THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL (PWIM) ON STUDENTS’ ABILITY IN WRITING RECOUNT TEXT

(A Quasi-Experimental Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016)

A “Skripsi”
Presented to the Faculty of Educational Sciences in a Partial Fulfillment of the Requirements for the Degree of “S.Pd.” (Strata 1) in English Education

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the “skripsi” (Scientific Paper) entitled "THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL (PWIM) ON STUDENTS’ ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS OF SMPN 3 TANGERANG SELATAN IN ACADEMIC YEAR OF 2015/2016" written by Siti Apiah Yustiani, 1111014000070 was examined by the committee on September 20th, 2016. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (S-1) in the Department of English Education.

Jakarta, September 20th, 2016

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ABSTRACT

Siti Apiah Yustiani. 1111014000070. The Effectiveness of Picture Inductive Word Model (PWIM) on Students’ Ability in Writing Recount Text (A Quasi-Experimental Study at the Eighth Grade Students of SMP Negeri 3 Tangerang Selatan in Academic Year of 2015/2016). Skripsi of the Department of English Education at Faculty of Tarbiyah and Teachers’ Training of State Islamic Syarif Hidayatullah Jakarta University, 2016.
Advisor I : Dr. Ratna Sari Dewi, M.Pd.
Advisor II : Zaharil Anasy, M.Hum.

Key words: Picture Word Inductive Model, writing, recount text

The objective of this study was to know the empirical evidence concerning whether Picture Inductive Word (PWIM) strategy is effective on students’ ability in writing recount text. The sample of this research was the eighth grade students of SMP Negeri 3 Tangerang Selatan. The sampling technique used convenience sampling. The method used in this study was a quantitative method dealing with quasi-experimental design. The instrument of this research was written test. To gain the reliability of the test instrument, the research used analytical scoring which was derived by Arthur Hughes to give score on the students’ writing pre-test and post-test. The data were gathered from pre-test and post-test of experimental and controlled class by calculating the data using t-test formula. The result of the calculation showed that degree of freedom (df) is 58 whereas the value of t-test on the degree of significance 5% (0.05) is 1.67. The findings of the study showed that students taught by using PWIM strategy have higher achievement than those who were taught without PWIM. According to the result of statistical calculation it can be seen that \( t_0 \) is 2.39. It means that the value of \( t_0 \) (\( t_{\text{observation}} \)) is higher than \( t_0 \) (\( t_{\text{table}} \)) or 2.39>1.67. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. To sum up the result, PWIM strategy is effective on students’ ability in writing recount text.
ABSTRAK


Pembimbing I : Dr. Ratna Sari Dewi, M.Pd.
Pembimbing II : Zaharil Anasy, M.Hum.

Kata kunci: Picture Word Inductive Model, menulis, teks recount

Tujuan penelitian ini adalah untuk menemukan data empiris mengenai apakah Picture Word Inductive Model (PWIM) efektif terhadap kemampuan siswa dalam menulis recount text. Sampel yang digunakan dari penelitian ini adalah siswa kelas delapan SMP Negeri 3 Tangerang Selatan. Dalam pengambilan sampel, teknik yang digunakan yaitu convenience sampling. Metode penelitian yang digunakan yaitu kuantitatif dengan desain quasi eksperimen. Instrument yang digunakan adalah tes tertulis. Untuk mendapatkan reliabilitas dari instrumen tersebut, peneliti menggunakan analytical scoring yang diadaptasi dari Arthur Hughes untuk menilai hasil pre-test dan post-test siswa. Data yang dihasilkan dari pre-test dan post-test kelas experimental dan kelas control yang dihitung menggunakan rumus t-test. Hasil dari perhitungan menunjukkan bahwa df (degree of freedom) 58 dalam taraf signifikansi 5% (0.05) adalah 1.67. Hasil dari penelitian menunjukkan bahwa murid yang diajar menggunakan Picture Word Inductive model (PWIM) mendapat nilai lebih tinggi dibanding siswa yang tidak diajar menggunakan Picture Word Inductive model (PWIM). Berdasarkan hasil perhitungan statistik dapat dilihat bahwa hasil perhitungan t-test adalah 2.39. dengan kata lain hasil dari t_o (t_{observation}) lebih besar t, (t_{table}) atau 2.39>1.67. Ini berarti altenatif hipotesis atau (Ha) diterima dan null hipotesis atau (H_0) ditolak. Dapat disimpulkan bahwa PWIM efektif terhadap kemampuan siswa dalam menulis teks recount text.
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In the name of Allah, the Beneficent the Merciful

All praises be to Allah the Lord of world for the strength, kindness, and guidance to the writer in completing this skripsi entitled by The Effectiveness of Picture Word Inductive Model (PWIM) on Students’ Ability in Writing Recount Text (A Quasi-Experimental Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016). Peace and blessing always be upon His messenger, the Prophet Muhammad, his family, and followers who have spread Islam all over the world.

This skripsi is submitted to fulfill one of the requirements for the Degree of S.Pd. at the Department of English Education of Faculty of Educational Sciences, State Islamic University Syarif Hidayatullah Jakarta.

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   Jakarta, July 2016

   The Writer
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CHAPTER I
INTRODUCTION

This chapter presents background of the study, identification of the problem, limitation of the study, formulation of the study, purpose of the study, and significant of the study.

A. Background of the Study

Writing is communication tool to express meanings indirectly. According to Hyland, writing is an activity of sharing personal informations or ideas. It can be defined that writing is an activity of forwarding messages using written language. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Without this skill people would not be able to share their ideas through writing textbooks, novel, newspaper, magazines and others. According to Robert Caroll, writing has become an important human invention since it enables us to share communications with contemporaries and future people, and allows people from near and far-distant to communicate with us. Students need to learn writing to increase their vocabulary and accustom them to think up and develop ideas. Moreover students can express their ideas and opinions in a written text.

Compare to other skills, writing is the most difficult skill to be learned. It needs competencies of many language aspects; include grammar, diction, and cohesiveness to express writer’s thought, opinion, feeling and knowledge. Flynn stated that writing is universally known to be much more difficult than reading. Whereas, Raymond stated that a well written paragraph is a result of process that included several false starts and drafts. The steps of writing may include planning, drafting, editing and final draft. In planning step, a topic should be prepared. To find an inspiring topic might be sometimes rather difficult. Dealing with the statements, it is not easy for the

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2 Robert Carol, Students Success Guide; Writing Skills, (Unpublished, 1990), p. 1
3 Naomi Flynn Rhona Stainthorp, The Learning and Teaching of Reading and Writing, (Chicester: Whurr Publisher Limited, 2006), p. 54
students to create their own writing in short time especially for beginners because
they need much time in the writing steps.

There are many types of text that should be learned by junior high school
students as the beginning of learning to compose writing; one of the texts is recount
text. Recount text is a kind of text that presents about past events to readers, usually
in which they happened. The purpose of the text is to retell or describe of what
happened when something is occurred.⁵ Recount text is learned by students of eighth
grade of junior high school as described in the third of the Core Competency of the
Curriculum 2013 in 3.4 which is about “mehamami cara dan fakta yang diperlukan
dalam mengungkapkan kegiatan yang telah lampau (recount text).”⁶

In learning recount text especially how to compose a piece of good writing,
students may have difficulties when they begin to write. Based on the author’s
observation at the eighth grade students of SMPN 3 Tangerang Selatan on January
29th 2016, many students had difficulties in transforming ideas into written text.
When they come with an idea they did not know how to write especially using
English. The students spent much time to think what they had to write because they
did not get ideas quickly. They had difficulty in generating the ideas, writing
mechanic, grammar, they were lack of vocabulary, and they also had little motivation
in writing, especially using English as Caroll stated that students believe writing is
something they will never achieve because they assume that they do not know how to
spell or develop a correct sentences grammatically.⁷

Moreover, mostly teachers seem to have difficulty in choosing media to teach
writing skill. They commonly uses conventional method such as explaining the
generic structure, the language features, give the examples, then ask the student to
make a text. According to Brown, as cited by Harmer, for many years, rather than the
writing process, the writing product had become the centre of the teaching writing. In

⁵Mark Anderson and Kathy Anderson, Text Types in English (Melbourne: Macmillan
Education, 1997) p. 48
⁶Kementrian Pendidikan dan Kebudayaan, Kompetensi Dasar SMP/MTs, (2013), p. 64
⁷Robert Carol, op.cit., p. 1
other words, the students’ attention was drawn to *what* is the construction of the text other than *how* the text is constructed. From the writer’s observation, the teacher in SMP Negeri 3 Tangerang Selatan explained the recount text material only by connecting it to the previous material which was about past tense. The students then were asked to do some assignments in the textbook like true false questions. In the end of the meeting, the students were asked to make a recount text in pairs without getting any further explanations what is recount text and how to write it in the correct structure.

Considering to the problems above, the author proposed a method as an alternative technique to teach writing. Picture Word Inductive Model (PWIM) was used in this research to be the strategy applied in teaching recount text. Calhoun stated that PWIM is an inquiry oriented language art strategy to teach reading and writing in which teacher provides the picture to label what students see in the picture, read and review the words produced, allows students to read their own words, classify words according to properties, identify and develop titles, then build a paragraph based on the picture.

Picture Word Inductive Model is a model of teaching which is used to stimulate students to think inductively by looking at the selected pictures and the identified words to build a sentence then a paragraph. The sequence of lessons by using PWIM strategy begins with a picture. The students study the picture and then “shake out the words”. It means that the students identify things or objects they see in the picture; and the teacher draws a line from those things to a place outside the picture, reiterates the word, and writes and spells the word aloud. The students repeat the word, its spelling, and interpret it. After that, the students create sentences by using the words before, then organizing the sentences into paragraph.

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9 Emily F. Calhoun, *Teaching Beginning Reading and Writing With The Picture Word Inductive Model* (Alexandria: Association for Supervision and Curriculum Development, 1999), p. 22
In reference of the explanation above and the strong desire of finding the solution, the researcher believes the use of media like pictures can help student enrich their vocabularies while identifying the picture. In this study, PWIM method was applied to teach the students how to construct a recount text correctly based on the picture. Thus, PWIM can help teacher in building active and cooperative learning. In this research, the researcher expects PWIM is effective to improve students’ ability in writing recount text.

B. Identification of the Study

Based on the explanation above, the identification of the study are as follows:
1. The students spent much time to think what they had to write because they did not get the ideas quickly.
2. The students had difficulty in writing mechanic, grammar, and organization.
3. The students seem to have low motivation to write since they think writing is something that cannot be achieved by them.
4. Lack of media to teach writing skills so that the teachers only use conventional method such as asking students to search text in English or asking them to translate text from the text book given.

