FOSTERING STUDENTS’ WRITING DESCRIPTIVE TEXT THROUGH PICTURE WORD INDUCTIVE MODEL

(A Classroom Action Research at eighth grade of MTs Muhammadiyah 1 Ciputat in Academic Year 2019/2020)

A “Skripsi”
Presented to the faculty of Educational Sciences in a Partial Fulfilment of Requirements for the Degree of S.Pd (S-1) in English Language Education

By:
Fuzi Inti Daroeni
11150140000095

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

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Approved by
Advisor I
Advisor II

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2020
ENDORSEMENT SHEET

The examination committee of faculty of Education Sciences Certifies that the skripsi (Scientific paper) entitle “Fostering Students’ Writing Descriptive Text through Picture Word Inductive Model” (A Classroom Action Research at Eighth Grade of MTs Muhammadiyah 1 Ciputat in Academic year 2019/2020), written by Fuzi inti Daroeni, Students’ Registration Number 11150140000095, was examined by the committee on July 13th, 2020. and was declare to have fulfilled one of the requirement for degree of S.Pd. in English Education at the Department of English education.

Jakarta, 13 July, 2020

EXAMINATION COMMITTEE

Chairman: Didin Nurdin Hidayat, MA. TESOL., Ph.D.
NIP. 19800730 200912 1 001

Secretary: Zaharil Anasy, M.Hum.
NIP. 19761007 200710 1 002

Examiner I: Siti Nurul Azkiyah, Ph.D
NIP. 19760511 200501 2 003

Examiner II: Desi Nahartiini, M.Ed.
NIP.

Acknowledged By:

The Dean of Faculty of Educational Sciences
STATEMENT OF AUTHENTICITY

Saya yang bertanda tangan di bawah ini,

Nama : Fuzi Inti Daroeni
NIM : 11150140000095
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : Fostering Students' Writing Descriptive Text through Picture Word Inductive Model

Dosen Pembimbing (1) : Drs. Syauki, M.Pd.
Dosen Pembimbing (2) : Yenny Rahmawati, M.Ed.

dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqsah.

Jakarta, 18 Juni 2020
Mahasiswa Ybs.

[Signature]

Fuzi Inti Daroeni
NIM. 11150140000095
ABSTRACT

Fuzi Inti Daroeni (11150140000095). **Fostering Students’ writing Descriptive Text through Picture Word Inductive Model (A Classroom Action Research at eighth grade of MTs Muhammadiyah 1 Ciputat in Academic Year 2019/2020.)**

A “Skripsi” of English Education Departement at Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University, Jakarta, 2020.

Advisor I : Drs. Syauki, M.Pd.
Advisor II : Yenny Rahmawati, M.Ed.

The research be aimed to find out whether the students’ writing descriptive text can fostered by applying the Picture Word Inductive Model. The subject of this research was the VIII-3 class of MTs Muhammadiyah 1 Ciputat which consists of 25 students. The Classroom Action Research was designed by Kemmis and McTaggart. In this research there were two cycles. In every cycle, there were three meetings that should be delivered by the researcher in the classroom. According Kemmis and McTaggart’s design the steps of action research were planning, acting, observing, and reflecting. The data were obtained from qualitative and quantitative methods. The researcher used interview, and observation checklist to collect the qualitative data. The interview was addressed to the English teacher and the students, and the observation was done by the English teacher as an observer in observing the situation in the class, the students’ activity, and also the researchers’ performance. Meanwhile, the researcher used test as the instrument to collect the quantitative data. The test was done by the student in three times; pre-test, post-test 1, and post-test 2. The result of interview showed that the students and the teacher were interested in using Picture Word Inductive Model on writing descriptive text. Besides, the result of the observation showed that the class situation during teaching learning process was very well. The students were more interested and motivated in learning writing descriptive text. The result showed that there was an improvement in writing descriptive text. Most of students increased their score gradually at the end of the cycle. The indication can be seen on how they learned to build good collaboration when discussing the tasks in descriptive writing. The score of Minimum Mystery Criterion (KKM) of English lesson was 73 (seventy-three). The result of mean score of students in preliminary study was 64.2, the mean score in post-test 1 was 71, and the mean score in post-test 2 was 75.6. So, it can be concluded that Picture Word Inductive Model can foster students writing descriptive text.

Keyword : Writing, Descriptive Text, Picture Word Inductive Model.
ABSTRAK


Dosen Pembimbing I : Drs. Syauki, M.Pd.
Dosen Pembimbing II : Yenny Rahmawati, M.Ed.


Kata Kunci : Menulis, Teks Deskripsi, Teknik Picture Word Inductive Model
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All praises be to Allah, the Lord of the world, the creator of everything in this universe, who has given us his gracious mercy and great blessing so that, the writer can complete her _skripsi_. Peace and blessing always be upon His messenger, the Prophet Muhammad, his family, and followers who have spared Islam in this world.

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Jakarta, July 13th, 2020

Fuzi Inti Daroeni
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CHAPTER I

INTRODUCTION

This chapter describes the reason for conducting the research. It deals with several points: an introduction that concerns with a background of the study, identification of the problems, limitation of the problem, formulation of the problem, objective of the study, and significant of the study.

A. Background of the Study

Important language skills that need to be mastered is writing. Because writing is a skill, so it can be learned by everyone and actually people need times to produce writing. Writing needs a process. There are some steps that the writer should do to produce a good text, so will not work when the writer tries to omit or transpose one or more steps in writing. In writing some texts, the students need some preparations. How long the preparation is largely depend on your reader and your purpose (Brown & Hood, 1989). To write well and appropriate, students must have good competency in writing skill. Indeed, students must know the steps in writing and aspects of writing when they want to write an essay or a story. The writer should be able to arrange the ideas into writing form, to construct sentences into paragraph, and also to use punctuation. Moreover, they have to arrange their writing into cohesive and coherent paragraphs.

Nowadays, Industrial Revolution 4.0 is begun. It means, the generation should prepare themselves to deal with this era. Therefore, the students need to improve literacy skill including writing and reading. In this era the information flows with the advanced technology so, students must improve their writing ability in order to adjust to the industrial revolution era by taking advantages of the advanced technology (Hussin, 2018).

In addition, students are able to find out various information from various sources. Because today, the internet is supported to spread information, farther they can improve their writing skill through
information that they have obtained from their social media such as Instagram, whatsapp, twitter, and many more. In general, nowadays the students are familiar with social media. The students are accustomed to write everything on their social media such as writing their argumentation on their status or chatting with their friends. By having good capability in writing skill, students are able to spread information and sharpen their skill and also extend their knowledge.

Richard and Renandya stated that, the most complicated skill for second language learners is writing. The complicatedly is not only about generating and organizing ideas into writing form, but also in translating these ideas into readable paragraph for others (Richard & Renandya, 2002). In the other word, Mohammad fareed stated in his Journal that the students’ specific problems in writing are; they lack knowledge of appropriate vocabulary, they still have difficulty in grammars rule, and they lack of idea to write (Fareed, Ashraf, & Bilal, 2016). That means, as second language learners we have to make many efforts to master writing. We should keep trying to express our ideas and thoughts in writing in order to train our ability in writing skill, because to become a good writer, we have to prepare ideas, outline, and knowledge to make good writing. Further, writers must do a lot of practices to sharpen their skills in writing.

Actually, Indonesian students have problems in writing, in which inhibit them to write in English written form. According to Rostanti, Noor & Sanu in their article, they said that the problem of Indonesian students in writing based of the aspects of writing are; about mechanics, content, organization, grammar and also vocabulary knowledge. Besides, there are personal reasons, it including lack of practice in writing, anxiety in writing, limited time given in writing, and also negative perception in writing (Toba, Noor, & Sanu, 2019). Therefore, we have to fix with our personal reason in writing activity because, it will bring up the problem in aspect of writing.

In Indonesia writing skill has been taught even in junior high school. There are various texts that the student in junior high school should learn
one of them is descriptive text. Therefore, writing descriptive text must be taught and mastered for both the student and teacher.

According to Carol Hegarty, description is one of the texts which can be used to present a detail of something to a reader as clearly as possible (Hegarty, 2000). Students are required to be able to write descriptive texts well. In concert with Donald Pharr and Santi V. Buscemi, descriptive can also stimulate the reader’s imagination in their five senses (Pharr & Buscemi, 2005). They are brought into the writer’s feeling and can imagine what the author conveys. And actually that is the thing that the writer must do.

When the researcher taught at MTs Muhamadiyah 1 Tangerang Selatan grade VIII, she observe the students and the result showed that they had difficulties in following the program. First, they found difficulties in developing the ideas. The purpose is when the material is explained by the teacher, they claimed to understand. But, when the students are asked by the teacher to produce a text, they were confused and took many times to find out and developed the ideas. Second, they were lack of vocabulary and knowledge about grammatical rules. Third, it was difficult for them to arrange and organize the words into sentences or paragraphs. The main provisions of writing and arranging the word is vocabulary. So, they have to keep and collect many vocabularies before they write a text. Moreover, the students felt bored because the teacher use an old strategy in teaching writing in the class. For example; the teacher just explained the material in front of the class and the student listened to the teacher, the teacher did the teaching process without involving the student with active activities in the class. It made the process of learning become monotonous, and the students did not get what the teacher explained in the class. Consequently, the teacher did not reach the teaching goals.

To cope with the problems, the researcher used Picture Word Inductive Models (PWIM) which was designed by Calhoun. Calhoun stated that PWIM is an inquiry oriented language art strategy to teach reading and
writing in which teacher set up the picture in order to label what students see in the picture, allows students to read their own words in label, classify words, identify and develop titles, then build a sentence into paragraph based on the picture provided by the teacher. (Calhoun, 1999). It is a process of teacher facilitation, in which teachers should guide the students to translate picture into words, increase the number of words in their sight-reading and writing vocabularies, formulate structural principles, and then apply observation and logical thinking analysis to their reading and writing (Calhoun, 1999).

The PWIM is an effective and communicative strategy for teachers to use in teaching writing skill to gain the goal for all students. Moreover by using Picture Word Inductive model, the classroom situation become more dynamic, obtaining students’ attention, and increasing their interest in writing activity (Ngadiso, Marmanto, & Meliasari, 2018). This model of teaching guides students to identify and find each object in a particular picture that given by the teacher and it will facilitate the students in describe the object. So, this way helps the student to arrange the word by word to make a descriptive text. Principally, PWIM is a strategy which uses a pictures as the learning medium in teaching and learning activity. PWIM is composed by the pictures in which familiar with the students. It is the strategy in order to the students feel easy to identify the picture. The pictures that used in the material are having some keywords to make students find out what they will write about. According to an article written by Dewi and Siti Khomariah, it is shown, that Picture Word Inductive Model (PWIM) influences the students’ writing ability. And they say that the use of Picture Word Inductive Model (PWIM) in teaching learning processes made the students more active in the class (Dewi & Khomariah, 2018).

Research on PMIW has been done by several researchers. Until recently, according to researcher’s opinion there is no research on the use of PWIM to develop writing descriptive text for eight grade students. So, the
researchers take a part to make a research about this PWIM model with the title “Fostering Student’s Writing Descriptive Text through Picture Word Inductive Model”.

B. Identifications of the Problem

Based on the explanation above, the identification of the study are as follows:
1. The students have difficulties in developing the ideas when they want to write descriptive text.
2. The students have difficulties in writing descriptive text.
3. Lack of media to teach writing skills. Therefore the students felt bored because teachers only used conventional method such as asking students to search text in English or listen to the teacher for a long study.

C. Limitation of the Problem

The problems are based on the implementation of Picture Word Inductive Model in teaching writing descriptive text in the eighth grade students of Mts Muhamadiyah 1 Ciputat, and the students’ improvement of writing descriptive text through Picture word inductive models.

D. Formulation of the Problem

The formulation of the Problem is: How does Picture Word Inductive Model (PWIM) foster the student’s ability in writing descriptive text at the eighth grade students of MTs Muhamadiyah 1 Ciputat?

E. The Objective of the Study

The objective of the study is to find out whether the picture word inductive model can foster students’ ability in writing descriptive text.

F. Significant of the Study

As this study focus on the applying of Picture Word Inductive Model toward students’ ability at the eighth grade students of Mts Muhamadiyah 1 Ciputat in writing Descriptive text, the findings of the research are expected to be useful and relevant practically and theoretically for:
1. The teachers; who teach writing particularly those who want to improve the students’ ability in writing descriptive text through Picture Word Inductive Model (PWIM),
2. The students; to improve their ability and knowledge in writing descriptive text by using Picture Word Inductive Model,
3. Further researchers who want to use this final project as a reference when they have similar research.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter will discuss the theories of writing. In order to have a deep and clear description of the discussion. To make it more useful, it is very crucial to explain and discuss theoretically about writing, descriptive text, and Picture Word Inductive Model.

A. Writing

1. Definition of Writing

One of communication tools with others using written form namely writing. Writing has different purposes depending on the writer’s purpose. According to Marius, writing both takes time and hard work (Marius, 1985). It means that writing is not an easy skill to master by everyone. But, to master writing skill, it must be tried as often as possible with hard work. In writing, there are some steps that everyone should do when they do writing. Such as writing the ideas, making a coherent and cohesion of the sentences with the ideas, drafting, editing, and finishing. In addition, Hayland states that writing is an action of expressing ideas or meanings and constructing peoples’ opinion about anything using written form (Hayland, 2003).

The competency in writing is very important in studying English. Besides, writing skills are used as communication tools, mastering writing can build a student’s motivation to elaborate the ideas and the information that they have for the other people to understand very well.

People are able to remember or memorize information, knowledge and experience. But, as we know human memory is short lived, and the capacity of human brain is limited. Therefore, writing becomes very useful to allow communication across space and through time. (Fromkin & Rodman, An Introduction to Language: Sixth Edition, 1998)

There are many definitions contended by experts about writing. One of them stated by Richard, Richard says the most difficult skill for a second language learner is writing. Because, to master writing we need to put together
strings of grammatically correct sentences in our text. (Richard & Renandya, 2002) It means that language learners should make more effort to master writing with the correct grammatical rules on the sentences. Anita says that writing is an offshoot of reading; it means we need to read anything to get the ideas in your own writing (Fowler, 2006). So, writing cannot be expected to do in all at once.

