develops one main idea that describe the characteristics of a person, place or thing. The types of descriptive text are describing about person, thing and animal.

b. The characteristics of descriptive text

1. Generic structure

- Identification : Identify phenomenon to be described. It contains some information of name, occupation or special character of person, thing, animal and place.

- Description : To describe the characteristics features of the subject. For example, physical appearance, dressings, qualities, habitual behavior.

1. Social function : to describe a particular person, place, thing or animal.

3. Language features :

- Focus on specific participants.

- Use attributive and identifying processes.
- Use the simple present tense. Example ; the cat eats fish à S + V + O

Example of Descriptive text

My Cat

Grely is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

VII. Learning Method

Picture Word Inductive Model (PWIM)

VIII. Learning Steps

1. Initial Activity

Apersepsi

- Teacher says greeting to the students
- Teacher asks about the students
- Teacher prepare students for the learning process with prayer and attendance.

Motivation

- Teacher submit the learning objectives to students.

2. Core Activity

1.Exploration

- 1.) Teacher asks question to stimulate knowledge of the students with a picture which relate with the material that will be studied.

- 2.) Teacher give a picture related to the topic before introducing learning topics.
- 3.) Teacher discusses the material about letter
- 4.) Teacher gives the excercise and explain the instruction.

2.Elaboration

- 1.) Teacher gives a paper to the students.
- 2.) Students are divided into some groups.
- 3.) Teacher choose the leader of the group.
- 4.) Teacher give exercise and explain the instruction.
- 5.) Students make and discuss the exercise with their groups.
- 6.) Students write the result of their dscussion in the paper.
- 7.) Students are asked to present their discussion's result in front of the class.

3.Confirmation

- 1.) After the students have finished discuss, the leader of the group is asked to present their discussion's result in front of the class.

3.Closing Activity

- 1.)Teacher attract students to ask.
- 2.)Teacher and Students are together to conclude the learning material.
- 3.)Teacher gives homework to the students.
- 4.)Closing

IX. Learning Activity

Pertemuan 1 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	a. the teacher greets the students. b. the teacher introduces herself. c. the teacher checks the attendance list.	15'

	d. the researcher give motivation to the students.	
Main	<p>Pre test activity</p> <p>a. the researcher explains descriptive text briefly.</p> <p>b. the researcher asks the students to make descriptive text which describes about tiger.</p> <p>c. the researcher collect the answer sheet.</p>	60'
Closing	a. the researcher greets the students	5'

Pertemuan 2 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	<p>a. the researcher greets the students</p> <p>b. the researcher checks the attendance list</p> <p>c. the researcher give motivation to the students.</p>	10'
Main	<p>Treatment activity</p> <p>a. the researcher explain more detail about descriptive text.</p> <p>b the researcher explain about generic structure, language features of descriptive text .</p> <p>c theresearcher give example of descriptive text for example cat.</p> <p>d. the researcher ask the students to identify the generic structure and language feature of the text (cat).</p>	65'
Closing	a. the researcher greets the students	5'

Pertemuan 3 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	<p>a. the researcher greets the students</p> <p>b. the researcher checks the attendance list</p> <p>c. the researcher give motivation to the students.</p>	10'
Main	<p>Treatment activity</p> <p>a. the researcher review tha last meeting the material about identifiy generic structure of descriptive text.</p> <p>b. the researcher explains about PIWM strategy.</p> <p>c. the researcher shows the picture of an animal (Tiger) and the researcher gives some vocabularies which are related to the topic.</p> <p>d. the researcher ask the student to make a group.</p> <p>e. the researcher will be given some vocabularies of the picture and then the researcher ask the students to find the other vocabularies and find the meaning of those vocabularies</p> <p>f. the students are asked to describe the picture with use the vocabularies that found from the picture was labeling.</p> <p>g. the students are asked to make the simplesentences by using those vocabularies</p>	65'
Closing	<p>a. the researcher greets the students</p>	5'

Pertemuan ke 4 (2 X 40')

Section	Learning Activities	Time Allocation
Opening	a. the researcher greets the students b. the researcher checks the attendance list c. the researcher give motivation to the students.	10'
Main	Post test activity a. the researcher asks the students to make descriptive text which describes a tiger at least in two paragraphs. b. the researcher collect the answer sheet	65'
Closing	a. the researcher greets the students	5'