The important of teaching students how to write properly seems to be neglected.

C. Limitations of the Study

There are many models that can be applied by teachers to teach recount text in order to develop students’ ability in writing recount text. In limitation, this study is focused on the application of the Picture Word Inductive Model towards students’ ability at the eighth grade students of SMP Negeri 3 Tangerang Selatan in writing recount text.
D. Formulation of the Study

Based on the explanation above, it can be identified that the students seem to not competent in achieving writing text as they supposed to do. Teachers need to develop method that can make class to be communicative, and also improve students’ ability in writing recount text. Picture Word Inductive Model is applied in order to find out whether PWIM is effective on students’ ability in writing recount text, so the formulation of the study is:

Does Picture Word Inductive Model (PWIM) affect students’ ability in writing recount text at the eighth grade students of SMPN 3 Tangerang Selatan?

E. Purpose of the Study

Picture Word Inductive Model is a model that uses interesting picture to stimulate students to think inductively. By applying PWIM students will actively involve in the entire process of teaching and learning. This model is also helps students to enrich their vocabularies by allowing them to identify words based on the selected picture. By looking at the word charts they develop from the picture, it will make students easier to memorize the words. Then they can produce sentences and paragraphs. Related to the problem of the study, the purpose of this study is to find out whether Picture Word Inductive Model (PWIM) is effective toward students’ ability in writing recount text.

F. Significance of the Study

As this study is focused on the applying of Picture Word Inductive Model toward students’ ability at the eighth grade students of SMP Negeri 3 Tangerang Selatan in writing recount text, the findings of the research are expected to be useful and relevant practically and theoretically for: a) the teachers; who teach writing particularly those who want to improve the students’ ability in writing recount text through Picture Word Inductive Model (PWIM), (b) the students; to improve their ability in writing recount text by using Picture Word Inductive Model, (c) further
researchers who want to use this final project as a reference when they have similar research.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains and discusses in general about definition of writing, purpose of writing, requirements of good writing, process of writing, recount text, definition of Picture Word Inductive Model (PWIM), the use of Picture Word Inductive Model (PWIM) in teaching writing, the relevant previous study, thinking framework, and research hypothesis.

A. Writing

Writing is a way of communication with others in a written form. It has many different purposes determined by writers’ purposes. In writing, writers are supposed to know the process thoroughly so that writers can produce their writing well since writing requires many aspects. In general about definition of writing, purpose of writing, requirements of good writing, process of writing are described below.

1. The Definition of Writing

Writing is both process and product (Sokolik in Nunan).\(^1\) Process means an act of gathering ideas to invent them into good writing, and arranging them into statement and paragraph clearly to readers. It indicates that ones explore their ideas and make them into paragraph. Based on Hayland, writing is an activity of sharing ideas or meanings and the power of someone in constructing his or her opinions about a topic using written form.\(^2\) On the other hand, Lado states, writing is putting down the graphic symbols that represent a language that ones understand.\(^3\)

Writing is a highly complex task that requires formal study. It draws on an individual’s knowledge, basic skill, strategies, and the ability to coordinate processes of writing. It is also a creative process of reaching one’s thought and discovering them. It indicates that writing involves a process of meaning and

making. As Nunan stated that writing involves both physical and mental act. Writing is seen as physical and mental act because it requires the physical act of committing words or ideas into form of a medium, as well as mental act of finding ideas, thinking of how to express them, and organizing them into distinctly statements and paragraphs. Based on the explanation above, writing can be defined as a way of communicating or expressing ideas or imagination into the form of structured pattern so that the audience may understand what the writers mean. In addition writing is a complex activity that requires students’ comprehensive abilities such as mastering grammar, vocabulary, and punctuation. As Hedge stated that writing involves a number of things, they are a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasizes; a careful choice of vocabulary, grammatical patterns, and structure sentence to create a style which is appropriate to the subject matter and the eventual readers.

Furthermore, writing is a skill. Believing that writing is a “natural gift” rather than a learned skill will make people not learn how to write effectively. As Langan stated that idea that writing is a skill must be built as realistic attitude. It is a skill like swimming, driving, and like any skill it can be learned. Since writing is a skill, it makes sense that the more someone practice writing, the better he or she will write.

2. Purpose of writing

Writing seems to have taken on different definitions for different group of people in order to suit their different needs and purposes for writing. In principle, the aim of writing is the expression of ideas, conveying messages to the audience. Determining the purpose of writing is very important because it will

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4Caroline T. Linse, op.cit., p. 99  
give the readers about the ideas or information clearly and effectively from what the writers have written. Some considerations of why determining the purpose of writing is necessary are it helps to clarify the subject of his or her writing, it helps the writer to classify the audiences according to the needs and interests, and it also helps the writer organizing the writing.

Writers commonly have two main purposes when they write. Firstly, the intention or desire to express the idea they have in minds, or in the other words, the written text is written to communicate a particular message. Secondly, the text is written to communicate ideas to the readers. Hart and Reinking divided the purpose of writing into two, they are.8

a. General purpose of writing
   To inform and to persuade are the most general purposes of why people write. To inform means a person writes a certain subject or topic with some informations available. And to persuade means the aim of the writing is to convince the reader to adopt a particular position, to do a particular action, or to do both.

b. Special purpose of writing
   Besides the general purpose of writing, there is a special purpose which is more specific. They can be comparing of two video cassette recorders, classifying the chemical contaminants in a lake or steam, giving directions for taking photographs with a certain type of camera, or define the term “Certified Public Accountant.”

Meanwhile, Clouse identified several different purpose of writing is to share experience, to inform, to entertain:9

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

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b. To inform, perhaps to increase the reader’s knowledge, establish a
record, or provide help. For instance, the writing might explain what
happen when a dwelling has mice in it.
c. To entertain. Short stories, romance novels, and humorous newspaper
columns are written to entertain. For example, the writing might be a
funny story about what it is like living with mice.

Additionally, based on Cox, the purposes of writing are to inform, to amuse,
to satirize, and persuade. Firstly, to inform means the writer informs the
audience about the knowledge she or he has. Secondly, to amuse means to
entertain audience with certain jokes or humours. Thirdly, to satirize means to
present a serious matter using humour. Lastly, to persuade means the writer aims
to influence his or her reader’s thoughts or action.\textsuperscript{10}

In conclusion, writing serves many different purposes for different writer.
Through writing, ones can share their ideas, knowledge about something, or their
opinion about particular things. Realizing about the purpose of writing is very
important before a student start to write, so he or she can express their purpose of
writing clearly to audience.

3. The Process of Writing

A process is a sequence of actions by which something is done. Writing
process refers to everything a writer does from the moment he or she starts
thinking about what to write until the final copy is completed. This process
emphasizes on ideas to write down as well as the form in which the ideas are
written down.

There are many versions of stages of writing based on the experts. Based on
Dietrich and Kaiser, there are three main stages of writing process. They are as
follows:\textsuperscript{11}

\textsuperscript{10}Martha Heasley Cox, \textit{Writing: Form, Process, Purpose} (New York: Chandler Publishing
\textsuperscript{11}Julia Dietrich and Marjorie M. Kaiser, \textit{Writing: Self – Expression and Communication}
a. Prewriting - Prewriting is the stage where all the activities to prepare us to write a first draft. This stage includes three main activities. They are defining the writing task, gathering material, and planning the first draft. Defining the writing task means clarifying the purpose of the writing and the audience. Gathering material means recalling information that relates to the writing. Planning the first draft means start to write the first draft of the writing.

b. Drafting - Drafting means making the first attempt those ideas once the writers generate enough ideas during pre-writing to serve as a departure point.

c. Revising - Revising means the writer reworking the raw material to get it in shape.

d. Editing - This is the stage in which the writer finding and eliminating mistake of her or his work so that the writings do not distract or annoy the audience.

Meanwhile, Hyland mentioned processes of writing instruction are selection, pre-writing, composing and response to draft, revising and response to revisions, proofreading and editing, evaluation, publishing, and follow-up tasks. Selection means the writer select the topic of his or her writing. Pre-writing means brainstorming and collecting data or information about the topic of the writing. Composing means the writer start to write down the ideas on paper. Response to draft is getting feedback or response to ideas of the writing, organization, and style. Revising is reorganizing the writing and refining the ideas. Proofreading and editing is checking and correcting, form, lay out, evidence, grammar, etc. Evaluate means evaluating the progress over the process. Publishing means producing the writing and publish it. The last is follow-up the task. It is aims to address the weakness of students’ work.¹²

In addition, based on Spivey, some activities in writing process are as follows:\(^\text{13}\)

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

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

c. **Peer editing** – the students are asked to share their drafts with their friends and then make some suggestion for further improvement. They assist each other to get everyone understand the writing by asking who, what, why, when, where, and how.

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

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

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

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

To produce a piece of good writing, writer must follow those steps. In short, firstly, writer should find the ideas and write all of the ideas that come to his or her mind in the form of notes or other ways such as brainstorming, clustering, and free-writing. After getting some notes, writer may select the points that relate to the main idea. Then, writer can start to write the first draft, revise and edit the draft until it becomes a good paragraph of text.

\(^\text{13}\) Becky L. Spivey, *What Is The Writing Process?* (Super Duper Handy Handouts Number 112)
4. The Requirements of Good Writing

Writing can be difficult even in own language. However, it can be easy if the students are able to practice as much as possible since writing requires many skills students need to learn and practice. According to Raimes, things to deal with when writer produces a piece of writing are showed in the diagram below.\textsuperscript{14}

Meanwhile, according to Peha there are several requirements of good writing, they are as follows:\textsuperscript{15}

a. Ideas which are interesting and important. Ideas are the heart of your piece – they describe what you are writing and the information you choose to write about.

\textsuperscript{14}Ann Raimes, \textit{Technique in Teaching Writing}, (Oxford: Oxford University Press, 1983), p. 6

b. Organization which is logical and effective. Organization refers to the order of your ideas and the way you move from one to the next idea.

c. Voice which is individual and appropriate. Voice is how your writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved and standoffish? Voice is the expression of your individual personality in form of words.

d. Word choice that is specific and memorable. Good writing only uses the right words to say just the right things.

e. Sentence fluency which is smooth and expressive. Fluent sentences are easy to understand and fun to read with expression.

f. Conventions which are correct and communicative. Conventions are the ways we agree to use punctuation, spelling, grammar, and other things that make writing consistent.