In addition, according to Hedge writing lets in a number of things; they are a high level of arrangement in developing the ideas and information; a high level of sensibility in writing so that there is no ambiguity of meaning; the use of complex grammatical rules; a proper vocabulary selection, pattern of grammatical rules, and type of sentences that we need to create a style which is appropriate to the subject matter and the readers. (Hedge, Writing: Resource Books for Teachers, 2005) It means writing is a complex skill and complex activity for students because writing involves students’ exhaustive capabilities such as understanding grammatical rules, vocabulary knowledge, and punctuation. To be a good writer, the student needs to elaborate that comprehensive ability when they write anything.

Moreover, writing is a basic skill for the learner of language because they have to be able to arrange the idea in a writing form and it should be understood by the reader. And, to produce a good text or story we need to pass several stages of writing because writing is a productive skill. Such as, generating the idea, making an outline, drafting, reviewing, and the last finishing. Those are the complex processes of writing that writer should do. Besides, writing helps students to build creativity in developing their idea into a writing form. As supported by David Nunan writing is a mental process of organizing perspective and thinking about how to present them accuratively in written text. (Nunan, 2003) So, we can say that writing is an unusual activity that everyone can do and master. The students should master how to generating the idea, arranging their story or feeling, and think about how to explain it in writing form effectively.
Furthermore, writing is not a “natural gift” but writing is an ability or skill. It is a skill like hair cutting, cooking, or editing video. It can be learned and explored by the time. (Langan, English Skill with Readings; Seventh Edition, 2007) That means every person has the same opportunity to master writing. According to David Nunan, “Writing is a teachable and learnable skill for both native learner and non-native.” (Nunan, 2003) While writing is a skill, so the more someone practices writing, she or he will better in their writing. So, teachers should give the students more opportunity to practice their writing every time.

Writing is assumed to be difficult, and complex. Besides, we know that writing is not a natural gift, so, to master writing we need to keep trying and pass the several processes in writing. Writing is an activity of express perspective or meanings and constructing opinions about a topic using written form. In addition we use writing as a communication tools between others. So, for the learner, writing is very important skill to be mastered.

2. Purpose of Writing

Everyone does writing in what they want for their own purposes. Actually, each group of people have different definitions of writing it self. It depend on their different needs and purposes for writing. In fact, the purpose of writing is expressing and exploring ideas, delivering messages to the reader (Ur, 1996). Establishing the purpose in writing is very important. It can help the reader to be clear and effective when they read the text. In the other fact, it will help to classify the reader and audiences according to their interest.

Generally, the writer has two main purposes in writing. The first, the writer has a pretension to express their idea in their minds. The second, the writer using writing to become a communication tools in order to the reader known their ideas. As we know, people write for many reasons. Primary reasons for writing are to entertain, explain ideas and information, and persuade others. Betty divided the purpose of writing into two, they are; general purpose and specific purpose (Dietsch, 1998).
a. General purpose of writing

The most general purposes of why people write are to inform, to persuade, to express or to entertain the other people. To inform means that people write the information that they have heard and actually that information is acceptable and available. To persuade means the aim of the writing is to confirm or make sure and invite the audience to take a part and to do a certain position, to do a certain action, or to do both. Besides, writing is also used to tell or entertain other people in order to express the writer’s feeling and mind. Sometimes, the writer combines these purposes to produce a good text.

b. Specific purpose of writing

Except for the general purpose of writing, there is a special purpose of writing which is more specific than general purpose. The special purpose of writing is to inform the audiences of guiding editorial philosophy of something. In expository writing the purpose is usually stated directly for clarity, either in topic sentence or in the thesis.

In brief, the writer should provide clear information for the reader so that it will be more useful for the reader to know the information. Beside, Donal Pharr and Santi V. Buscemi state that traditionally, there are four purposes of writing those are; to express, to inform, to entertain and to persuade (Pharr & Buscemi, 2005).

a. To express - perhaps writing is used to express and telling about our experiences of reflection upon it. We use writing to share our experiences to others.

b. To inform - perhaps writing also helps others to get the information from the writer through writing easily. Nowadays, we can get information from various writers through writing in online media or offline media such as a book or paper.

c. To entertain - sometimes, the writer uses writing as the media to entertain others with something funny that can be described in writing form.
d. To persuade - writing can be used to persuade others to do something. It can be an effective media to persuade people. 

Those purposes are very general. So, the writer can use these purposes to shape their concept in the writing process. However, these four purposes are just a starting point and the writer enables one to choose their specific purpose in writing.

Commonly, the students are writing a paper for academics. The most general purposes in academic writing are to persuade, analyze, and inform (Whitaker, 2009).

a. Persuasive purpose – in persuasive academic writing, the aim is to persuade the reader to adopt the writers’ argument. Persuasive writing includes argumentative and positional paper.

b. Analytical purpose – in analytical purpose, the writer is making a critical paper to explain and evaluate the possible answer. In this analytical paper, the student often investigates causes, examines effect, evaluates effectiveness and analyzes others’ people argument.

c. Informative purpose – the purpose of this informative academic writing is giving the reader new information about the writers’ ideas and topic.

In conclusion, for different writers writing has many kind of purposes. Through writing, people can express their perspective and knowledge about something, or their idea about particular things. Realizing about the purposes of writing is very important for a student before starting to write, so he or she can show their purpose of writing clearly to the reader, so that students get the purpose of what they will write.

3. Process of Writing

Writing has some processes to produce a good text. There is no instant mode in writing, so it will find some processes in writing that should be done by the writer. A process is a sequence of actions by which something is done. Writing process refers to everything that done from the writer starts to frame
and think about the theme or idea in their writing until the final script of their story or text completed.

Writing is not only just collecting the word becomes a sentence and arranging the sentences becomes a paragraph. But writing is processing to develop the word ideas into sentences, and coherent paragraphs. It involve some of activities; organizing the ideas, generating, choosing the appropriate language, making a draft, reading, reviewing, and editing (Hedge, Teaching and Learning in the Language classroom, 2000). Besides, the writing process also builds the creative ability of the writer to show their creativity. According to Calkins, there are four steps of writing: prewriting, writing, editing and revising (Haynes & Zacarian, 2010).

Based on Dietrich and Kaiser, there are four main stages of the writing process. They are prewriting, drafting, revising, and editing (Dietrich & M. Kaiser, 1986). It will be explained as follows:

a. Prewriting - Prewriting is first stage, it involve all the activities to prepare a first draft in writing. There are three main activities; defining the writing task, gathering material, and planning the first draft. Defining the writing task means specify the aim of the writing and the reader of our text. Gathering material means finding all informations from many sources that relates to the writing. Planning the first draft means starting to write the first draft of the writing. According to Alice and Ann Hogue there are several techniques to get the ideas in the prewriting stage; one of them is using a listing technique. (Oshima & Hogue, Introduction to Academic Writing; Third Edition, 2007).

b. Drafting - Drafting means arranging the first attempt at those perspectives and ideas once the writers organize the ideas during pre-writing to serve as a departure point.

c. Revising - Revising means the writer work over and review the raw material to get it in specific. Revising require a critical (but not negative) frame of mind and willingness to look rapidly at your writing.
d. Editing - This is the part in which the writer finds and eliminates mistakes in her or his writing so that the writings do not annoy the reader. This process is when the writer searches for errors in writing, such as mistakes in grammar, punctuation, usage, and spelling (Langan, English Skill with Readings; Seventh Edition, 2007). In this part the writer must be careful.

In addition, John Langan stated that the steps of effective writing are; getting started through prewriting, preparing a scratch outline, writing the first draft, revising, and editing and proofreading (Langan, Sentence Skills, Form A; Seventh Edition, 2003).

a. Getting started through prewriting - the students are required to brainstorm to generate the ideas, this activity is just relaxing on your chair and writing anything that comes into your mind about the theme given by the teacher.

b. Preparing a scratch outline - a scratch outline is a brief paragraph. It shows the main support of that point in your paragraph. In this stage, you can do more listing and reading to build the supporting detail of your writing.

c. Writing the first draft - in the first draft, the writer writes all the ideas and supporting details of the ideas and don’t worry yet about grammatical error, punctuation or spelling.

d. Revising – revising means reworking a paper, checking and building what has been done, to make it stronger and better. It can be some suggestions and critical in order to make the detail unambiguous.

e. Editing and proofreading – the last stage is editing; it means verifying a paper from grammatical error, punctuation, usage of part of speech, and spelling. The students must find their error and edit their text carefully. And the last stage in writing process is. It means rechecking the paper carefully from grammatical error, punctuation, and spelling.

To produce a good writing, a writer must follow and do those particular stages. In brief, firstly, writers should find the ideas, organize it and make it unite in the writing form. The writer can use several way; such as
brainstorming, clustering, and free-writing. After getting some notes in the first stage, writers may select the main points that relate to the topic of their writing. Then, writers can start to write the first draft, and also can revise and edit the draft until it becomes a good sentence and paragraph of a text.

B. Descriptive Text

1. The Definition of Descriptive Text

There are some definitions of descriptive text. The first, description is the way to tell others how something looks, feels, smells, tastes and/or sounds (Oshima & Hogue, Introduction to Academic Writing; Third Edition, 2007). It means, by writing this kind of text, the writer invites the reader to know and desire what the writer knows and desire about something that has been described by the writer. So that, we can say that writing is one of communication tools for humans.

The description of something should be clear and effective. Such as the shape, smell, or taste of its something. It will help the reader easy to know and desire what the writer means in their writing. This way can become the effective strategy to write a text. Describing is a process of explaining details to help others to see what we see, like presenting a picture in a writing form. The writer can present the details of his writing through description.

Description is a fotografating of obvious detail that you see, smell, see, and hear or touch. A good description is a word picture; it means that the audience can imagine and flow to the story in the text and also can imagine the place, person, object and specific detail that explained in the text (Oshima & Hogue, Introduction to Academic Writing; Third Edition, 2007). Besides, descriptive text is aimed to present detail to the readers as clearly as possible. Its purpose is to tell about the detail of the subject by describing its features entirety without adding personal argumentations (Hegarty, 2000).

While, descriptive text is learned by the students in writing activity in order to build their writing English skill. By writing this kind of text, the writer can tell his idea by descripting the detail in writing form. Beside, this
kind of text invites the reader to know the writers’ idea and mind through description in the text. So, the audience can imagine the detail of the object, place, or person in his mind.

2. The purpose of Descriptive Text

Every writer has their own purposes. Actually, the type of writing has its own purpose well. Nancy stated that the aim of descriptive writing is to show what the author sees, thinks, and feels and this type of writing is often used to entertain the reader (Atlee, 1998). In other words, Randall and Katharine say descriptive essay is allow an audience to experience everything with the same sensory vividness as the author serves in his text or story. Which means that another purpose of descriptive text is make the audience experience and feel what the author’s write. (Hansen & Hansen, 2008) Besides, descriptive writing also helps the reader to feel they have experienced the subject themselves (Kemper, Meyer, Rys, & Sebranek, 2013).

The most purpose of descriptive text is making the reader understand with their description about anything that the writer describes in the text. From various definitions mentioned above, it can be concluded that the purposes of descriptive text are to recreate the writer’s ideas, opinions, perspective, and visual images, to enable an audience to experience everything being described, and to guide the emotional response of readers by describing detail and imagine within the text that the readers read.

3. The Grammatical Features of Descriptive Text

There are some grammatical features of descriptive text, they are:

a. Use of particular nouns

b. Use of detailed noun groups to provide information about the subject

c. Use of a variety of types of adjectives

d. Use of relating verbs to provide information about the subject (Priyana, Irjayanti, & Renitasari, 2008).

Shafira Khaerina states in her article that a descriptive text attaches the linguistic features which are; focus on specific character, use present tense, use linking verb, use action verb, use mental verb, use nominal group
frequently, use (adjective and adverb) and use adverbial phrases (Anggun, 2016). Explained below:

a. Focus on specific participants as the main character;

b. Use present tense as dominant tenses;

c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena);

d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;

f. Use mental verb or mental process when describing feelings;

f. Use nominal group frequently to describe;

g. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed description about the topic;

h. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clauses which functions as circumstances.

So, those are the grammatical Features that used in descriptive text. It means, we can practice to use those linguistic feature in writing descriptive paragraph.

4. Generic structures of Descriptive Text

Generic Structure is the specific characteristic of language in the text. There are probably two generic structures in descriptive text. They are identification and description (Sartika & Nurdin, 2019). Which are explained below:

a. Identification

Identification is a part of descriptive text that explains and describes the character of the object to be described such as person, place and so on. Commonly it contains the name of the object, kind of the object, etc. The identification aims to introducing and identifying specific
participants (a person, thing, place, animal or event) to be described in
the Descriptive text.

b. Description

It is part of a paragraph which describes parts, qualities, characteristics, etc. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities of the object.

Table 2.1

Example of Descriptive Text Adapted from article

by Imelda et.al (Wardani, HasanBisri, & Waris, 2014)

<table>
<thead>
<tr>
<th>My Toy</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identification)</td>
</tr>
<tr>
<td>I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.</td>
</tr>
<tr>
<td>(Description)</td>
</tr>
<tr>
<td>The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don’t need to feed it. I wash it at the laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.</td>
</tr>
</tbody>
</table>

Summarily, in writing descriptive text there are two generic structure. The first is identification which is part to describes the character of the object such as person, place, or thing. The second is Description which is describes parts, qualities, and etc.
C. Picture Word Inductive Model

1. The Definition of Picture Word Inductive Model

Teaching language skill needs a creative method that involves students in all activities. One of the proper methods to teach reading and writing skill is using Picture Word Inductive Model. According to Calhoun, Picture Word Inductive Model is a language arts strategy that uses pictures which contain an object or activity that is familiar with the student to obtain words from students by seeing pictures and to take advantage on children’s capability to think inductively (Calhoun, 1999). According to Jiang and Perkins, PWIM is a strategy to generalize the basis of structural and phonetic analysis and a strategy that proposes to take advantage on children’s capability to think inductively (Jiang & Perkins, 2013).