X. Learning Sources.

- English in Focus for Grade VIII Junior High School
- Classroom Authoring : Guided writing Through Pictures, J.C.Richards
- Picture related to the topic :
- 2.) tiger-research-task-6-638
- 3.) <http://www.mediabelajar.info/2013/12/descriptive-text-about-animal.html>

Tool/Media

1. Tool : Sterofoam board, Paper, Infocus, Laptop, Marker, Cartoon Paper, Dictionary.
2. Media : Picture

XI. Assessment

Indicator	Technique	Instrument Form	Instrument Item
1. Students are able to identify the tenses that are used from descriptive text. 2. Students are able to understand to identify language feature and generic structure of descriptive text. 3. Students are able to mention the purpose of descriptive text. 4. Students are able to make sentences in form of simple present tense relating to the topic will be given. 5. Students are able to make descriptive text.	Written	Essay test	Please write a descriptive text by the topic

Instrument Item :Please write a descriptive text by the topic “Tiger”

XII. Rubric Score :

Element	Score
Content	13 – 30
Language use	5 – 25
Organization	7 – 20

Organization	7 - 20
Vocabulary	7 - 20
Mechanism	2 - 5

Standard of each element :

Excellent	21 - 25
Very good	16 - 20
Good	11 - 15
Average	6 - 10
Poor	≤5

Medan, February 2018

Approved by :

English Teacher



Abdan Ebin Purba, S.Pd

Researcher



Santika

Headmaster of MTs, Islamiyah Medan



Rustam Firdausy, S.Pd

APPENDIX 3

Media In Instrument of Research

The Picture of Tiger



Name :

Class :

Pre-Test

(For the experimental class)

INSTRUCTION!

1. Make the descriptive text which describes about Tiger.
2. Write the related words in the Picture that will be given by teacher.

(For the experimental Class)

INSTRUCTION!

1. Make the descriptive text which describes a Tiger at least 2 paragraphs.
2. Write the related words in the Picture and vocabulary based on the picture that will be given by teacher.

APPENDIX 4

Roll: _____
Date: _____

Name = FRY
Class = VII-2
No. of Sent = 9.

60

Pre-Test Answer sheet write a descriptive text
about Tiger

Tiger

I like tigers because the fur is dense, the tiger likes to eat meat, has sharp nails to find with his nails. Tiger is strong, linear, ferocious and bigger eat it, tiger in say can devour animals

Post-Test

Name = FRY

Class = Y-III -2

Roll No. = 9

91

Write a descriptive text about "Tiger" at least two paragraphs.

Carnivore Animal

Carnivore animal - likes eat meat tiger is one of carnivore animal tiger like eat fresh meat tiger is wild animal. it likes to catch the small animal in jungle it live in the forest that have many tree and bushes tiger has two eyes tiger has two ears. It has one nose and one mouth. the tiger has teeth and four sharp nose - the favorite food of tiger is deer, rabbit and mouse deer he hides under bushes to look prey. he has a good sight to catch the prey.

Tiger is species of mammals. Tiger same some like cat Tiger breast feed the child of tiger. it has a long mustache and long tail. the people usually call tiger as a big cat because he has a big body and strong body the color of tiger's body are strip of black and orange. Tiger has four legs to chase the prey he is the fastest runner animal. but in the forest the population of hunting them to take the tiger's skin. the skin of tiger will be made wallet, jacket, bag and shoes.

Name: MZM
VII-2

No. 130.16

Date

Tiger

he has dense fur. a striped stripe, he is a beast and
a meat eater, he has a mus tache, and many at the zoo

38

Name: MZM
VIII-2

No. - 100-16
Date

Wild animal

Tiger is ferocious animal. He has long pangs to pounce on his prey. He has a big and strong body. He has striped fur. He has sharp teeth and fangs to eat meat or his prey and he has a white mustache. He has long tail. He has beautiful eyes. He has a nose to detect his prey. He has a mouth and tongue.