From the explanations above, it can be concluded that writing is difficult and complex in some ways. However, writing is like any other skills, it can be learned and mastered although it takes time to master and need a lot of practice since it involves some skills.

B. Recount Text

Recount text is a text that retells experience in the past that has generic structure and language features. There are different kinds of recount text as described below.

1. Definition of Recount Text

One of the teacher decisions to get students write will depend on what genre the students need to write.\textsuperscript{16} The term of genre comes from French (and originally Latin) word for ‘kind’ or ‘class’. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer a distinctive type of text.\textsuperscript{17} In support, according to Kress (Cited in Chandler), genre is a type of text that takes its form from the structure of a social (frequently repeated) occasion

\textsuperscript{16}Jeremy Harmer, \textit{How to Teach Writing – 2nd Impression} (Edinburg: Pearson Longman, 2007), p. 113

\textsuperscript{17}Daniel Chandler, \textit{An Introduction to Genre Theory} (Unpublished, 2000), p. 1
with its characteristic participants and their purposes. From the statements, genre can be defined as class of text that is differentiated by their social purpose of the authors or writers and other characteristics such as generic structures, tenses, discourse, etc. There are many types of genre of text – one of the types of genre is recount text.

People often want to tell or write about something they did at the weekend. It might be about exciting things that happened when they were on holidays last year or last weekend – it is called recount. Based on Anderson, recount text is a type of text which retells past events. It is a text that aims to describe about what happened when something is occurred. According to Gerot and Wignell, recount text is a text that is used to retell events for the purpose of informing and entertaining the readers or the listeners. The detail in recount text can include what happened, who was involved, where it took place, when it happened, and why it happened.

From all the experts’ definition of recount text above, it can be concluded that recount text is a kind of genre that reconstructs something that occurred in the past in order to describe chronologically about what happened in a written form. In other word, recount text is a text that retells past events chronologically with its purpose is to give descriptions or entertain the reader.

2. The Purpose of Recount Text

Sudarwati and Grace also stated that the function of recount text is retelling something that happened in the past through a sequence of events. It means that the purpose of recount is to give descriptions in detail about what the writer had

\[18\] Ibid., p. 5
experienced in the past. In support, According to Hyland, recount text is a text that aims to reconstruct past events by retelling them in its original sequences.\textsuperscript{22}

Another function of recount text is to inform and to entertain.\textsuperscript{23} It means that recount text is not only retelling past activities of the writer but also entertaining. Through recount text, the writer means to amuse the audience about past experiences. To inform means describing in sequence of events about writer’s experiences. Based on the statements, it can be concluded that the aims of recount text is to inform the audience about past actions or activities, or to entertain them by the content of the text.

3. The Kinds of Recount Text

Based on the purpose of the text there are three kinds of recount text:\textsuperscript{24}

a. Personal recount which retells activity that the writer or speaker personally has experienced. It means that the writer personally had actively involved in the actions. This kind of recount text is to entertain audience, to inform, or both, e.g. personal letter and journal.

b. Factual recount which reports the details of an incident by reconstructing the factual events, for example police reconstruction of an accident, historical recount, etc. The aim of this text is retelling the audience about factual events.

c. Imaginative recount is a kind of recount that retells factual knowledge and places them in a realistic context. This kind of text is to entertain the audience.

There are some differences of personal recount, factual recount, and imaginative recount. The differences are audience, tenses, the language, first or third person, addition of details, and series of events, as shows in the table below:\textsuperscript{25}

\textsuperscript{22}Ken Hyland, \textit{Teaching and Researching Writing}, (New York: Longman Pearson 2002), p. 87


\textsuperscript{24}Targeting Text Recount, Procedure, Exposition Middle Primary, (Black Education, 2011), p. 4

\textsuperscript{25}Ibid., p. 6
<table>
<thead>
<tr>
<th>Features</th>
<th>Personal Recount</th>
<th>Factual Recount</th>
<th>Imaginative Recount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Child or adult</td>
<td>Child or adult</td>
<td>Child or adult</td>
</tr>
<tr>
<td>Tense</td>
<td>Past tense</td>
<td>Past tense</td>
<td>Past tense</td>
</tr>
<tr>
<td>Language</td>
<td>Often focus on adding personal and emotive responses</td>
<td>The focus is on using evaluative language (e.g. importance, significance, influence, achievement)</td>
<td>Often includes imagined personal responses</td>
</tr>
<tr>
<td>First or third person</td>
<td>Written in the first person using personal pronouns (I, we)</td>
<td>Written in third person using pronouns (he, she, and they). It may be written in passive voice</td>
<td>Written in the first person (I, we)</td>
</tr>
<tr>
<td>Addition of details</td>
<td>Interesting ideas may be chosen to add some humor.</td>
<td>Precise retelling assists readers to accurately reconstruct what happened. Appropriate explanations</td>
<td>Imaginative details may be added to the tale that has been written in a realistic setting</td>
</tr>
<tr>
<td>Series of events</td>
<td>Sequenced details of who, what, when,</td>
<td>Precise details of time, place and</td>
<td>Sequenced details of who, what,</td>
</tr>
</tbody>
</table>
and why (sometimes) are included  manner are added  when, and where are included.

In addition, in resource paper of numeracy and literacy, there are five kinds of recount text; they are personal recount, factual recount, Imaginative recount, procedural recount, and literacy recount.26 Personal recount is a text that retells activities in which the writer involved. Factual recount is a type of text that reports particular incident by reconstructing factual information. Imaginative recount is a text that retells a story by applying factual knowledge to an imaginary role in order to interpret and recount events. Procedural recount is kind recount text that retells the audience about steps of an experiment. Literacy recount is a text that retells a series of events by means to entertain.

4. Generic Structure of Recount Text

The generic structures of recount text are:27

a. Orientation

Orientation is opening. It provides the necessary introduction or background information to fully understand the text. It establishes the time, setting, and who or what is participating. It helps the reader to know when the events occurred, who was involved, what happened, where the events took place, and the reason for the events.

b. Series (Sequence) of events

It is the stage that reconstructs the events in the order in which the events occurred.

c. Re-orientation

It is a (optional) stage that is used to complete the writing by rounding off the series of the events. Or in other word re-orientation is the concluding paragraph.

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26Engaging in and Exploring Recount Writing, op.cit., p. 1
27Mark Anderson and Kathy Anderson, op.cit., p. 51
5. The Language Features of Recount Text

According to Gerrot and Wignell, the significant language features of recount text are:\(^{28}\)

a) Focus on specific participants. Specific participant is the subject of the story, for example: I, my friends, my family, my class, etc.

b) Use of material processes. Material processes express the notion that physically doing something.\(^{29}\)

Example:

<table>
<thead>
<tr>
<th>Mr. Smith</th>
<th>Wrote</th>
<th>The letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Material</td>
<td>Goal</td>
</tr>
</tbody>
</table>

c) Circumstances of time and place. Circumstances of time and place answer questions as when and where.

d) Use of past tense. Past tense is tense that is used to express activities or events began and ended in the past. The formula is shown in the table

<table>
<thead>
<tr>
<th>Table 2.2 Formula of Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formula</strong></td>
</tr>
<tr>
<td>Subject + Verb (past tense) + Complement</td>
</tr>
<tr>
<td>Subject + was/were + Complement</td>
</tr>
</tbody>
</table>

In addition, according to Anderson and Anderson, the language features of recount text are: proper noun, description words, the use of past tense, and the words that show chronological order.\(^{30}\) Proper noun begins with a capital letter in writing; it includes a personal name (Mr. John Smith), name of the city (e.g. Bandung, New York), name of a river (e.g. Amazon), and days (Thursday).\(^{31}\) Description words are words that show the details about who, what, when, why, where, and how. Past tense, especially simple past tense explains about events,

\(^{28}\)Berti Nurul Khajati, *op.cit.*, p. 154

\(^{29}\)Ibid., p. 41

\(^{30}\)Mark Anderson and Kathy Anderson, *op.cit.*, p. 51

acts or activities that are carried out in the past, and the adverb of time is acknowledged by the audience or reader. And the last is the word that shows chronological order in which the events occurred such as first, next, after that, then, etc.

6. The Example of Recount Text

Below is the example of a recount text:32

A Postcard

Dear, Nan

We are having a great holiday here on the Gold Coast. Yesterday, we went to Movie World. When we got up in the morning it looked like rain. After a while the clouds disappeared and it became sunny day. We then decided to go to Movie Gold.

The first ride I went on was Lethal Weapon. Next, I saw the police academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride.

About one o’clock we got a light shower of rain but it cleared up soon after. We then went on all the rides followed by the studio tour.

It was a top day. See you when we get back.

Love

Sam

32 Mark Anderson and Kathy Anderson, op.cit., p. 61
C. Picture Word Inductive Model

1. The Definition of Picture Word Inductive Model

According to Calhoun, Picture Word Inductive Model is an inquiry oriented language art strategy to teach reading and writing in which the teacher provides picture with the familiar objects and activities to elicit words from children’s listening and speaking vocabularies.33 Another definition according to Jiang and Perkins, PWIM is a method that intends to capitalize on children’s ability to think inductively and generalize the basis of structural and phonetic analysis.34

![Picture Word Inductive Model](image)

Adapted from Emily F. Calhoun

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33Emily F. Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999)., p. 23

There are several advantages in applying PWIM. Based on Calhoun, those advantages 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.

From the definitions above, it can be concluded that PWIM is a model of teaching which is used to stimulate students to think inductively by looking at the selected pictures. The students study the picture and then “shake out the words”. The teacher then draws a line from those things to a place outside the picture, reiterates the word, and writes and spells the word aloud. The students repeat the word, its spelling, and interpret it. After that, the students create sentences by using the words before, then organizing the sentences into paragraph.

2. Teaching Writing Using Picture Word Inductive Model

In applying PWIM, there are some steps that must be followed. Those steps are modified based on the context and students’ need. Those steps are:

a. To Select the Picture

The teacher must decide the picture that he or she wants to show to the students. The picture should suit the students’ age and relate to their knowledge. It also should match students’ need as stated in syllabus. Calhoun shares tips for selecting the pictures as follows:

a) The content should rich, so that the opportunities for students to develop and expand the words will increase. So the teacher must select that he or she thinks students can relate to.

b) The picture should be larger, so it can be presented on the board in front of the class.

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35 Calhoun, op.cit., p. 23
36 Loc.cit., p.23
37 Ibid., pp.78 – 79
c) Give enough space to write down the name of the object around the pictures.