Picture Word Inductive Model is commonly designed to teach reading and writing. It is also designed to help students develop their ability in writing and foster their confidence to trying in writing based on their knowledge. So this strategy is very appropriate for use by teachers in teaching writing skills.

From those definitions, it can be concluded that PWIM is a strategy of teaching writing which use an appropriate picture to stimulate students to think inductively. The students study and grasp the picture given and then “shake out the words” from the picture. After that, the teacher draws a line outside the picture to label the picture in to words, reiterates the word, and writes and spells the word aloud. The students repeat the word loudly, and interpret it. Then, the students produce sentences by using the words before, then arranging and organizing the sentences into paragraphs.

2. Teaching Writing Using Picture Word Inductive Model

There are some steps that must be done by the teacher to apply PWIM in teaching writing skill. Those steps can be modified by the teacher based on the students’ needs and the context. Those steps are:

a. First, select the picture. In this method the teacher needs an appropriate picture as the essential tool in teaching activity. The picture must be appropriate for the age of the student and relate to their knowledge and suit
to their level. It also should match students’ needs as stated in the syllabus. Calhoun shares tips for selecting the pictures as follows:

1) Choose the richer content of the picture, it will increase the student’s opportunity to develop and expand the words. So the teacher must select the picture that the students relate to.

2) A bigger picture is better, because it can be presented on the board in front of the class.

3) Prepare enough space to write down the name of the object around the pictures that are presented in front of the class.

4) Place the picture at eye level for students to aid their exploration and gathering of evidence (Calhoun, 1999).

b. Ask the students to pay attention to the picture. The writer asks them to identify and label 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 labeling the pictures as follows:

1) Write down the words from the picture in large enough sizes.

2) Write all labels if the students give more than one accurate label for the same object.

c. Read and review the picture into word. The students can develop their ideas to construct the descriptive sentence. The teacher spells aloud the words correctly and lets them to hear the words many times.


d. Guide the students to find out a title for the picture words chart. Ask them to think about the gained information on the chart.

e. Ask them to write sentences and paragraphs by generating all the words written in the word chart.

f. Ask them to read and review the paragraphs. Then descriptive text is done by applying PWIM (Calhoun, 1999).

Summarily, PWIM is a strategy of teaching reading and writing that uses an appropriate pictures and words as the main point of the learning process. Then, the teacher guides the students to identify the picture. The aim of
this activity is to know the objects in the picture and stimulate the students before writing descriptive in order to help them in writing processes. After the words collected, the students train the words by reading all the collected words. This activity helps to improve student’s pronunciation, spelling, listening, and speaking ability. And it also helps students to increase their vocabulary knowledge. After understanding all the labels of the pictures, the students begin to write descriptive text with the word chart as guidance.

D. Advantages and Disadvantages of Teaching Writing by Using Picture Word Inductive Model

1. Advantages

Based on Calhoun, there are four advantages in applying PWIM, the first advantage is the students will hear the words pronounced correctly and see the picture many times on the board. Because this method uses the picture, students are able to see the picture in order to get innovation and imagination before they are writing. The second is the students hear and see the letters identified and labeled correctly on the board. One of the problems of students in writing activity is they lack vocabulary. Picture word inductive model allows students to know and identify the vocabulary based on the picture. This part helps students to arrange the word through vocabulary from the labels.

Another advantages are; by using this strategy, students can build and increase their interest in writing activity. Because by using the picture the students will be able to see and find familiar objects, actions, and scenes to brainstorm the ideas and information. And the last, PWIM allows students to hear the words spelled correctly many times and asks them to follow the teacher in spelling the word chart (Calhoun, 1999). By using picture word inductive models, students are trained to spell the word label and remember it.

2. Disadvantages

There are some disadvantages in using Picture Word Inductive Model such as; The pictures that are used might not interest the students. It means the teacher should prepare the appropriate picture for the students. Besides, the
picture makes the student transfixed only about the picture. They are hard to imagine and find other ideas except in the picture. Because the teacher just showed 1 picture in front of the class, so it will make the students only focus to the picture.

E. Previous Study

The researcher tried to look for some previous studies as a guide to do this study. So, it will be described as follow;

The first previous study was conducted by Siti Afiah Yustiani. The title of the research was “The Effectiveness of Picture Word Inductive Model (PWIM) on Students’ Ability in Writing Recount Text”. The purpose of this study was to find out the effectiveness of PWIM on students’ ability in writing recount text. The method used in this study was a quantitative method dealing with quasi-experimental design. The sample of this research was the eighth grade students of SMP Negeri 3 Tangerang Selatan. The writer took 2 classes which were divided into experiment and control group. The instrument that was used in this study is pre-test and post-test. 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 to is 2.39. It means that the value of to (t-observation) is higher than tt (t-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 on students of SMP 3 Tangerang Selatan (Yustiani, 2016).

The other relevant study of this research was conducted by Kholisul Muna and the title of the research was “the Writing Ability of Descriptive Text of the Seventh Graders in MTs Mambaul Falah Kudus by Using Picture Word Inductive Model Strategy.” The purpose of the research is to find out whether
any significant difference between the writing ability of descriptive text of seventh graders in MTs Mambaul Falah Kudus in academic year 2017 / 2018 before and after being taught by using Picture Word Inductive Model (PWIM) Strategy. The design of the research is experimental research. The writer uses one group pre-test and post-test design and gives the treatment only in one group. The instrument is a written test. The population of the research is the seventh graders of MTs Mambaul Falah Kudus in the academic year 2017 / 2018 and the sample is 7A which consist of 30 students. The result of the research shows that the mean of pre-test scores is 56.1. It is categorized as “sufficient”. Therefore, the mean of post-test scores is 82.4. It is categorized as “very good”. Based on the result of the data, t-critical is ± 2.045 with level of significance (α) 0.05, and degree of freedom (df) is 29 and t-obtained (to) is 13.04 and the t-test is 2.080. Therefore, Ho is rejected and Ha is accepted because it falls into a critical region. So, the hypothesis state, “there is a significant difference between the writing ability of descriptive text of the seventh graders in MTs Mambaul Falah Kudus in academic year 2017 / 2018 before and after being taught by using Picture Word Inductive Model (PWIM) Strategy. Based on the result, Picture Word Inductive Model (PWIM) Strategy can be used as an alternative strategy to teach writing of descriptive text (Muna, 2018).

In addition, Dewi Kurniawati and Siti Khomariah did the similar research. so, the researcher took their research becomes previous study in her study. The title of the study was “Using Picture Word Inductive Model (PWIM) in Teaching Writing Recount Text.” The purpose of the study is to know the influence of using Picture Word Inductive Model towards students’ writing ability in recount text. The researcher used quasi experimental design, then the researcher prepared control class and experimental class. The experiment class received the treatment by using Picture Word Inductive Model and the control class using another strategy. Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated Sig. (PValue) = 0.000 < α = 0.05. so, H0 is rejected and Ha is accepted. Therefore, it could be
concluded that there was significant influence of using Picture Word Inductive Model towards students writing ability in recount text (Dewi & Khomariah, 2018).

In short, the researcher used the previous study as guidance in conducting the research about teaching descriptive text though picture word inductive models. Therefore, in the previous study the author implemented a picture word inductive model in teaching writing recount text. While in this research, the researcher implemented picture word inductive models in teaching descriptive text in order to foster students’ writing ability.

F. Thinking Framework

Writing is very important for a second language learner because writing is a way to communicate with others besides speaking. It is not easy for students to write, even in writing their own experiences or describing something in front of them through writing - which is called descriptive text in English lessons. It seems easy to arrange the word to become descriptive text based on their experiment or senses, in fact, the students felt difficult to write.

In this research, the researcher used a picture word inductive model to help students become more interested and involved in teaching learning activity. PWIM can engage students’ attention since the teaching learning activity in the classroom. By using PWIM, the students study using pictures, they find and collect many words from the picture given by the teacher. They label the picture with the vocabularies and then, they drill the word together. These activities are helping the students to know all the objects in the pictures, so it will help them to write descriptive text through the picture.

The writer assumed that Picture Word Inductive Model can increase students’ interest in writing descriptive text so, the students’ ability in writing descriptive text will increase too. This method allows students to think inductively. These activities are to improve students’ pronunciation, spelling, and listening. These activities help students to increase their vocabulary
mastery. After knowing all the labels of the picture, the students can write descriptive text with the word chart as guidance.

Therefore, the researcher would like to conduct research on fostering students’ writing descriptive text through Picture Word Inductive Model. The writer would like to find out if this strategy can become an innovation and solution for the teacher in teaching writing descriptive text to gain students’ interest in the process of teching learning.
CHAPTER III

RESEARCH METHODOLOGY

The discussion of this chapter elaborates research design, place of the study, the writer’s role and teacher’s role, the technique of collecting the data, the technique of data analysis, the trustworthiness of research, and criteria of action success.

A. Place and Time of the Research

This study was conducted at second grade of MTs in Ciputat, Kota Tangerang Selatan, Banten in the Academic Year 2019/2020. The conducting of this research was about one month long, started from January 8th to February 5th 2020.

Table 3.1

Schedule of Classroom Action Research

<table>
<thead>
<tr>
<th>Activities</th>
<th>Meeting</th>
<th>Date</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycle 1</td>
<td>1</td>
<td>January 9th, 2020</td>
<td>My favorite place</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>January 15th, 2020</td>
<td>My favorite place</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>January 16th, 2020</td>
<td>My favorite person</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>4</td>
<td>January 22nd, 2020</td>
<td>My favorite person</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>1</td>
<td>January 23rd, 2020</td>
<td>My favorite person</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>January 29th, 2020</td>
<td>Animal</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>January 30th, 2020</td>
<td>Animal</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>4</td>
<td>February 5th, 2020</td>
<td>(animal, my favorite person,</td>
</tr>
</tbody>
</table>
B. Research Design

The researcher used the Classroom Action Research designed by Kemmis and McTaggart, because the writer wants to know the improvement of application Picture Word Inductive Model to foster students’ writing descriptive ability. Classroom Action Research uses data collection based on either quantitative or qualitative methods or both. However, in that action research addresses a specific, practical issue and seeks to obtain a solution to a problem (Creswell, 2012). It aims to improve the quality of learning and focuses on the class or on the learning process that occurs in the classroom. Besides, Mettetal stated that Classroom Action Research is systematic inquiry with the goal informing practice in a particular situation (Mettetal, 2002).

The researcher decided to use classroom action research because she supposed to improve and increase students’ ability in writing descriptive text through Picture Word Inductive Model.

The researcher took the model of action research proposed by Kemmis and McTaggart. The action research consists of four main steps, namely planning, acting, observing, and reflecting. The figure is below:
In every cycle has four steps based on the design above. Four steps as follow:

1. **Planning**
   In this step, the researcher designs the lesson plan and prepares the material for doing the teaching activity, and also prepares the observational guidelines, pretest, and post-test.

2. **Acting**
   The next step in this cycle is acting, which is the implementation of the planning. In this step, the researcher collaborates with the teacher to gain the solution.

3. **Observing**
   The third step is observing. This is the activity of observing the students’ condition during the teaching learning process in order to obtain relevant data.
4. Reflecting

In the last step, the results of collecting and analyzing data are discussed by the researcher and teacher. This step determines whether the next cycle needed or not based on the result. The cycle will be stopped when the researcher gains a satisfying result and requires the criteria.

C. The Subject of the Study

The subject of this study is the students of VIII of MTs Muhammadiyah 1 Ciputat in the academic year 2019/2020. They were divided into three classes namely VIII-1, VIII-2, and VIII-3. The subject was selected considering the material “descriptive text” of the study was addressed for them. The researcher collaborated with the teacher by interviewing the teacher about the ability of each student in each class. The teacher showed the student VIII-3 has the lowest score and has the most problems in English writing than the other class. So, the students of VIII-3 were chosen to be implementing the technique from the researcher.

D. The Writer’s Role and Teacher’s Role in the Research

In conducting this research, the researcher requires a collaborator in implementing the action research to make a plan with the English teacher, who knows the students well. During the research, the researcher played multiple roles. She played as the observer, interviewer, and the teacher. During the teaching and learning process in the classroom, the researcher acted as an observer to analyze whether the implemented strategies were appropriate for students or not. Besides, the researcher was to observe students’ activities in using Picture Word Inductive Model. Then, as a teacher, the researcher taught writing descriptive text through Picture Word Inductive Model technique to the students by collaborating with an English teacher based on the research plans and the strategies that have been made.

Besides, the English teacher acted as a collaborator and observer. She played as a collaborator in designing the activity with the researcher. The
English teacher also played as an observer, she observed the researcher in implementing the study in the classroom by full fill the observation checklist.

E. The Technique of Collecting Data

In conducting the research, the researcher used Classroom Action Research which used qualitative and quantitative data. The researcher conducted interview, observation for qualitative data, and pre-test and post-test were taken for quantitative data. The more explanations were described as follow:

1. Interview

An interview happens to gain clear and factual information and also to see students’ perspective about the teaching learning activity in writing descriptive text based on their experience before. A qualitative interview happens when the researcher asks one or more students as the participant with one or more open-ended questions then, transcripts and records their answer (Creswell, 2012). An interview was conducted before and after implementing the research to see the comparison of their responses with the lesson. Before doing the research, the researcher interviewed the English teacher and the students on Tuesday, January 7th 2020 and after doing the research she interviewed the English teacher and the student on Thursday, February 5th 2020.

In this stage, the researcher interviewed five students as the focus group which is a group consisting of few participants that followed the researcher activity in order to gain the factual information. Before implementing the study, the researcher prepared the number of the questions in the interview stage. The researcher gave English teacher and students 9 questions.