Tiger has a same characteristic like a cat. But the tiger's body more big than cat. He has unique fur. He has spot on his body the color is golden ^{brown} and black. The tiger lives in the forest, when he wants to pounce on his enemy, he must hide under bushes. The tiger has sharp claws to pounce his prey. He is carnivore animals, he can climb tree quickly. He is a kind of mammals. He likes water. He always swim in the river. He is strong and brave animal. He is a protected animal by the government because the hunter hunt them as we know that the tiger's skin can be used to make a home decoration, wallet, jacket and other.

79

No. _____
Date: _____

Name : KI n
Class : VII-2
No. Absent : 13

41

Pre-test Answer sheet

Write a descriptive text about "tiger"

I like tiger, tiger animal strong. Tiger is wild animal
Tiger is animal carnivora eating meat body hair soft tiger speed run
this tiger is protect buy gover make so that extinct

esludae

Post-test

No. _____
Date _____

79

Name : KI
Class : VIII-2
No. Absent : 13

Write a descriptive text about tiger at least two paragraphs

Tiger is a wild animal. Tiger as stripe fur. The tiger has sharp nails that can claw his prey. Tiger include carnivore animals. Tiger live in the forest. Usually tiger prey on animals such as deer, mouse, deer, etc. the tiger also has a mustache around his mouth and the tiger also has songs to help him prey on animals. He has two ears to hear the sound of danger around his.

Tiger usually lives near the river because in the past tiger like to swim. He doesn't like hot afraid with water. Tiger has a strong leg. So he is the faster runner animal in the forest now days. Tiger is one of animal that is protected by government because the population of tiger will be lost.

estudier

Name : NAK

Class : VII 2

No. absent : 21

45

Pre - test answer sheet.

write a descriptive text about "tiger"

cute tiger

Tiger cute animal, for big size animal, like tiger because the tusk long and sharp for wild animal. ever see a tiger in zoo.

Tiger is a big animal, love it because the colour far.

Post - test

No.

Date

Name : NAK

Class : VIII 2

No. Absent : 21

91

Write a descriptive text about "tiger" at least two paragraphs.

The tiger has a sharp claw for hit the prey, tiger has four legs for chase the prey, the tigers are groups of animal that crevel, the tiger live in the forest, the forest have many tree and woods.

tiger has two eyes, he has a mouth, he has a nose and he has two ears, the tiger likes eat meat, the tiger is a group of mammals animals, the tiger can run with fast, tiger is a group animal that be under protection by govermen because the the population of the tiger will be lost, that is impact from illegal harriting of tiger, tiger has beautiful, the tiger's body is big and the color are orange and black, make me hunter interest to hunt them, the tiger is brave animals, he has a long tail and he has long mustache, tiger is wild animal because he's very strong.

Pre-test.

Roll No. _____
Date: _____

Name: AYR

Class: VIII 2

No. obsen: 3

50

Tiger

Tiger has sharp fusk. Tiger has sharp claw
 tiger has big body, Tiger eat meat every
 day, tiger have large bodies, tiger have stripes
 feathers, tiger have whiskers, fluffy tigers,
 tigers of ten roar when there is an
 opponent.



Post - test

Roll No. _____
Date: _____

NAME : AYR

CLASS : VIII²

No. Absen: 3

88

Tiger are very wild and cruel. he is a Carnivore animal. he has four legs and he has long tail. Most of tiger has dark orange and black fur. he has striped fur on his body. the fur is very soft and thick. the tiger has sharp nails that can come out when attacking the prey. the tiger has a large and strong body. the tiger has his own characteristic of the skin, that makes the tiger is unique.

Tiger usually called as a big cat because he has mustache around his face. he has a beautiful eye. actually tiger is very cut like cat but tiger very danger and wild. he like to eat meat, deer, chicken, mouse, deer and rabbit as his food. the tiger will roar if he in danger. he has four legs. his legs very strong. he is one of animal as fastest runner animal. tiger also strong and brave animal.



No. Name: HK

Page: No. absen: 10
Date: kelas: VIII-2

What is Tiger?

Tiger is animals. It have big body. Tiger is have
fang and claw is sharp. Tiger is very spesies.
The tiger's colour is orange and black on it body.
Favorite food tiger is meat. Tiger is mammalia
animals. Tiger in danger because live hunt.

48



No. Nama: H.K.