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

b. Ask the students to identify and label what they see in the pictures (draw a line from the identified object or area, say the word aloud, write down the word, ask the students to spell the word and then pronounce it). There are also some tips for labelling the pictures as follows:

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

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

c. Read and review the picture word chart. 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.

d. Lead the 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.

e. Generate all the words collected that available in the word chart into sentences and paragraph.

f. Read and review the paragraphs. Then recount text is done by applying PWIM.

In conclusion, PWIM is a strategy of teaching reading and writing uses the combination of pictures and words as the main point of the learning process. Then, with teacher’s guidance, the provided pictures will be identified by the students. The purpose of this activity is to know all of the objects in the pictures so that it helps them in the writing stage. After the words collected, the students drill the words by reading all the collected words. This activity is to improve students’ pronunciation, spelling, listening, and speaking ability. And it also helps students to increase their vocabulary mastery. After knowing and understanding all the labels of the pictures, the students begin to write recount text with the word chart as guidance.
D. The Relevant Previous Study

In this research, the writer describes a previous study that relates to this research. Some study that relevant to this are as follows:


The aim of this study is to find out how PWIM strategy is implemented in improving students’ writing skill of recount text. In order to reach the objective, a classroom action research is designed and conducted in this study. The participants of this study were 30 students of class VIII B of State Junior High School 2 Semarang in the academic year of 2014/2015. Tests, observation sheets, and questionnaire were used as the instruments for collecting the data.

The results of this research showed an improvement of the students’ writing recount text tests. The students’ average score in pre-test was 64.40, in cycle 1 test was 75.63, and in post-test was 82.37. Each aspects (organization, content, grammar, punctuation, and style and quality of expression) of students’ writing skill improved, too. The result of the observation sheet showed that after teaching and learning by using PWIM strategy, the students became more attentive, active, happier, and attracted in joining the classroom than before they got the treatment. The analysis of the questionnaire showed that the students gave positive responses towards the use of PWIM strategy in teaching and learning English generally, writing recount text particularly. Based on the overall results of the analysis, it can be concluded that the use of PWIM strategy in teaching writing recount text gives contribution to the improvement of the students’ writing skill of recount text in the terms of learning behaviour and mastery.

This previous study is similar to this study that is the population of the study is eighth grade students of junior high school. The differentiation of the previous study with this study is the research design. In the previous study, the writer used classroom action research that focused on improving students writing skill of recount text. Meanwhile, in this study the writer used quasi experimental that was
more simple than classroom action research which is needed more intention to gain the standard of the successful range.

2. Erni Yuliana from Walisongo State Institute for Islamic Studies entitled “The Use of Picture Word Inductive Model in Teaching Vocabulary (An Experimental Research at the Seventh Grade of MTs Sunan Kalijaga Bawanag Batang in the Academic Year of 2010/2011”).

The main objective of this study is to find out whether there is or not a significant difference of students’ vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only. The method of the research was experimental quantitative research. The instrument used to collect the data is writing test or essay test. The technique to analyze the data was t-test formula. It used to determine whether or not significant differences between the average scores of the experimental and the controlled class. The average of post-test of experiment class is 77.6 which were higher than the average of post test of the control class 72.6. The t-test result (2.5) was higher than the t-table (1.98). Since the t-test was higher than t-table, the hypothesis is accepted. It means that there is a significant difference in students’ vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only.

Based on the result of this research, the writer suggest that Picture Word Inductive Model may be used as alternative media in teaching vocabulary, in order that the students can more understand and interested in learning activity especially in learning of English.

As explained above, the study concerned on the use of PWIM in teaching vocabulary. It can be seen that material given is different with this study. Moreover, the writer of this study preferred to take sample from the eighth grade student.


This study aims to find out whether students’ achievement through using Picture Word Inductive Model is higher than through lecture method in writing
procedure text. The research was conducted by experimental research used in two groups. They are experimental use picture word inductive model and control use lecture method.

The subject of this were the students of SMP 32 class IX-A and IX-B consisted of 30 students for each class. To collecting the data was taken from writing test. After analyzing the data, it was found that the value of $t_o$ was 4.16 with degree of freedom (df) = 58 at the level of significance $p (0.05) = 2.000$. It means that $t_o$ is higher than t-table. It was found that teaching procedure text by use picture word inductive model is higher than lecture method. Picture Word Inductive Model has a significant effect on students’ achievement in writing procedure text. The differentiation of the study with the previous study, the writer preferred to take sample from the eighth grade students concerning to the material recount text is addressed to them. In addition, the material given is different since the previous study concerned on procedural text.

In conclusion, some previous research has pointed out some result that indicated the positive effect of using Picture Word Inductive Model in improving students’ vocabulary mastery and students writing skill and pointed out that there are some advantages of Picture Word Inductive Model in enhancing students’ interest and motivation in writing recount text.

E. Thinking Framework

Among the four skills, writing is increasingly important in second language since writing is a way to communicate with others beside oral or speaking. Although, writing skill is learned in the beginning stage, it is still not easy for students to write, even in writing their own experiences - which is called recount text in English Subject. In contrast, this text is seemed easily to construct since they just need to reconstruct a paragraph based on their own experiences.

Picture word inductive model help students become more interested and involved classroom learning since it use picture that can engage students attention. By using PWIM, the students study the picture and collect as many words as they can from the picture, label the picture, and then drill the words together with
teacher. The activities are to help students know all of the objects in the pictures so that it helps them in the writing stage.

Picture Word Inductive Model is assumed giving more meaningful learning for students. This activity allows students to think inductively. The activities are to improve students’ pronunciation, spelling, listening, and speaking ability. And it also helps students to increase their vocabulary mastery. It is also expected in improving students’ ability in writing since all the activity can help students enrich their vocabulary. After knowing and understanding all the labels of the pictures, the students can write recount text with the word chart as guidance.

F. Research Hypothesis

Hypothesis is a temporary conclusion of the research. To find out whether there is any effectiveness of using Picture Word Inductive Model, therefore the hypothesis is that there is any significance effectiveness of Picture Word Inductive Model on Students’ ability in writing recount text at the eighth grade students of SMPN 3 Tangerang Selatan.
CHAPTER III
RESEARCH METHODOLOGY

Research method is a way employed by the writer to collect and analyze the data in order to solve the problem. This research investigated the implementations of Picture Word Inductive Model to see its effectiveness on students’ writing ability. The discussion of this chapter elaborates research design, place of the study, population and sample, procedure of the study, research instrument, data analysis technique, and statistical hypotheses.

A. Research Design

The researcher used the quantitative approach that was dealing with experimental method. According to Kothari, Quantitative data referred to the measurement of quantity or amount.\(^1\) In other word, it used statistical analysis to calculate the numeral data. These data were expressed in the mathematics and must be evaluated and interpreted by means of appropriate statistical procedure.

Thus, the writer conducted this research by using experimental research design which concerns on the students’ writing ability. Experimental research concerns on finding the causal relationship between two factors which are raised by the researcher.\(^2\) In doing an experimental study usually two groups were involved and compared to find the influence of a treatment. According to Best, the design of the experimental study can be described as follows:\(^3\)

<table>
<thead>
<tr>
<th>Table 3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design of the Experimental Study</strong></td>
</tr>
<tr>
<td>Experimental Group</td>
</tr>
<tr>
<td>Control Group</td>
</tr>
</tbody>
</table>

\(^1\) C. R. Kothari, *Research Methodology: Research and Technique*, (New Delhi: New Age International (P) Limited Publisher, 2002), p. 3


\(^3\) *Ibid.*, p. 101
In support, according to Fraenkel and Wallen, experimental research is an experiment which has at least one variable in its study and it gives chance to the researcher to make a hypothesis due to predict the result.\(^4\) Moreover, the researcher can manipulate the independent variable in order to gain the result that was predicted before doing some treatments. In this study, quasi-experiment would be used as the true method.\(^5\)

Quasi-experiment is an experimental design which has two subjects of experiment termed as experimental and control group and also requires pre-test and post-test. Its main characteristic is no random assignments of subject, so it means the researcher try to manipulate the subject effectively. In this design, the researcher needed at least two classes or groups to be experimented. One group was as control group and another was as experimental group. The picture below is illustrated the research design of the study adapted by Creswell:

Group A O ---------------------- X ---------------------- O  
Group B O ------------------------------ O  
Explanation:  
A : Experimental group  
B : Control Group  
O : Pre-test and post-test  
X : Treatment

B. The Place and Time of the Study

The writer carried out the study at SMPN 3 Tangerang Selatan. It is located on Jl. Ir. H. Juanda, Ciputat, Tangerang Selatan, Banten 15412. This research was conducted from January 29\(^{th}\) until 06\(^{th}\) July 2016.

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C. The Population and Sample

The population of this research was all the students of the eighth grade of SMPN 3 Tangerang Selatan, in academic year 2016/2017. They were divided into nine classes namely VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, VIII.8, and VIII.9. The population was selected considering the material “recount text” of the study was addressed for them.

Sampling technique used in this study was non-probability sampling which was convenience sampling or accidental sampling. This technique was used because in convenience sampling the writer was allowed to select individuals because they were available, convenient; moreover, they represented characteristics to be tested. In addition, the writer chose this sampling because of the students’ availability to be studied at the school. The availability came when the school principle permitted the writer. Thus, the school principle only gave three classes namely VIII.7, VIII.8, VIII.9 to participate as sample of this study and it was also based on the English teacher’s suggestion. Therefore, the writer chose class VIII.7 and class VIII.8 because they had the same level in English Subject.