2. Observation Sheet

Observation was the process of gathering open-ended information from the object of study by observing place and people at a research site (Creswell, 2012). This observation sheet is used to observe the researcher when she conducts the treatment during the teaching learning process in the class. This
observation sheet is fulfilled by an English teacher. The English teacher described the researchers’ performance that was required in the observation sheet, so the English teacher assigned to choose the category that provided which is *Very Good, Good, Adequate, and insufficient* options by giving a checklist label.

3. Test

The researcher gave the students the test as a pre-test, post-test 1, and post-test 2. A test is used to measure the students’ ability in writing skill. A pre-test was used to measure students’ ability before they received treatment from the researcher. Pre-test was conducted to the students at the first meeting before the treatment was given. While the post-test 1 and post-test 2 were added to see the students’ improvement after implementing the Picture Word Inductive Model.

The instruction of the test between pre-test, post-test 1, and post-test 2 was apparently the same. The students were asked to write descriptive text 8 sentences or minimum 2 paragraphs based on their knowledge as creative as possible they could and they had to finish in 40 minutes. This is the example of the test:

<table>
<thead>
<tr>
<th>Table 3.2</th>
</tr>
</thead>
</table>

**EXAMPLE TEST OF FREE WRITING DESCRIPTIVE TEXT**

- Write a descriptive text about “Describing your favourite place” based on your knowledge as creative as possible.
- You have 40 minutes to finish it.
- Scoring will be based on content *grammar, vocabulary, mechanics, fluency, and form (organization).*
- Minimum sentence at least 8 sentences or 2 paragraphs.

After conducting the test, the researcher analyses the students’ task by giving scores. There is a procedure of scoring the written test that is analyzed
by the researcher. In this study the writer used a rubric of written test assessment based on Weigle (Weigle, 2002).

Table 3.3
Rubric of Scoring Writing Assessment

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>4</td>
<td>Relevant to the topic, mention the details and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Relevant to the topic and easy to understand but lack the detail.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic, mention the details but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic, lacking the details and not quite easy to understand.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>4</td>
<td>Most of the sentences are related to the main idea and the idea is clearly stated.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea and the idea is rather clear stated.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences are related to the main idea and the idea is not clearly stated.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea and there is no idea stated.</td>
</tr>
<tr>
<td><strong>Vocabulary &amp; mechanic</strong></td>
<td>4</td>
<td>A few errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors in the choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Some errors in the choice of words, spelling, and punctuation.</td>
</tr>
</tbody>
</table>
### F. Technique of Data Analysis

The researcher collected data from the students, then, analyzed the data by using qualitative and quantitative. The qualitative data will be added by interview, observation. While the quantitative data will be added by scoring students’ achievement while the test.

The observation is used to analyze the condition and situation of the student in the classroom. The researcher utilized the observation sheet to observe the condition and situation of the teaching learning process in the classroom. In the last, the observations data were analyzed by the researcher by describing the result of percentage from the checklist. To know the success of the research, the researcher analyzed the students’ problem while the teaching learning process and collected students’ opinion through the interview. And the interviews data were analyzed by comparing the first and the last interview.

For quantitative data, the researcher will be take the data from students’ writing of pre-test, post-test 1 and post-test 2. The researcher scored the students’ test by using analytical scoring rubric that adapted from Weigle's book.

The researcher finds out the average of students’ writing score per action within one cycle for analyzing quantitative data. The researcher calculated the mean of the students’ score by applying this formula: (Sudijono, 2008)
\[ Mx = \frac{\sum X}{N} \]

- **Mx**: Mean
- **X**: Individual score
- **N**: Number of students

After that, the researcher calculated the class percentage or the percentage of students who passed the criterion of minimum competency (KKM). She applied the formula below to calculate the class percentage (Sudijono, 2008).

\[ P = \frac{F}{N} \times 100\% \]

- **P**: Class percentage
- **F**: Total percentage score
- **N**: Number of students

In the end, the researcher identified the improvement score on students’ descriptive paragraph from pretest to post-test in cycle 1 and cycle 2. The researcher used the formula below: (Melizer, 2002)

\[ P = \frac{y1 - y}{y} \times 100\% \]

**Explanation:**
- **P**: percentage of students’ improvement
- **y**: pre-test result
- **y1**: post-test 1

\[ P = \frac{y2 - y}{y} \times 100\% \]

**Explanation:**
- **P**: percentage of students’ improvement
- **y**: pre-test result
- **y2**: post-test 2
G. The Trustworthiness of Research

The researcher used a triangulation method to get the accurate and valid data of this research. According to Johnson Honorene triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources (Honorene, 2017). It was obvious that triangulation can be achieved by gathering various data.

Therefore, triangulation is the most suitable method for this research. Triangulation technique is the technique that is done by checking data from the same sources with different techniques (Sugiyono, 2009). Besides, Creswell stated that triangulation is the process of collaborating data from different perspectives that was used in qualitative research (Creswell, 2012). It means to get validity, the researcher can utilize triangulation as a method to measure accuracy from different instruments that the researchers’ use in this study. The researcher used multiple sources data to confirm each finding by interview, observation, and test. Actually, before applying the instruments to the students, the researcher consulted and advised her instrument with her skripsi advisor. The researcher did the step by step to get the valid result of the study.

Summarily, triangulation is a method to find the proof from various sources that connected each other and can be compared for validity of the study. So, the researcher used multiple sources such as interview, observation and test to confirm each finding. And triangulation is looking at objects from many different perspectives. The researcher used a triangulation method to collaborate and compare the students’ outcome of the research in which, qualitative and quantitative data.

H. Criteria of the Action Success

In the classroom action research, the success indicator is judged to succeed if the criteria are achieved. However, failure will happen, if the criteria and target cannot be achieved. The research will succeed if 75% of the students pass the KKM. The Criterion of Minimal Mastery (KKM) score at MTs
Muhammadiyah 1 Ciputat is 73 (seventy three). So, this research is successful when 75% of the students get a score 73 from the test. And the researcher in this study must increase 75% of students’ writing ability to get the criteria for success.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Description of the Data

1. The Result of Test

The pre-test was conducted before implementing CAR research on Wednesday, January 8th, 2020 at VIII-3 classroom. There were 25 students who had followed the writing test. It started from 07.45 a.m until 8.25 a.m. In this test, the students were asked to make a descriptive text freely based on the theme provided by the researcher. The result of the pre-test can be seen in the table 4.1 below:

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pre-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>60</td>
</tr>
<tr>
<td>Student 2</td>
<td>50</td>
</tr>
<tr>
<td>Student 3</td>
<td>70</td>
</tr>
<tr>
<td>Student 4</td>
<td>60</td>
</tr>
<tr>
<td>Student 5</td>
<td>65</td>
</tr>
<tr>
<td>Student 6</td>
<td>75*</td>
</tr>
<tr>
<td>Student 7</td>
<td>85*</td>
</tr>
<tr>
<td>Student 8</td>
<td>85*</td>
</tr>
<tr>
<td>Student 9</td>
<td>60</td>
</tr>
<tr>
<td>Student 10</td>
<td>50</td>
</tr>
<tr>
<td>Student 11</td>
<td>50</td>
</tr>
<tr>
<td>Student 12</td>
<td>50</td>
</tr>
<tr>
<td>Student 13</td>
<td>80*</td>
</tr>
<tr>
<td>Student 14</td>
<td>80*</td>
</tr>
<tr>
<td>Student 15</td>
<td>65</td>
</tr>
</tbody>
</table>
Students who could pass the Minimum Mastery criterion (KKM)

To know the mean score of the pre-test above, the first step that the researcher did was calculating the students’ score. The results as it can be seen below:

\[
M_x = \frac{\sum X}{N} \\
= \frac{1605}{25} \\
= 64.2
\]

Next step, to know the class percentage that passed the Minimum Mastery Criterion (KKM) the researcher using the following formula:

\[
P = \frac{E}{N} \times 100\% \\
P = \frac{6}{25} \times 100\% \\
= 24\%
\]

Based on the pre-test result on the table 4.1 above, the data showed that the mean of the pretest was 64.2. And there were 6 students or 24% of 25 students in the class who passed the Minimum Mastery Criterion.
(KKM). So, we can infer that the rest was under the criterion. In pre-test, the highest score was 85 and the lowest score was 50. After doing and analyzing the pre-test, the researcher concluded that most students in VIII-3 class had difficulty in writing descriptive text since there were 19 students or about 76% did not pass the KKM. Therefore, it needed solutions to solve the problem. This action research that was conducted by the researcher needed to improve students’ writing ability in descriptive text.

The researcher conducted Classroom Action Research to gain a score of Post-test 1 and 2 after conducting the pre-test. The researcher conducted this Classroom Action Research in two cycles. Each cycle consisted of three meetings of treatment. The first cycle was held on January, 9th 2020, 15th 2020 and 16th 2020. Meanwhile, the second cycle was held on January, 23rd 2020, 29th 2020 and 30th 2020. The sample of the research was the students of VIII-3 which consisted of 25 students. The research took place at VIII-3 classroom. In this research, the researcher aimed to foster students’ ability in writing descriptive text. Every cycle had followed the procedures of action research such as planning, acting, observing, and reflecting.

2. The Implementation of Action Research
   a. Finding the Cycle one
      1) Planning

In this stage, the researcher prepared some activities to conduct the research in the class. In implementing the research the researcher and the English teacher made collaboratively in designing the lesson plan. For the first cycle, the researcher and the English teacher designed three lesson plans for three meetings. Next, the researcher prepared the tools and media learning that needed to implement the lesson plan. The researcher and English teacher decided descriptive text that should be taught in the class. In implementing this lesson plan, the media needed was a picture, paper, and worksheets. In addition, other preparation was preparing an observation checklist including
guideline observation. The aim was to know the researcher as a teacher and the students’ activities in the class during the implementation of the study. In this cycle, the researcher also prepared post-test 1 to know the students’ improvement scores from pretest to post-test 1.

2) Acting

The researcher did the first meeting on Thursday, January 9th 2020. The researcher applied the actions which had been made in the planning phase in this phase. In the first meeting, the researcher introduces herself, greets all of the students and also checks the students’ attendance. At that time, all of the students followed the first meeting. After introducing herself, the researcher conducted the teaching learning process by using the media and lesson plan that was prepared by the researcher before. While the researcher implemented the lesson plan, the English teacher observed the teaching and learning process using the observation sheets. The researcher introduces the topic and tells the goal of the learning process before explaining the material. She used the whiteboard to explain the material about descriptive text with the theme “describing favorite place”. The explanation of this material was about the characteristic of describing place, the structure of describing place, and also the example of describing place. The researcher demonstrated and explained her method of teaching that is using “Picture Word Inductive Model”. She showed a picture about a place in which there was a picture of other objects. So, she asked the students to identify the vocabulary of each object in the picture while she wrote these vocabularies on the white board and made the vocabulary list on it. After that, the researcher read the vocabulary list and the students followed the researcher loudly. The students understand about vocabulary based on the picture, so the researcher made example sentences from the vocabularies. After that, she gave the knowledge about the sentence pattern, the adjective words, and the general structure in the paragraph, the simple present tense, and the examples of paragraph itself. After explaining all the material, the researcher asked the students to make their descriptive text about their favorite place based on their knowledge and experience. After they
were finishing their writing, the researcher asked the students to present their writing results in front of their friends. At the end of the teaching process, the researcher did a reflection by concluding the material to the students.

The second meeting was conducted on Wednesday, 15th January 2020. The researcher continued to teach about describing place and she checked students’ tasks about describing place and she gave them appreciation and also gave them feedback on students’ writing describing place. The researcher wrote on the white board the material to explain more detail about describing place. She explained the common mistakes of students when they were writing descriptive text about describing place. The explanation of the material was about the various examples of describing place, the structure of the paragraph describing place, and the language feature that was used in describing place.

In the task, the students expected to be able to produce their descriptive text about describing place. The researcher used the pictures to help students in writing descriptive text about describing place. The researcher divided the students into 5 groups and each group consisted of 5 students. And all groups got one picture about a place with a different theme. The picture theme was about “class, canteen, computer lab, yard and library”. The researcher ordered the students to identify the vocabulary in the picture such as the adjective word and all objects in the picture. Next, the researcher told the sentence pattern and general structure in writing describing place. Then, the researcher asked the students to make a description sentence from the vocabulary that they have identified. All the members of the group must produce a minimum one sentence from these vocabularies. After that, the researcher ordered the students to discuss their idea with their group in order to produce descriptive text about describing place. When the students had finished, one or two students had to present the result of their writing in front of the class.

The third meeting in the first cycle was conducted on Thursday, 16th January 2020. The researcher went to the next material about describing people. The researcher explained the goal of the new topic about describing people like the
way she explained about describing place before. The researcher used marker and white board to introduced and explained about describing people. The researcher told the explanation how to describe peoples included the knowledge about sentence pattern, the adjective words, and the general structure in the paragraph, the simple present, and also more examples about describing people. To prevent the mistakes of the students writing about describing people such as in the previous meeting, the researcher gave the common mistake in the sentences about describing peoples. To help the students understand about the material, the researcher asked one of the students to standing in front of the class. And the other students ordered to identify him such as “Rico has pointed nose and white skin”. After that, the researcher implemented his study by using “Picture Word Inductive Model”. The researcher prepared one picture then, the researcher and the students identified the vocabulary from the picture and make the sentences from these vocabularies such as the previous activity in the previous meeting. In this time, the students already understood step by step to do this activity and produce the descriptive text about describing people. And the last, the researcher asked the students to produce descriptive text about people based on the picture in front of the class.

3) Observing

In this phase, the researcher collaborated with the English teacher as an observer. The researcher asked the teacher to observe all the activities in the class based on the observation checklist which included teaching performance, teaching learning activities, students’ response and class situation during the activities using observation checklist.