No. absen: 10

Kelas: VIII-2

The Strong Animal

The tiger lives in the forest. Tiger is wild animal. It is carnivore animal. It likes to eat fresh meat. The tiger has two eyes. The color of Tiger's eye is grey. It's very beautiful like cat. The tiger is usually call as the bigger cat. It has the same characteristic like cat, it has a white mustache, it has a long tail. It has a mouth and a tongue. Tiger has nose, that function to smell the prey. The tiger has sharp claw and sharp fang to catch and bite the prey. The tiger has teeth and four sharp fang to chew the meat. Tiger has big body and strong legs. In the fact, tiger is the fastest runner animal, and has a unique skin on its body. The color of tiger's body are black and orange. It make the human to hunt them, people take tiger's skin. So the population of tiger will be lose.

81

Date: _____

Name : CAK Dan

Class : VIII-2

No. Absent : 1

59

Pre-Text Answer sheet

Write a descriptive text about "Tiger"

Tiger is a beast tiger is very useful for human like. the skin is made for bags waist straps and shoes. tigers also mean fast runners. the tiger has beautiful orange fur and has sharp eyesight. tigers are also threatened with extinction because humans are hunting him.

Post - test

Name: CAK Dan

class: VIII-2

No. Absen: 7

93

Write a descriptive text about "Tiger" at least two paragraphs

Tiger is one of a domestic animal from Sumatera and other part in Indonesia. Tiger is a wild animal he is very dangerous and cruel. he will roar if he hungry and feel in danger. Tiger has big body. he is very strong. he can other animal in the forest. he usually called as a big cat in the world.

Tiger has a characteristic almost same like cat he has two eyes. he has ears, he has nose, he has mouth he has long mustache. he has big body and beautiful fur the color are black and golden brown fur. in which he has striped on his body. he has long tail. he has four legs to walk and catch the food. the favorite food of tiger is fresh meat or some animal like, deer, rabbit, chicken, and mouse deer.

Tiger has sharp fang to bite and chew the prey in his habitat tiger like to swim. he usually live near the river and tree because he also like to climb the tree. but now day the population of tigers are decrease because hunter

hunt them to take the tiger's skin. human make a jacket, bag, shoes and other good from tiger's skin, so tiger's are of animal that is protected by government. as we know that tiger is spe. keef of carnivore animal and mammals. the female of tiger birth of child and breastfeed her child, tiger is very strong, cruel, wild and brave animal.

APPENDIX 5

ATTENDANCE LIST OF EXPERIMENTAL GROUP

NO	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1	Al-Flyan				
2	Adinda Puspita Hati				
3	Adisty Yulia Rangkuti				
4	Adriyani Sefa Simatupang				
5	Amirah Syarifah Siralt				
6	Cut Asma Kesuma Dani				
7	Cut Asmi Kesuma Dani				
8	Fitriani Ritonga				
9	Fania Rahma Yunanda				
10	Hakila Khairunnisyah				
11	Hanif Hasibuan				
12	Heppy Ariani Harahap				
13	Khairil Ikhsan				
14	Karini Yohana Nasution				
15	Lala Amanda				
16	Mhd.Zaldy Marshando				
17	Mhd.Zaki Abdullah				
18	Mhd.Surya Ritonga				

19	Mhd.Irham Siregar	<i>iptkm</i>	<i>iptkm</i>	<i>iptkm</i>	<i>iptkm</i>
20	Mhd.Ravi Maulana	<i>Ravi</i>	<i>Ravi</i>	<i>Ravi</i>	<i>Ravi</i>
21	Nia Azania Khairani	<i>Nia</i>	<i>Nia</i>	<i>Nia</i>	<i>Nia</i>
22	Ricky Andika Harahap	<i>Ricky</i>	<i>Ricky</i>	<i>Ricky</i>	<i>Ricky</i>
23	Roiseihan Rambe	<i>Roiseihan</i>	<i>Roiseihan</i>	<i>Roiseihan</i>	<i>Roiseihan</i>
24	Rablul Marzuki Ritonga	<i>Rablul</i>	<i>Rablul</i>	<i>Rablul</i>	<i>Rablul</i>
25	Sofia	<i>Sofia</i>	<i>Sofia</i>	<i>Sofia</i>	<i>Sofia</i>
26	Sukma Kencana	<i>Sukma</i>	<i>Sukma</i>	<i>Sukma</i>	<i>Sukma</i>
27	Sakinah	<i>Sakinah</i>	<i>Sakinah</i>	<i>Sakinah</i>	<i>Sakinah</i>
28	Syahira Nadira	<i>Syahira</i>	<i>Syahira</i>	<i>Syahira</i>	<i>Syahira</i>
29	Tissya	<i>Tissya</i>	<i>Tissya</i>	<i>Tissya</i>	<i>Tissya</i>
30	Wahyu Ramadhan	<i>Wahyu</i>	<i>Wahyu</i>	<i>Wahyu</i>	<i>Wahyu</i>