D. Research Instrument

Instrument is a tool to gather the data. In this study, the writer used the form of test. The form of the test was essay in which the students needed to write their past experiences based on the topic given. In this study, the writer administered pre-test and post-test. Pre-test and post-test were given to both control group and experimental group. The pre-test was conducted before the treatment; the purpose was to know how is the students’ achievement in writing skill before the treatments were carried out. Meanwhile, post-test was conducted after the treatments were conducted. It was also given to both control group and experimental group. It was taken as measurement tool to measure

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students’ achievement after the treatments were conducted. In this study the writer used rubric of written test assessment based on Arthur Hughes.\(^7\)

**Table 3.2**

**Rubric of Writing Assessment**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Scale</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>6</td>
<td>Few (if any) noticeable errors of grammar or word order</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Some errors of grammar or word order which do not, however, interfere with the comprehension</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Errors of grammar or word order fairly frequent; occasional, rereading necessary for full comprehension</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Errors of grammar or word order very frequent; reader often has to rely on own interpretation</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Errors of grammar or word order as severe as to make comprehension virtually impossible.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>6</td>
<td>Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Occasionally uses inappropriate terms or relies on circumlocution; expression of ideas hardly impaired.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Uses wrong or inappropriate words fairly frequent; expression of ideas may be limited</td>
</tr>
</tbody>
</table>

<p>| Score | Mechanics | | | Fluency (style and ease of communication) |
|-------|-----------|---------------------------------|---------------------------------|
| 3     | Limited vocabulary and frequent errors clearly hinder expression of ideas. | Vocabulary limitations so extreme as to make comprehension virtually impossible. | 6 | Choice of structure and vocabulary consistently appropriate like that educated native writer |
| 2     | Vocabulary so limited and so frequently misused that reader must often rely on own interpretation. | 5 | Occasional lack of consistency in choice of structures which does not, however, impair overall, ease of communication. |
| 1     | Vocabulary limitations so extreme as to make comprehension virtually impossible. | 4 | ‘Patchy’ with some structures or vocabulary items noticeably inappropriate to general style. |
| 6     | Few (if any) lapses in punctuation or spelling. | 4 | Errors in punctuation or spelling fairly frequent; occasional rereading necessary for full comprehension. |
| 5     | Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension. | 3 | Frequent errors in spelling or punctuation; lead sometimes to obscurity. |
| 4     | Errors in punctuation or spelling fairly frequent; occasional rereading necessary for full comprehension. | 2 | Errors in spelling or punctuation so frequent that reader must often rely on own interpretation. |
| 3     | Frequent errors in spelling or punctuation; lead sometimes to obscurity. | 1 | Errors in spelling or punctuation so severe as to make comprehension virtually impossible |
| 2     | Errors in spelling or punctuation so frequent that reader must often rely on own interpretation. | | | |</p>
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease communication.</td>
</tr>
<tr>
<td>2</td>
<td>Communication often impaired by completely inappropriate or misused structures or vocabulary items.</td>
</tr>
<tr>
<td>1</td>
<td>A ‘hotchpotch’ of half-learned misused structures and vocabulary items rendering communication.</td>
</tr>
<tr>
<td>5</td>
<td>Highly organized; clear progression of ideas well linked; like educated native writer.</td>
</tr>
<tr>
<td>6</td>
<td>Material well organized; links could occasionally be clearer but communication not impaired.</td>
</tr>
<tr>
<td>4</td>
<td>Some lack of organization; rereading required for clarification of ideas.</td>
</tr>
<tr>
<td>3</td>
<td>Little or no attempt at connectivity, though reader can deduce some organization.</td>
</tr>
<tr>
<td>2</td>
<td>Individual ideas may clear, but very difficult to deduce connection between them.</td>
</tr>
<tr>
<td>1</td>
<td>Lack of organization so severe that communication is serious impaired.</td>
</tr>
</tbody>
</table>

**Score:**

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

\[
\left( \frac{\text{Total}}{3} \times 100 \right)
\]
E. The Procedure of Research

The procedures of the research were as follows:

1. Observation

   Before doing the research, the writer observed the location and population were carried out. The research was done in two classes, namely experimental class and controlled class.

2. Pre-test

   Before conducting the treatment the writer administered pre-test to the students both experimental class and controlled class to know the students’ ability in writing recount text. The pre-test was an essay test in which they write their holiday based on the given topics in 60 minutes.

3. Treatment

   The writer taught recount text in the experimental and controlled class. She gave both the classes same materials but with different media. The experimental class was taught using PWIM and the controlled class was taught using conventional method.

4. Post-test

   The next step, the writer administered the post-test to both experimental and controlled class. In the post-test, students had to choose one of the four topics the writer provided in 60 minutes. The result of the test was collected and compared to know the effectiveness of PWIM on students’ ability in writing recount text.

**Figure 3.1**

Procedure of Research

![Procedure of Research Diagram]

- Observation
- Pre-test
- Treatment
- Post-test

Concluding the result of the test
Calculating and analyzing the test score
F. Technique of Data Analysis

Data analysis was the last procedure of the experimental design used by the writer. In order to obtain the result of this study, the data gained was analyzed using statistical analysis.

1. Normality Test

Normality test was used to know whether the data came from the normal distribution or not. In this study, the writer used SPSS 20 to find out the normality of the data by following these steps:

- Open SPSS program
- Input the data to the data view by first fill the variable view with Score as the score of pre-test or post-test and Class as the kind of class.
- Click Analyze >> Descriptive Statistic >> Explore
- Drag the Score to the Dependent List and Class to the Factor List
- Click Plot >> checklist Normality plots with test >> ok

The criteria of determining the normality of the test are as follows:

- If \( L_{value} \) was smaller than \( L_{table} \) (\( L_{value} < L_{table} \)), it means that the data were distributed normally.
- If \( L_{value} \) was greater than \( L_{table} \) (\( L_{value} > L_{table} \)), it means that the data were not distributed normally.

2. Homogeneity Test

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the writer used SPSS version 20 as follows:

- Open SPSS program
- Input the data to the data view by first fill the variable view with Score as the score of pre-test or post-test and Class as the kind of class.
- Click Analyze >> Compare Means >> One-way ANOVA
- Drag the Score to the Dependent List and Class to the Factor List
- Click Plot >> checklist Homogeneity of variance test >> ok
The criteria of determining the homogeneity of the test are as follows:

a. If $t_{\text{value}}$ was smaller than $t_{\text{table}}$ ($t_{\text{value}} < t_{\text{table}}$), it means that $H_0$ was accepted and $H_1$ was rejected.

b. If $t_{\text{value}}$ was greater than $t_{\text{table}}$ ($t_{\text{value}} > t_{\text{table}}$), it means that $H_0$ was rejected and $H_1$ was accepted.

After testing the normality and the homogeneity of the data, the writer used statistical calculating of t-test to find out the difference scores of the students’ achievement learning writing using PWIM as medium compared without using PWIM. Data processing was the step to know the result of both experimental class using PWIM as variable $X$ and controlled class without using PWIM as variable $Y$, and their differences. The data that had been collected from the pre-test and post-test were analyzed by the following steps:\(^8\)

a. Determining Mean of Variable $X$, with formula:

$$M_1 = \frac{\sum X}{N_1}$$

$M_1$ = the average of gained score (mean of variable $X$)

$\sum X$ = sum of gained score (variable $X$)

$N_1$ = number of students (variable $X$)

b. Determining Mean of Variable $Y$, with formula:

$$M_2 = \frac{\sum Y}{N_2}$$

$M_2$ = the average of gained score (mean of variable $y$)

$\sum X$ = sum of gained score (variable $X$)

$N_2$ = number of students (variable $Y$)

c. Determining standard deviation score of variable $X$, with formula:

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}}$$

$SD_1$ = standard deviation of variable $x$

---

\[ \sum X^2 = \text{sum of squared gained score of variable } x \]
\[ N_1 = \text{number of students (variable } x) \]

d. Determining of standard deviation of variable y, with formula

\[ SD_1 = \sqrt{\frac{\sum y^2}{N_2}} \]

\( SD_2 = \text{standard deviation of variable } y \)
\[ \sum X^2 = \text{sum of squared gained score of variable } y \]
\[ N_2 = \text{number of students (variable } y) \]

e. Determining of standard Error of mean variable x, with formula:

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

\( SE_{M_1} = \text{standard error mean of variable } x \)
\[ SD_1 = \text{standard deviation of variable } X \]
\[ N = \text{number of students} \]

f. Determining of standard Error of mean variable y, with formula:

\[ SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

\( SE_{M_2} = \text{standard error mean of variable } y \)
\[ SD_2 = \text{standard deviation of variable } y \]
\[ N = \text{number of students} \]

g. Determining standard error from mean of variable X and Y, with the formula:

\[ SE_{M_1 - M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \]

h. Determining t-observation (\( t_o \)) with formula:

\[ t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

i. Determining t-table (\( t_t \)) in significant level 5% with degree of freedom (df), with the formula:

\[ df = (N_1 + N_2) - 2 \]
\[ df = \text{degree of freedom} \]
\[ N = \text{Number of students} \]
G. Statistical Hypothesis

Hypotheses in the research are basic assumptions of how the result of the research will be. It is a prediction of a phenomenon.\(^9\) There are two kinds of hypotheses:

1. \(H_a\): “the use of Picture Word Inductive Model is effective on students’ ability in writing recount text”
2. \(H_0\): “the use of Picture Word Inductive Model is not effective on students’ ability in writing recount text”

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CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the result of the research. The discussion of this chapter elaborates data description, data analysis, test of the hypothesis, and data discussion.

A. Research Finding

After collecting the data of both experimental class and controlled class, the writer analyzed all the data using statistical analysis as described below.

1. Data Description

After conducting the research, the writer obtained two kinds of data, namely experimental class and controlled class, which were gained from pre-test and post-test that were administered to both experimental class and controlled class. The result of the pre-test and post-test of both classes will be presented below:

a. The Pre-Test Score and Post-Test Score of Experimental Class

The pretest score was collected before the writer giving any treatment of Picture Word Inductive Model to the students of experimental class. Post-test was given after all the treatments had been applied to the students of experimental class. Below is the table pre-test and post-test score of experimental class:

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Number</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student 1</td>
<td>33</td>
<td>53</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td>50</td>
<td>66</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Student 3</td>
<td>66</td>
<td>86</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Student 4</td>
<td>53</td>
<td>73</td>
<td>20</td>
</tr>
<tr>
<td>No.</td>
<td>Students Number</td>
<td>Pre-test Score</td>
<td>Post-test Score</td>
<td>Gained Score</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>5</td>
<td>Student 5</td>
<td>46</td>
<td>76</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Student 6</td>
<td>56</td>
<td>73</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>Student 7</td>
<td>60</td>
<td>83</td>
<td>23</td>
</tr>
<tr>
<td>8</td>
<td>Student 8</td>
<td>63</td>
<td>86</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Student 9</td>
<td>70</td>
<td>76</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Students 10</td>
<td>43</td>
<td>56</td>
<td>13</td>
</tr>
<tr>
<td>11</td>
<td>Student 11</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>Student 12</td>
<td>43</td>
<td>70</td>
<td>27</td>
</tr>
<tr>
<td>13</td>
<td>Student 13</td>
<td>66</td>
<td>90</td>
<td>24</td>
</tr>
<tr>
<td>14</td>
<td>Student 14</td>
<td>76</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Student 15</td>
<td>40</td>
<td>73</td>
<td>33</td>
</tr>
<tr>
<td>16</td>
<td>Student 16</td>
<td>83</td>
<td>86</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>Student 17</td>
<td>46</td>
<td>66</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>Student 18</td>
<td>53</td>
<td>80</td>
<td>37</td>
</tr>
<tr>
<td>19</td>
<td>Student 19</td>
<td>56</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>Student 20</td>
<td>80</td>
<td>83</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>Student 21</td>
<td>46</td>
<td>56</td>
<td>7</td>
</tr>
<tr>
<td>22</td>
<td>Student 22</td>
<td>70</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>Student 23</td>
<td>73</td>
<td>76</td>
<td>3</td>
</tr>
</tbody>
</table>
Based on the table above, it can be clarified that the mean score of the pre-test of experimental class was 57.53. Moreover, the student’s lowest score was 30, while the highest score is 86. After being treated by Picture Word Inductive Model, the mean score of the post-test was 73.73. The post-test score which has the lowest score 50, while the highest score was 96. The finding pointed out there was significant difference.