In the first meeting of cycle one, the students in the class were paying attention to the researchers’ explanation about the material. The researcher rolled as an English teacher in the class and tried to be more active, and communicative in delivering the material. She also gave the students the opportunity to express their opinion about the material. But the students were passive and silent. There were no students responding to the researcher, some
of the students were worried to respond because they were afraid if they made any mistake. When the researcher went to use Picture Word Inductive Model, the students were excited with the picture that the researchers used. The students were paying attention to the researcher’s explanation. The researcher explained the activity using Picture Word Inductive Model. Meanwhile, the classroom situation was rather unconducive because they were just paying attention to the picture. The researcher immediately took a part to make the students conducive by asking their attention and giving them explanation. The first meeting in the first cycle was not too good, because the students looked very confused with the step by step in the teaching learning activity, especially when the researcher gave instruction to the students to make descriptive sentences from the vocabulary list on the white board. But, overall the teaching learning activity in the class was good.

In the second meeting, the researcher continued the activity by re-explained and evaluating the students’ writing about describing the place. Almost all the students still made mistakes in writing about descriptive text, especially in using simple present tense. The students were still confused to choose the appropriate vocabulary and combined the word into descriptive sentences. So, the researcher taught the students patiently and more slowly so that the students felt they were paying attention deeply. In this meeting, one and two students started to ask some questions related to the topic and material. Immediately, the researcher answered the students’ question clearly. After the explanation was done, she continued the lesson about the material. At this time, the students were calm and did not make any noises. Some of the students did not give responses. This made the researcher fell worried about whether the students already understood or not. After explaining the material, the researcher asked the students to make a group. The students had to finish the worksheet and discuss it together with their group. All of the students had to give their contribution in the writing project. Even though there were some groups that looked apathetic and let their friends finish the worksheet for them. But there were also some groups that showed their participation. And
after they finished their writing project, each group had to present their task in front of the class. Several students already understood the way the researcher used Picture Word Inductive Model as his method in teaching writing descriptive text.

In the third meeting, the researcher went to the next material about describing people. When she told the topic to the students, they were not noisy and they were enthusiastic with the topic. Even though there were several students talking with their friends in the back seat, they were paying attention to the researcher. So, the researcher tried to give questions to the students in order to review the last meetings’ material. After the researcher finished explaining the material, the students were asked to follow the researcher activity using Picture Word Inductive Model. At this moment, the researcher emphasized that they should participate and contribute in this activity. The students were listening to the researcher and they made some progress. Some of the students tried to speak up in the class and answered the researcher questions clearly. The students already understood how fix the task and worksheet with their friend. This meeting was better than the previous meeting. Even though, there are still a few students in the class who looked uninterested in doing the activity and chose to do something else. In this meeting, finally the students understood the step by step using Picture Word Inductive Model and they were able to make a descriptive paragraph about the person.

4) Reflecting

In this phase, the researcher and the English teacher evaluated all the activities in the teaching learning process in the class. Based on the observation checklist, there was a progress increase in the students’ response and enthusiasm. They tried to take a part in the activity; they contributed the learning process by giving the responses about the material. They collaborated with each other to follow the activities in the class. Moreover, the students also made involvement in their group by helping and discussing each other on doing the task. From the first meeting until the third meeting, the progress was
increased slowly. Besides, the researcher also evaluated their group discussion from the worksheet. In every group, there must be some members that were very passive, active or average. The active one mostly backed up the group activities, the average students contributed less in the group activity, and the passive one did not contribute in the whole activity. But, the students already understood to follow the learning activities using Picture Word Inductive Model.

After the researcher evaluated the students’ activities in cycle one, she gave the post-test 1. After the students had done the post-test 1, the researcher calculated the students’ result of post-test 1 and she compared the teaching strategies could give positive improvement in their writing descriptive ability.

Table 4.2

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pre-Test Score</th>
<th>Post-Test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>60</td>
<td>75*</td>
</tr>
<tr>
<td>Student 2</td>
<td>50</td>
<td>75*</td>
</tr>
<tr>
<td>Student 3</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Student 4</td>
<td>60</td>
<td>65</td>
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<tr>
<td>Student 5</td>
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<tr>
<td>Student 6</td>
<td>75*</td>
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<tr>
<td>Student 7</td>
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<tr>
<td>Student 8</td>
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<td>Student 9</td>
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<td>Student 10</td>
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<tr>
<td>Student 11</td>
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</tr>
<tr>
<td>Student 12</td>
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<td>75*</td>
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<td>Student 13</td>
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<td>80*</td>
</tr>
<tr>
<td>Student 14</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>Student 15</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>
To calculate the students’ mean score in post-test 1, the researcher used the formula below:

\[ M_x = \frac{\sum x}{N} \]

\[ = \frac{1775}{25} \]

\[ = 71 \]

From the calculation above, the students’ mean score of post-test 1 was 71 while the students’ mean score of pre-test was 64.2. It can be concluded that there was some improvement from pre-test to post-test 1.

Next step, to know the percentage of students’ improvement from pre-test to post-test 1, the researcher used:

\[ P = \frac{y_1 - y}{y} \times 100\% \]

\[ = \frac{71 - 64.2}{25} \times 100\% \]

\[ = 27.2\% \]
Based on the calculation above, it calculated that the percentage of students’ improvement in writing descriptive scores from pre-test to post-test 1 was 27.2%. So, the researcher used this formula below to analyze the percentage of students who passed the Minimum Mastery Criteria.

\[ P = \frac{E}{N} \times 100\% \]

\[ = \frac{12}{25} \times 100\% \]

\[ = 48\% \]

According to the calculation above, there were 12 students who passed the KKM and half of the class did not pass the KKM. It means that the first cycle in action research is still needed to be continuing because the percentage was 48%. Meanwhile, the students who have scores under the KKM are 52% or 13 students. The criterion of the success in action research is at least 75% students who could pass the KKM. And the result showed that a half of students in the class got the scores under KKM. It means that the result in classroom action research is still not successful yet.

b. Finding the Cycle Two

1) Planning

The result of the students’ test of the cycle 1, they did not reach the target scores. Therefore the researcher and the English teacher prepared the new lesson plan for next three meetings for cycle 2 based the reflection in the cycle 1 and cased on the problem that the researcher found in the previous cycle. The researcher and the English teacher were agreed that the main problem of the students was still made some mistakes in grammar about simple present and they still confused to arrange the vocabulary into a sentence. So, the English teacher gave the advice to giving the students more example and practice in writing descriptive text by using simple present tense appropriately and also advised to analyze their writing descriptive text when they discussed in a group. Besides, the researcher evaluated the result of post-test 1 and she
gave the students’ some explanation especially about the common mistakes in writing descriptive text.

2) Acting

In this cycle 2, the researcher prepared three meetings to be done. This cycle two was started from January 23\textsuperscript{th} until January 30\textsuperscript{th} 2020. In this cycle, the researcher hoped that the students were able to increase their writing skill. Moreover, the students were expected to reach a good score in the writing test based on the minimum mastery criterion which is 73. Then, the students’ scores can increase and achieve the target.

In the first meeting of cycle 2 on January 23\textsuperscript{th} 2020, the researcher did the opening of the lesson with ice breaking or hint the word and she explained the material about describing people by using white board and picture. The researcher also explained the knowledge about sentence patterns about describing people using simple present, adjective words, general structure in the paragraph, and giving more examples. To prevent the students’ mistake about writing describing people, the researcher gave and explained the common mistakes in the sentence about describing people by asking one of the students to come forward in the class and asking other students to describe him based on his physical appearance. She asked the students surely about their understanding off all the material in describing people. After that, the researcher asked them to ask about the material. But, there are no students who want to ask about the material. So, the researcher assumed that all students understood about the material. After she explained all the material, the researcher started to use Picture Word Inductive Model and all the students followed the activity happily. Before the researcher’s activity, she prepared 5 pictures about people. And she asked the students to make a group consisting of 5 students in one group. Each group got a picture related to the material and table of vocabulary list that they had to write. Table of vocabulary list was used to write all the vocabulary in the picture and they write the sentences from these vocabulary lists in the table. The picture was about “teacher in the class, students in the park, mommy in the kitchen, student in the library,
student in the road”. After all groups got the picture, the researcher asked the students to discuss with their group to find all the vocabularies in the picture. Then, the researcher also asked them to arrange the sentence from the vocabulary list. And the last, the students had to arrange the entire sentence into a descriptive paragraph about people. The students were allowed to explore and express their ideas in their writing describing people. They finished the task 10 minutes before the bell rang. At the end, the researcher evaluated and summarized the material about describing people.

In the second meeting on January 29\textsuperscript{th} 2020 in cycle two, the researcher went to the next theme in writing descriptive text. She continued to explain the material about describing animals. The researcher used a white board and picture. The researcher also explained the knowledge about sentence patterns about describing animals using simple present, adjective words, general structure in the paragraph, and giving more examples. In this meeting, the researcher emphasized the students’ common mistake in writing sentences using simple present tense. After explaining the material, the researcher prepared the picture as the media by using Picture Word Inductive Model. The researcher asked the students to pay attention to the picture in front of class. She showed the picture and ordered them to make a vocabulary list from the picture together with their friend. So, the researcher wrote the vocabularies on the white board and spelled the vocabularies loudly, and then the students had to follow the researcher to spell the vocabularies. After that, the researcher gave the students instruction to arrange the sentence from those vocabulary lists in pairs with their chair mate. And also she asked them to produce a descriptive paragraph about animals based on the picture in front of the class. When the students discussed to fixing the task the researcher checked them to ensure that the students did the task well. After they finished their work, some of the students had to present their writing about describing animals.

In the last meeting of cycle two on January 30\textsuperscript{th} 2020, the researcher gave appreciation to the students and reviewed the previous material to refresh their memory. The researcher continued the material about describing animals. The
researcher took the example of common mistakes from their writing about describing animals and she displayed it on the white board. The students had to find out and to analyze the errors of mechanism, punctuation, and the use of tenses that they made in sentences. So, the researcher divided the students into 5 groups and each group consists of 5 students. Each group got a picture related to the material and table of vocabulary list that they had to write. Table of vocabulary list was used to write all the vocabulary in the picture and they write the sentences from these vocabulary lists in the table. After all groups got the picture, the researcher asked the students to discuss with their group to find all the vocabularies in the picture. Then, the researcher also asked them to arrange the sentence from the vocabulary list. And the last, the students had to arrange the entire sentence into a descriptive paragraph about animals. The students were allowed to explore and express their ideas in their writing. After they finished their writing task, the students had to present in front of the class. Before the bell rang, the researcher evaluated the students’ work and she gave the reflection.

3) Observing

In this cycle two, the observation was still needed during the implementation. It was the same as in cycle 1 that the English teacher rolled as the observer to monitor all the activities in the class from the opening until closing of the teaching and learning process. The researcher prepared the observation checklist for the English teacher.

In the first meeting of cycle two, the students seemed active and ready to follow the activity. They were conductive and they showed their participation in the warming up. Then, when the researcher reviews the previous material, they are still remembering the material. They were responding to the researchers’ question when she asked about the previous material. At the time she went to shown the picture to the students, the class was very noisy but the students showed their enthusiasm to follow the activity. The students tried to guess the picture that the researcher gave. When the researcher went to implement Picture Word Inductive Model, they already understood the steps.
They began to understand how to write well about describing and they were more familiar with the vocabulary from vocabulary list especially with adjective words. At this time, when the students followed the activities and they discussed with their friends, almost all students gave their contribution during the discussion to fix the task and produce a descriptive paragraph. At that moment, the students more active and motivated follow the lesson. It could be seen from their enthusiasm in making the vocabulary list and making the sentences from the vocabulary and then they were motivated to write descriptive paragraphs.

In the second meeting, the researcher and the students were communicating better and more openly. The students were more interested in the researchers’ explanation and they were focused on the material. They also become more active to ask some questions during the group discussion. The group discussion was more active and better than the previous meeting in cycle one. The students tried to speak up more to another member to give their ideas when the discussion was running. It could be said that this meeting was better than the previous meeting.

In the last meeting of cycle two was better a lot, from the communication between researcher and students, the cooperation, their contribution when doing the discussion with every member of the group and also their ability in writing descriptive text. By doing descriptive activity using Picture Word Inductive Model, most of the students weren’t afraid to write descriptions of the object. They also found the idea from the picture given by the researcher; it would help them to write about descriptive paragraphs. They literally enjoy writing their own writing as creative as they can by using simple present tense and adjective words. Even though some students still had difficulty in their spelling and some typo in their writing.

4) Reflecting

In this phase, all of the instruments were gathered to be analyzed. The researcher and the English teacher analyzed students’ progress in the learning process. The result of the observation checklist and the from cycle one and
cycle two were used to know the students’ progress. The result of the observation showed that the students were more enthusiastic in learning writing by using Picture Word Inductive Model.

Almost all of the students felt easy to follow the activity and shares their ideas about adjective words in writing descriptive text and the pattern of simple present tense. The students could arrange the word into describing sentences easily after studying by using Picture Word Inductive Model because they could write descriptive text constantly based on the picture that the researcher gave. It showed from the result of their writing which had many improvements in sentence arrangement, and developing the idea into sentences and paragraphs.