Meden, February 2018

The Headmaster of MTs Islamiyah Medan



(Rustan, S.Pd.I)

The Researcher

(Santika)

APPENDIX 6

Table 4.1
The score of Pre-test in the Experimental Group

No.	Students' Initial	Indicator					Score
		C	O	V	LU	M	
1.	AF	13	11	10	11	2	47
2.	APH	16	10	10	11	3	50
3.	AYR	14	11	11	11	3	50
4.	ASSi	16	11	10	10	2	49
5.	ASSir	13	11	8	11	3	46
6.	CAKDa	16	10	10	11	3	50
7.	CAKDan	17	13	13	13	3	59
8.	FR	13	13	11	10	3	50
9.	FRY	17	13	14	13	3	60
10.	HK	14	10	11	10	3	48
11.	HH	13	7	7	9	2	38
12.	HAH	14	11	11	11	3	50
13.	KI	13	10	8	7	3	41
14.	KYN	13	10	9	11	2	45
15.	LA	13	11	8	7	3	42
16.	MZM	13	7	9	7	2	38
17.	MZA	13	11	10	11	2	47
18.	MSR	13	12	12	11	2	50
19.	MIS	13	10	10	8	2	43
20.	MRM	14	13	11	11	3	52
21.	NAK	13	10	10	10	2	45
22.	RAH	13	10	9	7	2	41
23.	RR	15	11	11	10	3	50
24.	RMR	13	17	11	10	2	45
25.	So	13	13	11	10	3	50
26.	SK	14	10	12	11	2	49
27.	Sa	13	19	9	10	3	42
28.	SN	14	13	12	11	2	50
29.	Ti	13	11	10	7	2	43
30.	WR	14	12	13	11	3	55
	TOTAL SCORE						1425
	MEAN						47,5

Table 4.2
The score of Post-test in the Experimental Group

No.	Students' Initial	Indicator					Score
		C	O	V	LU	M	
1.	AF	21	18	17	18	4	78
2.	APH	25	17	20	22	5	89
3.	AYR	24	20	20	20	5	88
4.	ASSi	25	18	18	18	5	84
5.	ASSir	22	18	19	18	4	81
6.	CAKDa	25	19	19	22	4	89
7.	CAKDan	28	20	20	20	5	93
8.	FR	24	19	19	19	4	85
9.	FRY	25	19	19	22	4	91
10.	HK	24	17	18	18	3	81
11.	HH	22	18	19	18	3	80
12.	HAH	24	20	19	19	4	86
13.	KI	21	17	18	17	4	79
14.	KYN	25	18	18	23	5	89
15.	LA	23	18	19	21	5	86
16.	MZM	21	17	18	17	3	79
17.	MZA	24	18	19	18	4	83
18.	MSR	27	18	19	20	5	88
19.	MIS	24	18	19	18	4	83
20.	MRM	27	19	19	22	5	92
21.	NAK	27	19	20	21	4	91
22.	RAH	21	18	17	17	4	77
23.	RR	23	18	19	21	5	86
24.	RMR	26	18	19	22	4	88
25.	So	24	18	21	20	5	88
26.	SK	23	19	19	20	5	86
27.	Sa	25	18	18	18	5	84
28.	SN	25	20	19	19	4	87
29.	Ti	24	20	19	18	4	84
30.	WR	26	19	20	21	4	90
	TOTAL SCORE						2565
	MEAN						85,5

APPENDIX 7

Documentation of Research

Documentation (pre-test) experimental group

The first meeting, the researcher was given pre-test, that gave a picture about tiger.