<table>
<thead>
<tr>
<th>No.</th>
<th>Students Number</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Student 24</td>
<td>63</td>
<td>66</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>Student 25</td>
<td>46</td>
<td>70</td>
<td>24</td>
</tr>
<tr>
<td>26</td>
<td>Student 26</td>
<td>86</td>
<td>93</td>
<td>7</td>
</tr>
<tr>
<td>27</td>
<td>Student 27</td>
<td>43</td>
<td>70</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>Student 28</td>
<td>60</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td>29</td>
<td>Student 29</td>
<td>30</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>Student 30</td>
<td>86</td>
<td>96</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$\sum=1726$</td>
<td>$\sum=2212$</td>
<td>$\sum=493$</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>M= 57.53</td>
<td>M= 73.73</td>
<td></td>
</tr>
</tbody>
</table>

b. The Pre-Test Score and Post-Test Score of Controlled Class

The controlled class was administered at 8.7 of SMPN 3 Tangerang Selatan which consisted of 40 students but only 30 of students’ paper of it which were qualified to be evaluated. Below is the table of the pre-test and post-test of the controlled class.
### Table 4.2
Pre-Test Score and Post-Test Score of Controlled Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Number</th>
<th>Pre-test Score</th>
<th>Post-test Score</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>66</td>
<td>73</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td>40</td>
<td>66</td>
<td>26</td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td>50</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Student 4</td>
<td>83</td>
<td>90</td>
<td>7</td>
</tr>
<tr>
<td>5.</td>
<td>Student 5</td>
<td>60</td>
<td>66</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Student 6</td>
<td>46</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Student 7</td>
<td>40</td>
<td>53</td>
<td>13</td>
</tr>
<tr>
<td>8.</td>
<td>Student 8</td>
<td>70</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>9.</td>
<td>Student 9</td>
<td>66</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Student 10</td>
<td>43</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>Student 11</td>
<td>80</td>
<td>83</td>
<td>3</td>
</tr>
<tr>
<td>12.</td>
<td>Student 12</td>
<td>46</td>
<td>63</td>
<td>17</td>
</tr>
<tr>
<td>13.</td>
<td>Student 13</td>
<td>66</td>
<td>76</td>
<td>10</td>
</tr>
<tr>
<td>14.</td>
<td>Student 14</td>
<td>53</td>
<td>60</td>
<td>13</td>
</tr>
<tr>
<td>15.</td>
<td>Student 15</td>
<td>73</td>
<td>76</td>
<td>3</td>
</tr>
<tr>
<td>16.</td>
<td>Student 16</td>
<td>53</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>17.</td>
<td>Student 17</td>
<td>70</td>
<td>76</td>
<td>13</td>
</tr>
<tr>
<td>18.</td>
<td>Student 18</td>
<td>83</td>
<td>96</td>
<td>13</td>
</tr>
<tr>
<td>No.</td>
<td>Students’ Number</td>
<td>Pre-test Score</td>
<td>Post-test Score</td>
<td>Gained score</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>19.</td>
<td>Student 19</td>
<td>80</td>
<td>96</td>
<td>16</td>
</tr>
<tr>
<td>20.</td>
<td>Student 20</td>
<td>43</td>
<td>70</td>
<td>27</td>
</tr>
<tr>
<td>21.</td>
<td>Student 21</td>
<td>46</td>
<td>56</td>
<td>7</td>
</tr>
<tr>
<td>22.</td>
<td>Student 22</td>
<td>70</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>23.</td>
<td>Student 23</td>
<td>60</td>
<td>66</td>
<td>6</td>
</tr>
<tr>
<td>24.</td>
<td>Student 24</td>
<td>36</td>
<td>53</td>
<td>17</td>
</tr>
<tr>
<td>25.</td>
<td>Student 25</td>
<td>46</td>
<td>66</td>
<td>20</td>
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<tr>
<td>26.</td>
<td>Student 26</td>
<td>43</td>
<td>73</td>
<td>30</td>
</tr>
<tr>
<td>27.</td>
<td>Student 27</td>
<td>66</td>
<td>76</td>
<td>10</td>
</tr>
<tr>
<td>28.</td>
<td>Student 28</td>
<td>76</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>Student 29</td>
<td>56</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td>30.</td>
<td>Student 30</td>
<td>63</td>
<td>66</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>∑= 1773</td>
<td>∑= 2079</td>
<td>∑= 326</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>M= 59.10</td>
<td>M= 69.30</td>
<td></td>
</tr>
</tbody>
</table>

As mentioned in the table above, the mean score of the pre-test of controlled class was 59.10. While the lowest score was 36 and the highest score was 83. Otherwise, the mean score of the post-test of controlled class was 69.30. It has the lowest score 50 and the highest score was 96.
After the writer got all the scores from experimental and controlled class, she made the chart to draw the increasing of scores before and after treatments were conducted. The result of all scores can be seen in the table below.

Figure 4.1
The Comparison Chart of Students’ Score

2. Data Analysis
a. Normality Test

The writer performed normality test before calculating the data. This analysis was used to see whether the data of the research had been normally distributed or not. The writer used SPSS 20 software. The result can be seen as follows:

1) Normality of Pre-test

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov a</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Pre-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>experimental</td>
<td>.136</td>
<td>30</td>
</tr>
<tr>
<td>controlled</td>
<td>.153</td>
<td>30</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction
The writer used normality test via SPSS 20, especially used Lilliefors Significance Correction. From the table above, it can be seen that $L_0$ in significance column was 0.166 in experimental class and 0.071 in controlled class. Meanwhile the $L_{table}$ was 0.242. It can be concluded that $L_0 < L_{table}$ and it means the data was normal.

2) Normality of Post-test

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Post-test</td>
<td>Experimental</td>
<td>.107</td>
</tr>
<tr>
<td></td>
<td>Controlled</td>
<td>.126</td>
</tr>
</tbody>
</table>

<sup>†</sup> This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The writer used normality test via SPSS 20, especially used Lilliefors Significance Correction. From the table above, it can be seen that $L_0$ in significance column was 0.200 in experimental class and 0.200 in controlled class. Meanwhile the $L_{table}$ was 0.242, it can be concluded that $L_0 < L_{table}$ and it means the data was distributed normally.

b. Homogeneity Test

The writer also performed homogeneity test before calculating the data. This analysis was used to see whether the data come from homogeneous variance or not. The writer used SPSS 20 software. The result can be seen as follows

1) Homogeneity of Pre-test

<table>
<thead>
<tr>
<th>Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>.121</td>
</tr>
</tbody>
</table>
The used homogeneity test via SPSS 20, especially used One-Way Anova test. From the table above, it can be seen that $F_0$ in significance column was 0.730. Meanwhile the $F_{table}$ was 1.84. It can be concluded that $F_0 < F_{table}$ and it means the data was homogen.

2) Homogeneity of Post-test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.068</td>
<td>1</td>
<td>58</td>
<td>.795</td>
</tr>
</tbody>
</table>

The used homogeneity test via SPSS 20, especially used One-Way Anova test. From the table above, it can be seen that $F_0$ in significance column was 0.795. Meanwhile the $F_{table}$ was 1.84. It can be concluded that $F_0 < F_{table}$ and it means the data was homogen.

After having tested of normality test and homogeneity of the test, the writer used statistic calculation of the t-test of the degree of the significance 5% in analyzing the data to know the significant effectiveness of using Picture Word Inductive Model (PWIM) on students’ ability in writing recount text.

First the writer determined the mean of $X$ (experimental class) and $Y$ (controlled class). To determine the mean of $X$ by using:

$$M_1 = \frac{\Sigma X}{N_1}$$

$$= \frac{493}{30}$$

$$= 16.43$$
Meanwhile, the writer also determined the mean of Y (controlled class) by using this following formula:

\[ M_2 = \frac{\sum Y}{N_2} \]

\[ = \frac{326}{30} \]

\[ = 10.86 \]

To make it clearer, the writer provided the table to show the result of mean of experimental class and controlled class as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Experimental Class (X)</th>
<th>Controlled Class (Y)</th>
<th>( x ) (X-M₁)</th>
<th>( y ) (Y-M₂)</th>
<th>( x^2 )</th>
<th>( y^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>7</td>
<td>3.57</td>
<td>-3.86</td>
<td>12.74</td>
<td>14.89</td>
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<tr>
<td>2</td>
<td>16</td>
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<td>-0.43</td>
<td>15.14</td>
<td>0.18</td>
<td>229.21</td>
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<tr>
<td>3</td>
<td>20</td>
<td>3</td>
<td>3.57</td>
<td>-7.86</td>
<td>12.74</td>
<td>61.77</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>7</td>
<td>3.57</td>
<td>-3.86</td>
<td>12.74</td>
<td>14.89</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>6</td>
<td>13.57</td>
<td>-4.86</td>
<td>184.14</td>
<td>23.61</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>4</td>
<td>0.57</td>
<td>-6.86</td>
<td>0.32</td>
<td>47.05</td>
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<tr>
<td>7</td>
<td>23</td>
<td>13</td>
<td>6.57</td>
<td>2.14</td>
<td>43.16</td>
<td>4.57</td>
</tr>
<tr>
<td>8</td>
<td>23</td>
<td>3</td>
<td>6.57</td>
<td>-7.86</td>
<td>43.16</td>
<td>61.77</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>4</td>
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<td>108.74</td>
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<td>-3.43</td>
<td>-0.86</td>
<td>11.76</td>
<td>0.73</td>
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<tr>
<td>11</td>
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<td>-7.86</td>
<td>184.14</td>
<td>61.77</td>
</tr>
<tr>
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<td>6.14</td>
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<td>-0.86</td>
<td>57.30</td>
<td>0.73</td>
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<td>4.57</td>
</tr>
<tr>
<td>15</td>
<td>33</td>
<td>3</td>
<td>16.57</td>
<td>-7.86</td>
<td>274.56</td>
<td>61.77</td>
</tr>
</tbody>
</table>
After determining the mean of both experimental class and controlled class, the writer determined the standard deviation of experimental class using this following formula:

\[
SD_1 = \sqrt{\frac{\sum x^2}{N_1}}
\]

\[
= \sqrt{\frac{3105.18}{30}}
\]
To determine the standard deviation of controlled class used this formula:

\[ SD_1 = \sqrt{\frac{\sum y^2}{N_2}} \]

\[ = \sqrt{\frac{1685.20}{30}} \]

\[ = \sqrt{56.17} \]

\[ = 7.49 \]