After the researcher evaluated the result of post-test 1 in cycle 1, the researcher gave post-test 2. Then, she calculated the students’ result of post-test 2 and she compared it to pre-test and post-test 1 results. Here is the table of students’ result of the test as follow:

**Table 4.3**

**Students’ Score in Pre-Test Post-Test 1 and Post-Test 2**

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pre-Test Score</th>
<th>Post-Test 1</th>
<th>Post-Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>60</td>
<td>75*</td>
<td>75*</td>
</tr>
<tr>
<td>Student 2</td>
<td>50</td>
<td>75*</td>
<td>70</td>
</tr>
<tr>
<td>Student 3</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Student 4</td>
<td>60</td>
<td>65</td>
<td>75*</td>
</tr>
<tr>
<td>Student 5</td>
<td>65</td>
<td>70</td>
<td>75*</td>
</tr>
<tr>
<td>Student 6</td>
<td>75*</td>
<td>70</td>
<td>75*</td>
</tr>
<tr>
<td>Student 7</td>
<td>85*</td>
<td>90*</td>
<td>90*</td>
</tr>
<tr>
<td>Student 8</td>
<td>85*</td>
<td>80*</td>
<td>85*</td>
</tr>
<tr>
<td>Student 9</td>
<td>60</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Student 10</td>
<td>50</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>Student 11</td>
<td>50</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Student</td>
<td>Pre</td>
<td>Mid</td>
<td>Post</td>
</tr>
<tr>
<td>---------</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>Student 12</td>
<td>50</td>
<td>75*</td>
<td>75*</td>
</tr>
<tr>
<td>Student 13</td>
<td>80*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>Student 14</td>
<td>80*</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>Student 15</td>
<td>65</td>
<td>65</td>
<td>75*</td>
</tr>
<tr>
<td>Student 16</td>
<td>55</td>
<td>60</td>
<td>75*</td>
</tr>
<tr>
<td>Student 17</td>
<td>70</td>
<td>75*</td>
<td>75*</td>
</tr>
<tr>
<td>Student 18</td>
<td>65</td>
<td>65</td>
<td>75*</td>
</tr>
<tr>
<td>Student 19</td>
<td>65</td>
<td>70</td>
<td>75*</td>
</tr>
<tr>
<td>Student 20</td>
<td>50</td>
<td>60</td>
<td>75*</td>
</tr>
<tr>
<td>Student 21</td>
<td>60</td>
<td>75*</td>
<td>80*</td>
</tr>
<tr>
<td>Student 22</td>
<td>60</td>
<td>75*</td>
<td>75*</td>
</tr>
<tr>
<td>Student 23</td>
<td>70</td>
<td>80*</td>
<td>75*</td>
</tr>
<tr>
<td>Student 24</td>
<td>50</td>
<td>60</td>
<td>80*</td>
</tr>
<tr>
<td>Student 25</td>
<td>75*</td>
<td>80*</td>
<td>85*</td>
</tr>
<tr>
<td><strong>MEAN</strong></td>
<td><strong>64.2</strong></td>
<td><strong>71</strong></td>
<td><strong>75.6</strong></td>
</tr>
</tbody>
</table>

*Students who could pass the Minimum Mastery criterion (KKM)*

To calculated students’ mean score post-test 2, the researcher used the formula below:

\[
M_x = \frac{\sum X}{N} = \frac{1890}{25} = 75.6
\]

The calculation showed that the mean score of the class in the post-test 2 was 75.6. This result indicated that there were some improvements from post-test 1 score to post-test 2.

After that, to know the percentage of students’ improvement from the mean score of pre-test to post-test 2, the researcher used the formula below:
\[
P = \frac{y^2 - y}{y} \times 100%
\]

\[
= \frac{75.6 - 64.2}{64.2} \times 100%
\]

\[
= 17.7\%
\]

Then, the researcher analyzed the students’ percentage that passed the KKM the researcher was calculated by using this formula:

\[
P = \frac{F}{N} \times 100%
\]

\[
= \frac{20}{25} \times 100%
\]

\[
= 80\%
\]

From the calculation above, it shows that the result of students’ percentage that passes KKM is 80%. This result indicated that there are 20 students who pass the KKM and only 5 students who do not. There was improvement from pre-test to post-test 2 and the percentage of students’ improvement was 17.7%.

From the result above, it shows that this cycle was better than the previous cycle. And there was an improvement from the students’ score. There were 20 students who above the criteria of success or more than 75% students in the class got the score upper the criteria of success. It means that there is no cycle to be prepared in this action research.

According to the result of the table above, it showed that only 6 students who passed the KKM in the pre-test or 24% from 25 students. Meanwhile, the students who got the score under KKM were 19 students or 76%. Then, in the post-test 1 they got some improvement, 48% students in the class got the score higher than the KKM or 12 students. And the others did were not passing the KKM.

The last, in post-test 2, it showed that the percentage of students who passed the criteria of success is 80% or 20 students who could reach the target
score in their writing. And the students who could not reach the target score are 20% or 5 students who did not pass the KKM of writing test. Therefore, it can be concluded that the students got significant improvement from the pre-test until post-test 2. It means that Picture Word Inductive Model can improve students’ writing ability in descriptive text.

Based on the result of pre-test, post-test 1 and post-test 2 the researcher decides the students’ score into three categories. Those categories are low score, medium score and high score. The category of low score is from the lowest score to 72. The category of medium score is from 73 as the Minimum mastery Criterion to 79. And the category of high score is from 80 to 100. Here is the table to see the comparison in each stages (pre-test, post-test 1 and post-test 2).

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-test</th>
<th>Post-Test 1</th>
<th>Post-Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>19 Students</td>
<td>13 Students</td>
<td>5 Students</td>
</tr>
<tr>
<td>Medium</td>
<td>2 Students</td>
<td>6 Students</td>
<td>13 Students</td>
</tr>
<tr>
<td>High</td>
<td>4 Students</td>
<td>6 Students</td>
<td>7 Students</td>
</tr>
<tr>
<td>Result</td>
<td>25 Students</td>
<td>25 Students</td>
<td>25 Students</td>
</tr>
</tbody>
</table>

Based on the table above, we can see that the students’ score were better gradually from pre-test, post-test 1 dan post-test 2. The students’ low score category started to decline from pre-test to post-test 1 and 2. In pre-test, the students who got low score were 19 students, meanwhile, in post-test 1 were 13 students, and in post-test 2 were 5 students. Besides, the students’ medium and high score were increase from pre-test, post-test 1 and post-test 2. In pre-test there were only 2 students who got medium score, in post-test 1 were increased 6 students, and in post-test 2 were increased 7 students. And the last, in the high category the students score were increase in pre-test only 4 students who got high score. Meanwhile, in post-test 1 there were 6 students.
who got high score. And the last, in post-test 2 there were 7 students who got the high score.

3. Finding after Implementing the Action

After the researcher had already analyzed the result of the students’ test. It showed that the students had improvement in their writing ability by using Picture Word Inductive Model. The researcher triangulated the data obtained which came from interview, observation checklist, and. Here are the researcher findings after applying the action research about English teachers’ and students’ perspective of Picture Word Inductive Model at MTs Muhammadiyah 1 Ciputat.

a. The English teacher and students’ perspective before applying Picture Word Inductive Model

1) The Process and the Problems of Teaching English Writing

According to the teachers’ clarification, most of the students of VIII-3 had still less vocabulary which means that they had some difficulties in translating words into English. They are also still confused about adjective words in writing descriptive sentences. Moreover, they also had grammatical problems in English writing. Sometimes, they had difficulties determining the part of speech in English. This fact was shown from the interview below.

The process sometimes was easy and fun sometimes was not. Because we know that we have some problems such as vocabulary, grammatical rules and punctuation in teaching English. They lack vocabulary; they will ask the teacher “what is the English of this word or sentence Miss?” and sometimes they also forget about the part of speech which one is verb, adjective, or object in the sentences. (English Teacher, Interview, January 7)

To deal with the problem in teaching writing, the English teacher used some methods that make the students enthusiastic and remember the word in English well. The teacher usually uses mind mapping and clustering techniques to encourage the students to pay more attention to the teacher when explaining the material and also doing English writing.
The English teacher said that mind mapping techniques can help students to write words point per point before they develop into paragraphs. And she used clustering techniques to help students in analyzing the grammatical rules in writing. Here is the statement of the interview.

In writing aspect, the method that I used is mind mapping technique. This technique was help students to write English. They just write the vocabulary first, then, they just write down point per point first before they develop in to a paragraph. Besides, I ever used clustering technique, in implementing this technique I wrote the topic on the center of white board. Then, I asked them to answer some question about the topic. And I wrote them on the write board. After that, we analyzed the grammatical rules in the sentence. And the last I asked them to develop these sentences into paragraphs. (English teacher, interview, January 7)

Besides, the English teacher said that having good writing skills in English for students could bring benefits to them because the students answer the exercise in examination. The students can get the best scores by helping with the knowledge of grammar. Then, after the researcher told about Picture Word Inductive Model to ask whether the researcher ever heard about the technique or not even tried to implement it, the teacher said that she never heard the technique. Here is the statement in the interview.

Actually writing is one of the important skills that students should master. Because, writing used to answer the essay question I examination. When the students have a good knowledge in grammatical and vocabulary then, they can write well and they will get the best score. Before, I had never heard about Picture Word Inductive Model but, I ever heard about the Picture to Picture technique. I don’t know is it same or not? And so far, I have never used that technique. (English teacher, interview, January 7)

2) The Process and the Problems of Learning English Writing

Generally the students in the class do not really like English and writing activity. But, almost all students were like learning English in VIII-3 class. They said that learning English was fun, and the teacher
could explain the material well even though the teacher often gave the task to them. The students in the class felt that learning English was fine and fun because the teacher was good enough in teaching. The statement could be seen below.

Siswa 1: Seru dan cepet bikin kita faham gurunya.
Siswa 2: Iya, Miss nya kalo ngejelasin materi pelajaran enak.
Siswa 3: Iya sama, aku juga ngerasa kaya gitu.
Siswa 4: Iya betul, walaupun sering tugas tapi ngajarnya seru.

Student 1: I think it’s very fun. She is very clear in delivering the material. So, I could understand well.
Student 2: Yes. I agree that the teacher delivered the material very clearly.
Student 3: Yes. That’s what I feel.
Student 4: it’s fine, although she often gave the task for us.
Student 5: same as others. The teacher also will not move to the other chapter when we still do not understand.

The students also said that the English teacher usually ordered them to make a vocabulary list before she asked them to write in English. As stated by the students’ below.

Siswa 1: Gurunya biasanya jelasin materinya di papan tulis, terus sebelum nyuruh nulis, biasanya nyuruh kita bikin list kosa kata yang belum kita tahu dulu.
Siswa 2: Iya gurunya pasti nulis materi dulu di papan tulis.
Siswa 3: Iya selalu nulis di papan tulis dulu apa yang akan dijelaskan.
Siswa 4: Iya betul.
Siswa 5: Iya seringnya gitu.

Student 1: The teachers usually write the material on the whiteboard and explain it before asking to write the material. And she usually asked us to make a vocabulary list.
Student 2: Yes, the teacher always writes the material on the white board.
Student 3: Yes it’s right that the teacher always writes the material on the white board.
Student 4: Yes that’s right.
Student 5: Yes. She often was doing like that in the class.

The students were happy to follow the lesson in the class. But, it doesn’t mean that the students did not have problems in learning English writing. The students’ problem in learning English writing is mostly about vocabulary and grammar. Here is the students’ statement in the interview.

Siswa 1: Kalo aku kosa-katanya ga tau jadi bingung kalo mau nulis Bahasa Inggris
Siswa 2: Iya betul grammarnya juga ngebingungin.
Siswa 3: kalo aku susahnya buat ngerangkai kalimat.
Siswa 4: Iya betul grammarnya membingungkan.
Siswa 5: Iya sama aku juga suka bingung grammar dan kosa-katanya.

Student 1: I am often confused about vocabulary in English, so, I am confused to write English too.
Student 2: Yes right, sometimes grammatical rules are confusing.
Student 3: I have difficulties in arranging the sentences.
Student 4: yes. Same the problem is grammar.
Student 5: Yes. Grammar and vocabulary is confusing me.

In addition, the students were told that having good English writing gave many benefits to them because they could communicate with other people to other countries and they can make good writing in English, and also they can get any scholarship through writing skill. Here’s the statement of the students’ interview.

Siswa 1: Iya pasti sangat berguna.
Siswa 2: Iya, dengan Bahasa Inggris kita bisa mengobrol dengan orang luar negeri.
Siswa 3: Iya, selain itu kita bisa bikin tulisan Bahasa Inggris
Siswa 4: Iya, kita juga bisa dapat beasiswa dengan menulis Bahasa Inggris.
Siswa 5: Iya pasti sangat berguna buat masa depan.
Student 1: Yes, writing skill is very useful.
Student 2: it’s right that using English we can communicate
with other people to other countries.
Student 3: Yes, besides, we can produce writing English
well.
Student 4: And maybe we can get a scholarship through
writing skill.
Student 5: exactly English skill is very useful.

b. The English teacher and students’ perspective after Applying Picture Word Inductive Model

1) The perception of English teacher in applying Picture Word Inductive Model

According to the teachers’ perspective, she agreed that Picture Word Inductive Model as a technique in teaching learning writing English was much a good thing. She said that the Picture Word Inductive Model made students more active and interested in writing activity in the class, especially when they did the task in a group.

As stated by Calhoun in his book, one of the advantages of using Picture Word Inductive Model in teaching learning activity is increasing students’ interest in writing activity because of the use of the picture (Calhoun, 1999).

The English teacher also said that she liked when the students discussed with their friends in groups actively. The researcher also got a good response from the students since she explained the use of Picture Word Inductive Model after the student did the task in their group; they could communicate well with the member of the group. Here is the teachers’ statement below.

In my opinion, there are many advantages of the use of the Picture Word Inductive Model itself. The students were enthusiastic and happy to follow the activity in the class especially when they showed the picture by you. They became active in the class; they answered the question and identified the vocabulary in the picture very well. They also became communicative with their group members when they discuss the task. And by using Picture Word Inductive Model, the
students were more detailed in writing descriptive text. By the picture and identifying it, students can write the descriptive text easily. And it was a good technique to apply in my class. (English Teacher, Interview, February, 6)

Those facts can also be obtained from observation checklist that the students started to understand in using the simple present tense in descriptive writing and almost all students tried to ask the researcher when they found some difficulties in using Picture Word Inductive Model. Therefore, the students’ progress in writing descriptive text becomes better. The communication between the members in a group was very well, they were also aware about using adjective words and simple present tense when they produced a descriptive text.