Documentation (treatment) experimental group

The researcher was doing treatment and explain Descriptive text with applying Picture Word Inductive Model





The students add the words



Documentation (post-test) in experimental group

The student make a descriptive text based on Picture and words in treatment .



APPENDIX 8



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

Form : K - 1

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Santika
NPM : 1402050282
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 133 SKS

IPK= 3,66

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
<i>11/11/2017</i>	The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement at SMP Negeri 8 Medan Grade VIII in Writing Descriptive Text	<i>[Signature]</i>
	Improving Students' Achievement in Writing Recount Text by Using Transition-Action-Details (TAD) Strategy	
	Improving Students' Writing Achievement in Descriptive Text Through Quantum Learning	

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

Medan, 11 November 2017
Hormat Pemohon,

[Signature]
Santika

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 9



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

Form K-2

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

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Santika
NPM : 1402050282
Program Studi : Pendidikan Bahasa Inggris

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

The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement at SMP Negeri 8 Medan Grade VIII in Writing Descriptive Text

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Ambar Wulan Sari, S.Pd, M.Pd 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 14 November 2017

Hormat Pemohon,

Santika

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

APPENDIX 10

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 5449/II.3-AU/UMSU-02/E/2017
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : SANTIKA
N P M : 1402050282
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : THE EFFECT OF APPLYING PICTURE WORD
INDUCTIVE MODEL (PWIM) ON STUDENTS'
ACHIEVEMENT AT SMP NEGERI 8 MEDAN GRADE
VIII IN WRITING DESCRIPTIVE TEXT

Pembimbing : Ambar Wulan Sari,S.Pd.,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa dahuwarsa tanggal : **17 Nopember 2018**

Medan, 27 Nopember 1439 H
17 nopember 2017 M

Wassalam
Dekan


DEK. ELRIANTO, M.PD.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

APPENDIX 11



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

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



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Santika
N.P.M : 1402050282
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement at SMP Negeri 8 Medan Grade VIII in Writing Descriptive

Sudah layak diseminarkan.

Medan, Januari 2018

Disetujui oleh
Pembimbing

Ambar Wulan Sari, S.Pd, M.Pd

APPENDIX 12



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



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Santika
 N.P.M : 1402050282
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement at SMP Negeri 8 Medan Grade VIII in Writing Descriptive Text

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
Tgl: 8-12-2017	- Title - Background of study	
Tgl: 20-12-2017	- Review of literature - Hypothesis	
Tgl: 4-1-2018	- Methodology of research - population Acc Seminar	

Medan, 14 November 2017

Diketahui oleh:
 Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

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

APPENDIX 13



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

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Santika
N.P.M : 1402050282
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement in Writing Descriptive Text

Benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 20 bulan Januari, tahun 2018.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Januari 2018

Ketua

Mandra Saragih, S.Pd, M.Hum

APPENDIX 14



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

SURAT PERNYATAAN



Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Santika
N.P.M : 1402050282
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Picture Word Inductive Model (PWIM)
on Students' Achievement in Writing Descriptive Text

Dengan ini saya menyatakan bahwa :

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

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

Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,



Santika

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

APPENDIX 15



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6623400 Ext. 22, 23, 30
Website : <http://www.fkip.unsu.ac.id> E-mail: fkip@unsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Santika
N.P.M : 1402050282
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Picture Word Inductive Model (PWIM)
on Students' Achievement in Writing Descriptive Text

Pada hari Sabtu tanggal 20 bulan Januari 2018 sudah layak menjadi proposal skripsi.