Next, after knowing the result of both standard deviation of experimental class (X) and controlled class (Y), the writer calculated the standard error mean of experimental class by using the formula:

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

\[ = \frac{10.17}{\sqrt{29}} \]

\[ = 1.88 \]

Meanwhile, the formulation below was used to determine the Standard Error Mean of controlled class (Y):

\[ SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

\[ = \frac{7.49}{\sqrt{29}} \]

\[ = 1.39 \]

Then, the writer calculated the difference of standard error between mean of experimental class (X) and mean of controlled class (Y) by using this following formula:
The next step is determining $t_{observed}$:

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

$$= \frac{16.43 - 10.86}{2.33}$$

$$= \frac{5.57}{2.33}$$

$$= 2.39$$

Finally, the writer calculated $t_{table}$ ($t_i$) in significance level of 5% with degree of freedom (df):

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

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

$$= 58$$

Based on the degree of freedom (df), the writer gained $t$-table by the degree of significance 5% is 1.67

3. Test of Hypotheses

To prove the hypotheses, the data gained from the experimental class and controlled class was calculated by using t-test formula with the assumption as follow:
\( t_o > t_t \) : The alternative hypothesis \((H_a)\) is accepted and the null hypothesis \((H_0)\) is rejected. It means that the use of Picture Word Inductive Model is effective on students’ ability in writing recount text to the eighth grade students of SMP Negeri 3 Tangerang Selatan.

\( t_o < t_t \) : The alternative hypothesis \((H_a)\) is rejected and the null hypothesis \((H_0)\) is accepted. It means that the use of Picture Word Inductive Model is not effective on students’ ability in writing recount text to the eighth grade students of SMP Negeri 3 Tangerang Selatan.

By comparing the value of \( t_o = 2.39 \) and \( t_t = 1.67 \) or \((2.39 > 1.67)\), the writer made the conclusion of the hypothesis that \( t_o \) is bigger than \( t_t \). So, the alternative hypothesis \((H_a)\) is accepted and the null hypothesis \((H_0)\) is rejected. It means there is significance difference between the result of using Picture Word Inductive Model (PWIM) and without using it.

### B. Data Interpretation

Based on data description, the students’ writing ability at the eighth grade students of SMP Negeri 3 Tangerang Selatan is improved, especially by using Picture Word Inductive Model. In the description of the data which was taken from 30 students of experimental class has the mean of pre-test 57.53 before using Picture Word Inductive Model. After giving 4 times treatments for experimental class using Picture Word Inductive Model, the writer got the mean of post-test 73.73. So, the writer got the mean of gained score 16.43. The smallest score in the pre-test was 30 and the highest score was 86. The data showed in post-test that the smallest score was 50 and the highest score was 96. In conclusion, the lowest and the highest scores in the post-test were higher than those in the pre-test.

Besides that, the description of the mean of the controlled class which was taken from 30 students was 59.10 in pre-test score without using Picture Word Inductive Model. After giving 4 times treatments for controlled class without using Picture Word Inductive Model, the writer got the mean of post-test 69.30. So, the
The writer got the mean of gained score 10.86. The smallest score in the pre-test was 36 and the highest score was 83. The data showed in post-test that the smallest score was 50 and the highest score was 96. In conclusion, the lowest and the highest scores in the post-test also higher than in the pre-test.

In analyzing the data, the writer analyzed the hypothesis of pre-test and post-tests both of class. This step is the main step to know whether Picture Word Inductive Model is significant toward the students’ ability in writing recount text or not. The writer analyzed by conducting T-test formula, the significant used 5% (0.05), and the criteria t is value of \( t_{\text{test}} \) \( > t_{\text{table}} \). From the result above showed that \( t_{\text{test}} > t_{\text{table}} \) or \( 2.39 > 1.67 \). Therefore, the alternative hypothesis (H\(_a\)) is accepted; there is a significant difference between students’ ability in writing recount text using Picture Inductive model and without using Picture Word Inductive Model. It can be seen that the average gained score of experimental class is higher than the average gained score of controlled class. Therefore, it means Picture Word Inductive Model is effective on students’ ability in writing recount text to the eighth grade students of SMP Negeri 3 Tangerang Selatan.

C. Data Discussion

From the evidence above, it showed that alternative hypothesis (H\(_a\)) is accepted and the null hypothesis (H\(_0\)) is rejected. Therefore, it can be concluded that Picture Word Inductive Model (PWIM) is effective to be used as media in writing recount text. It is in line with the relevant previous study, by Lina Sofia Andriani, Lisa Widyaningrum, and Evi Yuliana, as mentioned in chapter II, Picture Inductive Model is an effective tool in teaching and improving speaking, vocabulary, and writing skill.

Based on the result above, it showed that the use of Picture Word Inductive Model gave valuable contribution to the improvement of the students in writing recount text. Furthermore, the writer found advantages that can be taken from using
Picture Word Inductive Model (PWIM) and those are in line with the advantages that had been written in chapter II. First, by using Picture Word Inductive Model, the students can hear word pronounce many times until they hear the word pronounced correctly. With the teacher guidance, the students pronounced the labelled object in the picture. The students seemed very enthusiastic in this activity. It can be seen from their participation to pronounce the words collected. Second, Students saw the letters identified and labelled correctly on the board, this helped students know the entire object in the picture and help them in writing stage so that made less mistake when they wrote the words. Third, Students heard the words spelled correctly many times. Last, picture is an interesting object; it engaged students’ attention. From the writer experience, the students who were taught using PWIM were actively involved in every activities. It can be seen from their strong effort in labelling the picture. Most of the students were very enthusiastic to guess the correct words for every object in the picture. It also can be seen from their initiative when they worked in group. They were actively discuss about the picture with their picture. Sometimes they asked the writer about the object in English.

Nevertheless, during learning process, there were also few students who did not pay attention. It perhaps because they could not guess the picture. Their problem was because they did not know the object in English so that they did nothing. In the third meeting, it also can be seen that some students did not follow the activity. The writer concluded that although PWIM is an interesting strategy but it also can not engage the whole attention of their students especially when it is conducted repeatedly. So it needs teacher’s effort in order not to make students feel bored.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion of what has been discussed in the previous chapters and also the suggestions for students, teachers, and further researchers.

A. Conclusion

Writing in foreign language may be not as easy as writing in native language. It was noticed by the writer when she observed the eighth grade students of SMP Negeri 3 Tangerang Selatan. She found that the students spent much time to think what they would write. They also had difficulties in grammar, organization, diction, mechanic, and spelling. In writing process, they lacked of vocabulary. In the pre-test, the researcher found that their recount writing was not good enough. They made grammatical and organization mistakes, wrote incorrect spelling, and had limited vocabulary to express their ideas. Therefore, an interesting media is needed in teaching and learning recount text. Knowing that most students got difficulties in writing recount text, the writer proposed a strategy to teach writing, especially recount text. It was PictureWord Inductive Model (PWIM) strategy. PWIM is a strategy that uses picture which contains objects and actions to enrich students’ vocabulary.

After conducting an experimental research and referring to the result of the students’ pre-test and post-test in class VIII.8 (as the experimental class) and VIII.7 (as the controlled class) of SMPN 3 Tangerang Selatan, the writer found significance different between the result of both variable X and variable Y. It showed from the value of $t_0 = 2.39$ with the degree of freedom (df) is 58 and the degree of sinificance used is 5% (0.05) = 1.67. By comparing the result of $t_0 = 2.39$ and $t_t = 1.67$, the writer summed up that $t_0$ is higher than $t_t = 1.67$ or $(2.39>1.67)$. In other words, the alternative result showed that the experimental class students got the advantages of the treatment. So, the use of Picture Word Inductive Model (PWIM) is effective on students’ ability in writing recount text to the eighth grade students of SMP Negeri 3.
Tangerang Selatan.

B. Suggestion

After having concluded the result of the research, the writer proposes some suggestions concerning to this research as follows:

1. Teachers:
   a. Based on the result of the study, it is good for the teacher to improve strategy to be more interesting and enjoyable in teaching writing in order not to make the students feel bored and help them to learn the materials more. PWIM strategy is recommended to teach writing because it can improve students’ vocabulary mastery that affect in their writing.
   b. It is a good way, if the teacher supports the material with any media such as handout or power point to make students more interest and help them in comprehending the material. The thing that must be remembered is that the teachers should prepare the media and materials well. Teacher is expected to revise and modify their strategy and media disciplinary until they find the best way which appropriate with the class condition so that it can help students in improving their skill, particularly their writing skill. Additionally, giving reward to some student which has high score can also help the teacher in motivating the other students and also as the symbol of teacher’s appreciation.

2. Students:
   a. The students should improve their skill in learning English especially in writing. The writer hopes that PWIM is useful as strategy to guide them in improving their vocabulary, speaking, and hopefully it will help them in their writing stage. They also should study harder and practice more what they have learnt.
   b. The students are expected to be more active and should ask the the teacher for some difficulties they face in every activity so that they can share problems with others.
3. Further Researchers

a. They can use this final project as a reference when they have similar research. Since PWIM has been applied by writer, she also suggests the other researchers to apply this strategy in different kinds of competences or different grades. Although this research has been done, it still has weaknesses and the writer hopes there will be a further improvement for the next researcher.
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APPENDICES
### APPENDIX 1

#### T-Table

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APPENDIX 3
Pre-test Controlled Class

Name: M. Iqra
School: YUAN 3 Tangsel
Class/Semester: 6.1
Subject: English (Recount Text)

Instruction:
1. Write a recount text about your holiday. Choose one of the following topic: Holiday at amusement park, Spending holiday in my grandma’s house, Holiday at Beach, Holiday at Zoo.
2. Maximum 250 words.
3. You have 60 minutes to do the test.