Moreover, the English teacher also agreed that Picture Word Inductive Model was recommended to be taught in the class. It can be seen in the teacher’s statement in the interview, she said “I think, this technique is recommended to be taught to the student, because this technique made the student active and communicative.”

In addition, the result of observation explained those students were more active and communicative in the class, especially when they did the task with their groups. They also were enthusiastic in learning how to write English after they understood how to use the Picture Word Inductive Model.

2) The perception of students in applying Picture Word Inductive Model

In the interview section, the researcher chose five students of VIII-3 to be the informant. The researcher asked nine questions about students’ perspective during teaching learning by using Picture Word Inductive Model after the action of the classroom.

According to the result of the interview, most of the students were happy and fun in learning English using Picture Word Inductive Model. Here is the students’ statement.

SI: Seru banget. Apalagi kalo lagi kerja kelompok.
S1: It’s very fun. We can do the activity in a group.
S2: yes. We identified the vocabulary first, so we can write the text easily.
S3: It’s fun. The activity was not making me bored because we were not only paying attention to the teachers’ explanation.
S4: That’s right. We can also have a discussion with our group.
S5: Same. We didn’t feel nervous and afraid to try to write descriptive text.

The result was supported by the observation checklist that the students seemed very enthusiast when they began to identify the picture given by the researcher. The students were happy to follow the activity in the class; they were discussed with their group communicatively.

In addition, as stated by Natalia, Clary and Wardah in their journal that the use of Picture Word inductive Model as a learning strategy in teaching descriptive text was help the students to develop their ideas by finding the words from the picture parts before starting to write descriptive text (Natalia, Clary, & Wardah, 2017). And this part was helped the student to write descriptive well.

Furthermore, the students could understand the descriptive text clearly. They also could mention the new vocabulary from the picture, and then they didn’t feel too confused to write descriptive text. They said that they did not have to try hard in putting their idea on the paper. They were very helped by using Picture Word Inductive Model. As stated by the students below.
S1: Iya Miss, lumayan membantu ku buat nulis kalimat descriptive dengan baik.
S2: Iya betul, dan setelah diskusi sama teman satu grup aku merasa lebih gampang menulisnya.
S3: Sama. Biasanya aku bingung mau nulis apa. Tapi karena pake gambar aku jadi lebih mudah menulis.
S4: Kalo aku jadi lebih tau kosa-kata baru dan aturan grammar yang benar dalam menulis.
S5: Iya miss, aku juga ngerasa begitu.

S1: It’s helped me to write descriptive text clearly.
S2: Yes. After discussing with the group I feel better in writing descriptive text.
S3: Same. I usually feel confused writing anything but by using a picture, it helped me in the writing section.
S4: And I feel that I know the new vocabulary and grammatical rules better.
S5: Yes. Right.

Based on the observation checklist result, the students stated to know the knowledge of the language feature of descriptive text and also the adjective word in the sentence form. In addition, the students also collaborated with the group by sharing their ideas and they could respond to the researchers’ question very well. The researcher explained the material in quite detail and she gave the descriptive sentence also explained the common mistake in writing descriptive text.

Besides, according to Rahayu, Ngadiso, and Sri Marmanto, using Picture Word Inductive Model can make the classroom more dynamic, gaining students’ attention, and increasing students’ interest in doing writing activity (Ngadiso, Marmanto, & Meliasari, 2018).

In addition, the students were more active in sharing their ideas when doing the discussion. They also already understood the use of the Picture Word Inductive Model very well. In the middle of the lesson, the researcher got many questions from the students then, she explained the answer quite well. And it made the students really understand about the material.
Therefore, by using Picture Word Inductive Model the students’ problem could be improved. As the students stated that they could write better and faster than usual, especially in using vocabulary, developing the ideas, organizing the grammatical rules, and they can write more quickly. As stated by the students’ interview below.

S1: Iya Miss, aku jadi bisa nulis dengan Bahasa Inggris dengan tidak kebingungan. Soalnya biasanya aku kalo nulis bingung.
S2: Iya aku juga sama kaya gitu Miss.
S3: Iya, jadinya lebih mudah nulis soalnya aku sedikit-sedikit tahu kosa-katanya yang mau aku tulis.
S4: Iya dari grammarnya juga aku jadi lebih faham perbedanya.
S5: Iya sama.

S1: Yes Miss, I feel I can write English easily. I was not confused again in writing because usually I feel very confused to begin my writing.
S2: Yes I feel it too.
S3: Right, I feel easier in writing than usual because I know the vocabulary.
S4: Yes from the grammatical aspect, I can differ it well.
S5: Yes, me too.

Besides, the students said that Picture Word Inductive Models help them to write descriptive text easily. But, they are still confused in labeling the vocabulary from the picture because they don’t know the English word well. Here are the students’ statements in the interview:

S1: kalo aku pertamanya bingung maksud dari gambaranya, tapi setelah dijelaskan aku mengerti.
S3: kalo aku bingung untuk melabel vocabulary yang ada. Harus buka kamus dulu karna tidak tahu b.inggrisnya.
S4: kalo aku tidak merasakan kendala. Aku menikmati belajar seperti ini.
S5: saya juga menikmati, tapi pas melabeli vocab nya agak bingung karena ga tau Bahasa inggrisnya.
S1: On the first day, I was confused about the Picture Word Inductive Model, but after the teacher explained it, I already understood.

S2: yes I am too, but using a picture was very interesting. So the learning activity was easy to follow.

S3: I think, in the first step, I am confused about labeling the English word from the picture because I don’t know the English word well.

S4: I am happy to follow the lesson, I don’t feel any difficulties.

S5: yes I am too, but to label the vocabulary I rather feel difficult.

Other than that, the students agreed that Picture Word Inductive Model was recommended to be used in the classroom because they said that the technique was very good to learn English for any subject. They also said that this technique made students more active and communicative in the class therefore, the students did not feel bored. Here is the statement of the interview below.

S1: Iya. Soalnya ga bikin bosan kita juga ga Cuma diem dengerin guru.

S2: Iya betul banget, kita bisa diskusi sama temen-temen yang lain jadi makin faham.

S3: Iya sama.


S5: Iya jadi kita nyanyi di kelas ga ngantuk karna kegiatan kita dibatkan.

S1: Yes. The activity made us active in the class.

S2: Yes right. We can discuss the material with our group. It made us more understand about the material.

S3: Yes me too.

S4: Exactly, so fun because using some interesting pictures.

S5: Yes. Because the teacher embraced us in the activity, we felt not sleepy in the class.

The students’ activeness had increased gradually from day by day. They began to give questions to the researcher when they had difficulties in writing descriptive text. The all members in the group also started to
participate in discussion by giving their ideas. Therefore, most of the students could write better after discussing with their groups. They also felt to be helped by using Picture Word Inductive Model in knowing the simple present tense and adjective word that is used in writing descriptive text.

4. The students’ improvement from pre-test, post-test 1 and post-test 2 by using Picture Word Inductive Model

The use of Picture Word Inductive Model improved students ability in writing descriptive text. Here is the example of the students’ improvement from pre-test to post-test 1 and post-test 2.

Figure 4.1

The Example of Students’ Answer Sheet in Pre-test
Based on students’ answer sheet in pre-test, the students still have many difficulties in arranging the sentences in descriptive paragraph. Besides, the students still confused about adjective word. We can see in the sentence “without disturb others” in that sentence, the students should use adjective word “disturbing” not verb word “disturb”. Other than that, in the pre-test, the students still confused in using conjunction word, and grammatical rules. We can see in the second last sentence “I like cook everything” it should be “I like to cook or I like cooking everything.” So, it can be concluded that the students still confused and felt difficult in writing descriptive text.

The researcher analyzed the students’ answer sheet of post test 1 to see the comparison and the students’ improvement. Here is the example of students’ answer sheet in post-test 1.

Figure 4.2

The Example of Students’ Answer Sheet in Post-test 1
Based on students’ answer sheet in post-test 1, the students were improve their descriptive text from pre-test. The students were doing better in arranging and constructing the ideas in writing descriptive paragraph. Meanwhile, there was a mistake in constructing the word into sentence. We can see in the sentence “she has hair long” it should be “she has long hair”. Beside, the students were improve in grammatical error such as in the sentence “she likes to cook everyday.” It can be concluded that the students were improve their ability in pre-test 1 by applying Picture Word Inductive Model.

The last, the researcher analyzed the students’ answer sheet of post test 2 to see the comparison and the students’ improvement. Here is the example of students’ answer sheet in post-test 2.

Figure. 4.3
The Example of Students’ Answer Sheet in Post-test 2

Based on the students’ answer sheet in post-test 2 that the students were show their improvement in writing descriptive text. They were understood about the adjective word, simple present pattern, and they did not found the difficulty in arranging the word into sentences become descriptive paragraph. Although, the students still doing the mistake in writing the verb “come” it shoud be “comes” because the subject is
“she.” Therefore, it can be concluded that in the post-test 2 the students were get more improvement in writing descriptive text.

5. The teachers’ and students’ obstacle during the implementation of Picture Word Inductive Model

After implementing the Picture Word Inductive Model to the students, the researcher found some obstacles during the implementation. The researcher asked the teachers’ and students’ perspective about the obstacle that they found during the implementation of Picture Word inductive Model.

The English teacher said that during the implementation of Picture Word Inductive Model the students were happy and looked so enthusiastic to follow the class. But she said that there is a challenge for the teacher to choose the appropriate picture in implementing Picture Word Inductive Model to gain the students in the class. Here is the teachers’ statement in the interview:

I think the students were happy and interested to follow the activity using Picture Word Inductive Model. They also look very enthusiastic to do the activity. But, the challenge of using this method is choosing the appropriate picture to show to the students during the lesson. Overall is well and easy to follow. (English Teacher, Interview, February, 6)

Besides, the students were happy and fun to do the whole activities using Picture Word Inductive Model, the students also said that some of them were still confused to arrange the vocabulary list from the picture and felt difficult to list the vocabulary from the picture because they don’t know the English word from the picture. Here is the students’ statement from the interview.

S1: kalo aku pertamanya bingung maksum dari gambarnya, tapi setelah dijelaskan aku mengerti.


S3: kalo aku bingung untuk melabel vocabulary yang ada. Harus buka kamus dulu karna tidak tahu b.inggrisnya.

S4: kalo aku tidak merasakan kendala. Aku menikmati belajar seperti ini.

S5: saya juga menikmati, tapi pas melabeli vocab nya agak bingung karena ga tau Bahasa inggrisnya.
S1: On the first day, I was confused about the Picture Word Inductive Model, but after the teacher explained it, I already understood.
S2: Yes I am too, but using a picture was very interesting. So the learning activity was easy to follow.
S3: I think, in the first step, I am confused about labeling the English word from the picture because I don’t know the English word well.
S4: I am happy to follow the lesson, I don’t feel any difficulties.
S5: Yes I am too, but to label the vocabulary I rather feel difficult.

Other than that, after explaining the step by step teaching learning by using Picture Word Inductive Model, the students were happy and fun to follow the whole activities in the class using Picture Word Inductive Model. And also those obstacles and difficulties can be solved.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter tells the conclusion and suggestion of the study by the researcher about the use of Picture Word Inductive Model to foster students’ writing skills on descriptive text of eighth-grade students in MTs Muhammadiyah 1 Ciputat, especially VIII-3 class in academic year of 2019/2020.

A. Conclusion

The final result of the implementation of writing skill by using Picture Word Inductive Model at the eighth-grade students’ of MTs Muhammadiyah 1 Ciputat showed that there was improvement in students’ writing descriptive text. In the pre-test, the main score was 64.2 with 6 or 24% of class who passed the KKM. Besides, in the post-test 1 the mean score was 71 and there were 12 students or 48% of class who passed the KKM. Then in the post-test 2, the mean score was 75.6 with 20 or 80% that the students passed the KKM or target score and there was no cycle to be continued in conducting the study since the criteria of success was 73 and the percentage of students who could pass the KKM at least already more 75%.

Besides, the result of the interview, observation checklist showed that the students’ activeness experienced a good change gradually from day by day. The students become more enthusiastic in writing activity especially in writing the ideas about descriptive text by using Picture Word Inductive Model. It showed that the Picture Word Inductive Model could help the students raise better scores in writing activity, including their vocabulary of adjective word, noun word, punctuation, the simple present tense, and so on. Therefore, the final result had showed that the Picture Word Inductive Model improved the writing ability of VIII-3 grade student in MTs Muhammadiyah 1 Ciputat. But, in implementing Picture Word Inductive Model the teacher should find the appropriate picture in order to gain the students attention in the activity. This
part is the teachers’ challenge and overall Picture Word Inductive Model improved students’ writing ability in writing descriptive text.

B. Suggestion

At the end of this chapter, the researcher gave some suggestions related to this research, which hopefully will be useful for the teachers, the students, and the other researchers. Here is the explanation below:

1. The teachers are expected to choose the appropriate technique in conducting classroom activity in order to increase students’ enthusiast and interest in learning English. Besides, the teacher is hoping to use various methods to create enjoyable learning so that the students will not easily get bored with the activity. Picture Word Inductive Model is one of the techniques that can be implemented in learning English writing with a group discussion, so that the students are active and productive with the enjoyment of by the picture given.

2. The students are expected to practice writing more as much as possible. The students should increase their vocabulary knowledge; develop their idea, language feature, generic structure, and also punctuation to make their writing better by applying Picture Word Inductive Model.