Medan, Januari 2018

Disetujui oleh:

Dosen Pembahas

Faimah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing

Ambar Wulan Sari, S.Pd, M.Pd

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum

APPENDIX 16



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

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

Kepada : Yth. Bapak Ketua
Program Studi Pendidikan Bahasa Inggris
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : **Permohonan Perubahan Judul Skripsi**

*Bismillahirrahmanirrahim
Assalamu 'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Santika
N P M : 1402050282
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum dibawah ini :

The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement
At SMP Negeri 8 Medan Grade VIII in Writing Descriptive Text

Menjadi

The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement
in Writing Descriptive Text

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

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Medan, Januari 2018

Hormat saya

Santika

Diketahui Oleh :

Dosen Pembahas

Fátmah Sari Siregar, S.Pd, M.Hum

Dosen Pembimbing

Ambar Wulqan Sari, S.Pd, M.Pd

APPENDIX 17

 <p><i>Unggul, Cerdas, dan Berprestasi</i> Gila mengabdikan, namun ini agar disebarkan riset dan pengabdian</p>	<p>MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</p> <p>Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003 Website: http://fkip.umsu.ac.id E-mail: fkip@umsu.ac.id</p>	
Nomor	: 875 / AL3/UMSU-02/F/2018	Medan, 12 Jum. Awal 1439 H
Lamp	: ---	29 Januari 2018 M
Hal	: Mohon Izin Riset	
Kepada	: Yth. Bapak/ Ibu Kepala MTs Islamiyah Medan di- Tempat	
<p>Assalamu'alaikum Warahmetullahi Wabarakatuh</p> <p>Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :</p>		
Nama	: Santika	
N P M	: 1402050282	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Penelitian	: The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement in Writing Descriptive Text.	
<p>Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.</p>		
 <p><i>Dr. Elwisita Nst, S.Pd, M.Pd.</i> Asisten Dekan Ilmu Pendidikan 05057302</p>		
<p>** Pertiinggal **</p>		

APPENDIX 18

	YAYASAN MADRASAH ISLAMIYAH MEDAN MADRASAH TSANAWIYAH (MTs) Jl. Suluh No. 71 - D Medan Tembung 20222	
Nomor	:13/MTs/YMIM/II/2018	Medan, 26 Pebruari 2018
Lamp	: -	
Hal	: <u>Izin Riset</u>	
Kepada Yth Dekan FKIP UMSU D- Tempat		
Assalamu'alaikum Wr.Wb		
Dengan hormat, sehubungan dengan surat Bapak Nomor : 876/II.3/UMSU-02/F/2018 tanggal 29 Januari 2018. Perihal Permohonan Izin Riset, dengan ini kami memberikan izin kepada :		
Nama	: SANTIKA	
NPM	: 1402050282	
Program Studi	: Pendidikan Bahasa Inggris	
Untuk melakukan kegiatan penelitian di MTs Islamiyah Medan untuk pembuatan skripsi yang berjudul THE EFFECT OF APPLYING PICTURE WORD INDUCTIVE MODEL (PWIM) ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT .		
Demikian surat ini di perbuat, untuk dipergunakan dengan sebagaimana mestinya.		
Wasallam,		
Kepala Sekolah		
		

APPENDIX 19



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jalan Kapten Mukhlis Basri No. 3Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Santika
N.P.M : 1402050282
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Picture Word Inductive Model (PWIM) on Students' Achievement in Writing Descriptive Text

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
Tgl 19-3-2018	Acknowledgements - conclusion	<i>[Signature]</i>	
Tgl 20-3-2018	Suggestion	<i>[Signature]</i>	
Tgl 21-3-2018	Accyrentable	<i>[Signature]</i>	

Medan, Maret 2018

Diketahui oleh :
Ketua Program Studi

[Signature]
Mandra Saragih, S.Pd, M.Hum.

Dosen Pembimbing

[Signature]
Ambar Wulan Sari, S.Pd, M.Pd

Appendix 20

CURRICULUM VITAE

Name : Santika
Place and Date Birth : Medan, 12nd April 1997
Age : 20 Years old
Gender : Female
Nationality : Indonesian
Religion : Islam
Marital Status : Not Married
Address : Jl. Panglima Denai, Datuk Kabu Psr III Tembung
Phone number : 081263501670
Email : Santikasantika93@gmail.com

Parents' Name

Father : Nazaruddin
Mother : Susanti

Education

2002-2008 : SD Muhammadiyah 01 Medan
2009-2011 : SMP Negeri 12 Medan
2011-2014 : SMA Negeri 14 Medan
2014-2018 : Students of English Department Faculty of Teachers' Training and Education, UMSU 2018 until Reaching the Degree of Sarjana