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Holiday with Cousins in Grandma's House

I went on a vacation in my grandma’s house. There were so crowded because I have so many cousins. I went there only to play games with my cousins. Sometimes, we do sport activities like running. On Sunday morning, there a lot of people who do activities like running or other sports. It was a family holiday but I like holiday with my friends not my family. Because with my friend, I had so much fun and exciting.

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APPENDIX 3
Pre-test Controlled Class

Name: Alix Beaumont
School: St. Mary's College
Class/Semester: 3A / 1006
Subject: English (Recount Text)

Instruction:
1. Write a recount text about your holiday. Choose one of the following topics: Holiday at amusement park, Spending holiday in my grandma's house, Holiday at Beach, Holiday at Zoo.
2. Maximum 250 words.
3. You have 60 minutes to do the test.

Spending Holiday in Grandma's House:

Last holiday, me and my uncle went to Grandma's in the south of France. We went there by an airplane from London to Marseille.

The first thing we did when we arrived was to take a taxi to the hotel because the hotel is a little bit far from the airport. Once we arrived at the airport, we were starving, so we searched something to eat. Then, after breakfast, we went to the beach for a visit per day. And then we got out to explore some. We see many things there. The city itself is not big. So it just took us 1 week to know all the places.

We stayed at Grandma's house for 4 days and we got home with airplane too.

3.29/5: 80
APPENDIX 3
Pre-test of Experimental Class

Name: Radha A
School: SMP N 3 Tangsel
Class/Semester: VIII. 8
Subject: English (Recount Text)

Instruction:
1. Write a recount text about your holiday. Choose one of the following topics: Holiday at amusement park, Spending holiday in my grandma’s house, Holiday at Beach, Holiday at Zoo.
2. Maximum 250 words.
3. You have 60 minutes to do the test.

Saw Animals Zoo

Last weekend, my and my family went to a zoo to saw many animals there. I went to the zoo to saw many animals there. I went to the zoo in 09.00 a.m and arrived in 12.30 P.M. In there, I saw many animals and see many people there too.

We enjoying saw animals too in the zoo in the zoo has a lions, tigers, monkeys and many more animals. In 02.00 P.M I and my family lunch in the restaurant.

Finally I’m very happy holiday in the zoo with my family. I and my family went to home at 04.00 P.M and arrived to home at 6.00 P.M.

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Name: Amoecho F.A.
School: SMP N 1 Tagsel
Class/Semester: VII B
Subject: English (Recount Text)

Instruction:
1. Write a recount text about your holiday. Choose one of the following topics: Holiday at the amusement park, Spending holiday in my grandma’s house, Holiday at Beach, Holiday at Zoo.
2. Maximum 250 words.
3. You have 60 minutes to do the test.

My Holiday at Beach

Last weekend, my family and I went to a beach near our grandparents' house. The day was sunny and hot, of course. The view was so beautiful. There were so many people there at the beach most of them were parents and their children just like us. We were having fun.

We built a sandcastle. We had to rebuild it three times before it really stood up. The first attempt failed because we built it too close to the water. The wave came out and washed our castle. The second attempt also failed because the sand and water mixture lacked water. The castle would not stand up.

The third attempt, the successful one, was just right.
My most memorable day at school was being chosen to be captain of the school football team. I had been playing football for a few years and I was really excited to be given this opportunity. The team consisted of different boys from different classes and we had a good team. The day finally arrived and we had a training session to prepare ourselves for the match.

The day of the match arrived and we were nervous but we knew we could do it. We played against our rivals and the match was very tough. There were several goals scored by both teams and the match ended with a 1-1 draw. We were disappointed but we were proud of ourselves for playing our best.

After the match, we all went to the school canteen to celebrate. We ordered our favourite food and had a good time. This was a turning point in my life as it boosted my confidence and made me believe in myself. I have never looked back since then.
APPENDIX 3
Post-test Controlled Class

Name: [Redacted]
School: [Redacted]
Class/Semester: [Redacted]
Subject: English (Recount Text)

Instruction:
1. Write a recount text based on the given topic: "Unfortunate Event", "Lucky Day", "Most Memorable Event at School", or "Sad Moment"
2. Maximum 250 words.
3. You have 60 minutes to do the test.

---

This day was a really terrible day.

First, I woke up in the morning without knowing what time that was, so I checked on my phone and then I panicked because it was 5:55 AM. It was just seven minutes until 7:00 AM. So I just put on my uniform and then I brushed my teeth and put on my shoes, and just go to school without taking a bath first. When I reach the school, I knew I was gonna late so I just going for the consequences waiting to clean up the front of girl class, which was 10 AM. Then when I had allowed by the teacher to go to class, but when I reach the class, the teacher inside the class wasn’t allowing me to go inside. So, I just waited till I could go to class.

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5/30/18
APPENDIX 3
Post-test of Experimental Class

Name: Radiafa aulia a
School: SMK 3 Tangsel
Class/Semester: B8
Subject: English (Recount Text)

Instruction:
1. Write a recount text based on the given topic: “Unfortunate Event”, “Lucky Day”, “Most Memorable Event at School”, or “Sad Moment”.
2. Maximum 250 words.
3. You have 60 minutes to do the test.

Lucky Day

Last holiday, one year ago, I had an amazing vacation. I went to the Dania Fantasi Amel with my big family. I felt so lucky that day, because it was the first time vacation that I went to DuSan with my family.

I saw many games there like roller coaster, branglala hysteric, carousel, and many more. I took a picture with a clown. I tried some games like branglala carousel and went the dot tunnel. And then my sister and I tried cable car. I saw a beautiful scenery and overall vehicle can looked in here on the sea. Car of course my sister and I took a picture too.

And then we played around on the beach. For saw a sunset. After that I look sunset there. It was the first moment that I can saw a sunset with my big family in the Amel beach, a sunset very beautiful.

Finally, we came home on midnight and enjoyed at home in the morning. I felt very tired but it’s fun. This experience unforgettable happened.

My very satisfied had vacation to the Dania Fantasi Amel. And on that day, I felt the lucky day because I had vacation to the DuSan with my big family.
APPENDIX 3
Pre-test of Experimental Classs

Name: Amanda E.F.
School: Singap S. Tangsel
Class/Semester: VIII-B
Subject: English (Recount Text)

Instruction:
1. Write a recount text based on the given topic: ‘Unfortunate Event’, ‘Lucky Day’, ‘Most Memorable Event at School’, or ‘Sad Moment’
2. Maximum 250 words.
3. You have 60 minutes to do the test.

My Lucky Day

Yesterday was my lucky day. There were so many things that happened to me.

When I woke up, there was a notification on my phone. It said I won a quiz from Indosat worth Rp 50,000 of phone credit at all at that time! In the afternoon, I visited my cousin’s house. She told me that her boyfriend just gave her shoes. Unfortunately, the shoes were too small. So, she decided to give them to me. I really liked the shoes.

I just thought how lucky I was. Many lovely things happened to me this day. Today was really my lucky day.
SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/368/2016
Lamp. : .................
Hal : Bimbingan Skripsi

Jakarta, 1 Maret 2016

Kepada Yth.
Dr. Ratna Sari Dewi, M.Pd
Zaharii Anasy, M.Hum
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama : Siti Aphi Ayustiana
NIM : 11110140000070
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi : "The Effectiveness of Picture Word Inductive Model on Students’ Ability in Writing Recount Text (A Quasi Experimental Study at the 8th Grade Students of SMP Negeri 3 Tangerang Selatan in Academic Year of 2015/2016)"


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Dr. Ali, M.Pd
NPWP 18690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor: Un.01/F.1/KM.01.3/368/2016
Lamp.:
Hal: Bimbingan Skripsi

Jakarta, 1 Maret 2016

Kepada Yth.
Dr. Ratna Sari Dewi, M.Pd
Zaharil Anasy, M.Hum
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing IJ (materi/teknis) penulisan skripsi mahasiswa:

Nama: Siti Apiah Yustiani
NIM: 1111014000070
Jurusan: Pendidikan Bahasa Inggris
Semester: X (Sepuluh)
Judul Skripsi: "The Effectiveness of Picture Word Inductive Model on Students’ Ability in Writing Recount Text (A Quasi Experimental Study at the 8th Grade Students of SMP Negeri 3 Tangerang Selatan in Academic Year of 2015/2016)"


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Dr. Ali, M.Pd
NIP. 19690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT PERMOHONAN IZIN PENELITIAN

Nomor: Un.01/F.1/KM.01.3/421/2016
Lamp.:
Hal: Permohonan Izin Penelitian

Jakarta, 10 Maret 2016

Yang terhormat
Kepala Sekolah SMPN 3 Tangerang Selatan
Di
Sekolah
Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,
Nama: Siti Apiah Yustiani
NIM: 1111014000070
Jurusan: Pendidikan Bahasa Inggris
Semester: X (Sepuluh)
Judul Skripsi: "The Effectiveness of Picture Word Inductive Model (PWIM) on Students’ Ability in Writing Recount Text. (A Quasi-experimental Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016)"

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih
Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur/Prodi Pendidikan Bahasa Inggris

Dr. Alek, M.Pd.
NIP. 19690912 200901 1008

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
PEMERINTAH KOTA TANGERANG SELATAN
DINAS PENDIDIKAN
SMP NEGERI 3 KOTA TANGERANG SELATAN
SEKOLAH STANDAR NASIONAL (SSN)
Alamat: Jalan Ir. H. Juanda No.1 Ciputat Tangsel 15412 Telp/Fax. (021) 7401312

SURAT KETERANGAN
Nomor: 422/056 - SMPN.3

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Kota Tangerang Selatan, menerangkan bahwa:

Nama: SITI APIAH YUSTIANI
NIM: 1111014000070
Program Studi: Pendidikan Bahasa Inggris
Semester: X (Sepuluh)

Benar nama tersebut di atas telah melaksanakan Penelitian/riset pada sekolah yang kami pimpin, pada tanggal 21 Maret - 05 April 2016, guna penyelesaian Tesis yang berjudul “The Effectiveness of Picture word Inductive Model (PWIM) on students’ Ability in Writing Recount Text (A Quasi-experimental Study at the Eighth Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016)”.

Demikian surat keterangan ini di buat untuk digunakan pada keperluannya.

Ciputat, 5 April 2016
Kepala Sekolah,

Maryono, S.E., M.Pd.
Hp. 19600112 198112 1 003