3. The other researcher can use Picture Word Inductive Model as a technique in teaching learning activity to increase students’ English skill in the same level or the other students’ level. The other researcher also can use this technique for further research to find out the students’ skill in English which is the technique that is able to improve them. Besides, hopefully, this research can be used as basic information for anyone who will conduct similar studies.
REFERENCES


APPENDICES
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<tr>
<td>1</td>
<td>Bagaimana kemampuan siswa dalam mempelajari Bahasa Inggris? (How is the ability of students in learning English?)</td>
</tr>
<tr>
<td>2</td>
<td>Bagaimana kemampuan siswa dalam penguasaan menulis teks dalam Bahasa inggris? (How is the ability of students in mastering writing text in English?)</td>
</tr>
<tr>
<td>3</td>
<td>Bagaimana proses berjalanannya kegiatan belajar mengajar bahasa Inggris di kelas anda? (How is the process of teaching and learning English activity in your class?)</td>
</tr>
<tr>
<td>4</td>
<td>Khususnya dalam mengajar aspek menulis, metode apa yang biasanya bapak/ibu gunakan? (Specifically in teaching writing aspect, what kind method do you usually use?)</td>
</tr>
<tr>
<td>5</td>
<td>Bagaimana tanggapan para siswa terhadap pelajaran dan metode yang bapak/ibu ajarkan? (How is the students’ response towards the lesson and the method you teach?)</td>
</tr>
<tr>
<td>6</td>
<td>Apakah Bapak/Ibu pernah menggunakan teknik mengajar writing selain yang Bapak/Ibu gunakan selama ini? (Have you ever used teaching writing technique other than you’ve used so far?)</td>
</tr>
<tr>
<td>7</td>
<td>Masalah apa yang biasanya bapak/ibu temui dalam mengajarkan bahasa inggris menulis? Dan bagaimana Bapak/Ibu mengatasinya? (What kind of problem do you usually encounter in teaching writing? And how do you solve it)</td>
</tr>
<tr>
<td>8</td>
<td>Menurut Bapak/Ibu, apakah siswa harus menguasai skill menulis dalam Bahasa Inggris? Apa manfaat yang murid dapatkan jika memiliki skill menulis yang baik? Do students have to master writing skills in English? What benefits do students get if they have good writing skills?</td>
</tr>
<tr>
<td>9</td>
<td>Sudah pernahkah bapak/ibu mendengar tentang teknik Picture Word Inductive Model? Atau bahkan pernah mencoba untuk menggunakan dan mengajarkannya kepada para siswa bapak/ibu? (Have you ever heard about Picture Word Inductive Model? Or even tried to use and teach it to your students?)</td>
</tr>
</tbody>
</table>
The Interview Transcript of the English teacher before Implementation of Classroom Action Research.

Researcher : How is the ability of students in learning English?
Teacher : In my class, the students’ ability in learning English was low enough than others class. They were not enthusiast to do the task in English lesson, it because they were not understand about arranging the word in to sentences.

Researcher : Ok, for the second question is, how is the ability of students in mastering writing text in English?
Teacher : Like what I said before that the student did not enthusiast to follow the English lesson. I had to do a creative way to make them enthusiast. And the ability of students in mastering writing text in English was rather low. In writing activity, they need a stimulus to do writing better.

Researcher : How is the process of teaching and learning English activity in your class?
Teacher : The process is sometimes was easy and fun sometimes was not. Because we know that we have some problems such as vocabulary, grammatical rules and punctuation in teaching English. They were lack of vocabulary; they will ask the teacher “what is the English of this word or sentence Miss?” and sometimes they also forget about part of speech which one is verb, adjective, or object in the sentences

Researcher : Ok, this question about teaching aspect. What kind method do you usually use specifically in teaching writing aspect?
Teacher : In writing aspect, the method that I used is mind mapping technique. This technique was help students to write English.
They just write the vocabulary first, then, they just write down point per point first before they develop in to a paragraph.

Researcher: How is the students’ response towards the lesson and the method you teach?

Teacher: the responds about the writing? Or another aspect?

Researcher: the writing itself.

Teacher: Ok, they respond were good enough. Usually, when I asked them to write about descriptive text by instructing them “please write descriptive text” like we did in the previous meeting. So, they answer “we just make point per point miss yesterday” they got difficulties there.

Researcher: Have you ever used teaching writing technique other than you’ve used so far?

Teacher: Different technique?

Researcher: Yes miss.

Teacher: I ever used clustering technique, in implementing this technique I wrote the topic on the center of white board. Then, I asked them to answer some question about the topic. And I wrote them on the write board. After that, we analyzed the grammatical rules in the sentence. And the last I asked them to develop these sentences in to paragraph.

Researcher: What kind of problem do you usually encounter in teaching writing? And how do you solve it?

Teacher: The problem is the vocabulary knowledge. Therefore, I will give some vocabularies to the students before they write or I will ask them to find out new vocabulary from dictionary before they do
writing. So, they will know the vocabularies that they want to use. Another problem is about grammar, to solve the problem I ever used main mapping technique. I used main mapping technique to improve students’ ability about grammatical rules. We can do the activity to check and analyze the grammatical in a sentence. And this technique helps the students to develop the idea into paragraph.

Researcher : Do students have to master writing skills in English? What benefits do students get if they have good writing skills?
Teacher : Actually writing is one of the important skills that students should master. Because, writing used to answer the essay question I examination. When the students had a good knowledge in grammatical and vocabulary then they can write well they will get the best score.

Researcher : This is the last question miss. Have you ever heard about Picture Word Inductive Model? Or even tried to use and teach it to your students?
Teacher : Before, I never heard about Picture Word Inductive Model but, I ever heard about Picture to Picture technique. I don’t know is it same or not? And so far, I never use that technique.

Researcher : oh yes miss, Picture Word Inductive Model and Picture to Picture technique were rather same. The similarity is just using a picture but, the step using Picture Word Inductive Model more complex than Picture to Picture. And you never use this method miss?
Teacher : Yes, I never tried to implementing this method.

Researcher : Ok miss; I think it’s enough for the question. Thank you very much.
Teacher : Ok. You are welcome
<table>
<thead>
<tr>
<th>No</th>
<th>The Interview Guidelines for the VIII-3 Students of MTs Muhammadiyah 1 Ciputat before Implementation of Classroom Action Research</th>
</tr>
</thead>
</table>
| 1. | Apakah kamu menyukai pelajaran Bahasa Inggris?  
(Do you like English lessons?) |
| 2. | Apakah kamu menyukai kegiatan menulis? Khususnya dalam Bahasa inggris?  
(Do you like writing activity? Specifically, writing English?) |
| 3. | Bagaimana pendapat kalian mengenai pelajaran bahasa Inggris di kelas kalian?  
(What is your opinion about English lesson in your class?) |
| 4. | Khususnya dalam aspek menulis, bagaimana biasanya cara guru kalian menyampaikan pelajarannya?  
(Specifically in writing aspect, how does your teacher usually deliver the lesson?) |
| 5. | Bagaimana pendapat kalian tentang cara mengajar tersebut?  
(How do you think about that way of teaching?) |
| 6. | Apakah Anda tertarik untuk belajar Bahasa Inggris dengan teknik lain selain dari yang guru gunakan?  
(Do you interesting to learn English with another technique other than teacher’s technique?) |
| 7. | Kesulitan apa yang biasanya kalian temui dalam belajar menulis?  
(What kind of difficulty do you usually encounter in learning writing?) |
| 8. | Apakah menurut kalian dengan memiliki kemampuan menulis bahasa inggris yang baik akan berguna bagi hidup kalian?  
(Do you think that having good English writing give the benefits to you?) |
| 9. | Sudah pernahkah kalian mendengar tentang teknik Picture Word Inductive Model? Atau bahkan pernah mencoba untuk menggunakankannya untuk menulis sesuatu?  
(Have you ever heard about Snowball Throwing technique? Or even tried to use it to write something?) |
The Interview Transcript of the VIII-3 students before Implementation of Classroom Action Research

1. Peneliti: Apakah kamu menyukai pelajaran Bahasa Inggris?
   Siswa 1: Sedikit, tapi kalau sudah tidak tahu artinya jadi malas.
   Siswa 2: Iya saya menyukai Bahasa Inggris.
   Siswa 3: Iya saya juga suka Bahasa Inggris
   Siswa 4: Tidak, saya tidak suka Bahasa Inggris karena susah
   Siswa 5: Iya saya juga tidak menyukai Bahasa Inggris karena rumit dan susah.

2. Peneliti: Apakah kamu menyukai kegiatan menulis? Khususnya dalam Bahasa inggris?
   Siswa 1: Tidak. Aku gatau kosa-kata nya
   Siswa 2: Suka, walaupun susah tapi seru soalnya nulis itu kegiatan yang bebas mau nulis apa aja.
   Siswa 3: Agak kurang suka, kadang bingung penempatan kata dalam kalimatnya.
   Siswa 4: kurang suka, susah banget nulis pake Bahasa Inggris
   Siswa 5: Tidak suka nulis dalam Bahasa Inggris. Soalnya harus bolak balik buka kamus.

3. Peneliti: Bagaimana pendapat kalian mengenai pelajaran bahasa Inggris di kelas kalian?
   Siswa 1: Seru dan cepet bikin kita faham gurunya.
   Siswa 2: Iya, Miss nya kalo ngejelasin materi pelajaran enak.
   Siswa 3: Iya sama, aku juga ngerasa kaya gitu.
   Siswa 4: Iya betul, walaupun sering ngasih tugas tapi ngajarnya seru.
4. Peneliti: Khususnya dalam aspek menulis, bagaimana biasanya cara guru kalian menyampaikan pelajaranannya?

  Siswa 1: Gurunya biasanya jelasin materinya di papan tulis, terus sebelum nyuruh nulis, biasanya nyuruh kita bikin list kosa kata yang belum kita tahu dulu.
  Siswa 2: Iya gurunya pasti nulis materi dulu di papan tulis.
  Siswa 3: Iya selalu nulis di papan tulis dulu apa yang akan dijelaskan.
  Siswa 4: Iya betul.
  Siswa 5: Iya seringnya gitu.

5. Peneliti: Bagaimana pendapat kalian tentang cara mengajar tersebut?

  Siswa 1: Menurut aku sih biasa aja.
  Siswa 2: Iya, tapi kadang-kadang seru kalo ada games nya.
  Siswa 3: Seru, karena bener-bener merhatiin kita agar faham pelajaranya.
  Siswa 4: Ga gimana-gimana ngajarnya sih biasa aja.
  Siswa 5: Kadang seru kadang biasa aja sih.

6. Peneliti: Apakah kamu tertarik untuk belajar Bahasa Inggris dengan teknik lain selain dari yang guru gunakan?

  Siswa 1: Iya, mau coba teknik yang bikin ga bosen
  Siswa 2: Iya betul itu. Teknik apa aja yang biking a bosen belajar
  Siswa 3: Iya boleh tuh, kaya pake gambar atau puzzle gitu.
  Siswa 4: Iya bener itu.
  Siswa 5: Iya mau banget tuh kayanya seru kalo coba teknik lain.

7. Peneliti: Kesulitan apa yang biasanya kalian temui dalam belajar menulis?

  Siswa 1: Kalo aku kosa-katanya ga tau jadi bingung kalo mau nulis Bahasa Inggris
  Siswa 2: Iya betul grammarnya juga nginggung.
  Siswa 3: kalo aku susahnya buat ngerangkai kalimat.
Siswa 4: Iya betul grammarnya membingungkan.
Siswa 5: Iya sama aku juga suka bingung grammar dan kosa-katanya.

8. Peneliti: Apakah menurut kalian dengan memiliki kemampuan menulis bahasa inggris yang baik akan berguna bagi hidup kalian?
Siswa 1: Iya pasti sangat berguna.
Siswa 2: Iya, dengan Bahasa Inggris kita bisa mengobrol dengan orang luar negeri.
Siswa 3: Iya, selain itu kita bisa bikin tulisan Bahasa Inggris
Siswa 4: Iya, kita juga bisa dapet beasiswa dengan menulis Bahasa Inggris.
Siswa 5: Iya pasti sangat berguna buat masa depan.

Siswa 1: Gak pernah denger.
Siswa 2: Enggak tahu.
Siswa 3: Enggak pernah
Siswa 4: Gak tahu
Siswa 5: Enggak pernah tahu.
APPENDIX 2. The Guidelines and Transcript of the Interview after CAR

<table>
<thead>
<tr>
<th>No</th>
<th>Interview Guidelines for the 8th grade English Teacher of MTs Muhammadiyah 01 Ciputat after the implementation of Classroom Action Research</th>
</tr>
</thead>
</table>
| 1  | Menurut Bapak/ibu bagaimana penggunaan teknik Picture Word Inductive Model? dalam pengajaran aspek menulis di kelas anda?  
(What is your opinion about the use of Picture Word Inductive Model technique for teaching writing in your class?) |
| 2  | Bagaimana pendapat bapak/ibu tentang tanggapan para siswa terhadap pelajaran menulis setelah mereka diajarkan untuk mengaplikasikan teknik itu?  
(How do you think about the students’ responses towards the lesson after they are taught to apply the technique?) |
| 3  | Apakah menurut bapak/ibu teknik tersebut membuat kemampuan bahasa inggris siswa meningkat, khususnya dalam kemampuan menulis?  
(Do you think that the technique worked well to increase students’ ability specifically in writing?) |
| 4  | Apakah ada kendala/kesulitan yang bapak/ibu lihat selama penerapan Picture Word Inductive Model di kelas?  
(Do you think there is a difficulty during the implementation of Picture Word Inductive Model in the class?) |
| 5  | Apakah menurut anda teknik tersebut direkomendasikan untuk diajarkan oleh para guru lain kepada siswa mereka? Mengapa?  
(Do you think that the technique is recommended to be taught by other teachers to their students? Why?) |
The Interview Transcript of the English teacher after Implementation of Classroom Action Research.

Researcher : What is your opinion about the use of Picture Word Inductive Model technique for teaching writing in your class?

Teacher : In my opinion, there are many advantages of the use of Picture Word Inductive Model itself. The students were enthusiast and happy to follow the activity in the class especially when they showed the picture by you. They become active in the class; they answered the question and identified the vocabulary in the picture very well. They also become communicative with their group member when they discuss the task. And by using Picture Word Inductive Model, the students were more detail in writing descriptive text. By the picture and identified it, students can write the descriptive text easily. And it was a good technique to apply in my class.

Researcher : Ok. So, how do you think about the students’ responses towards the lesson after they are taught to apply the technique?

Teacher : I think they were made a good respond to you. They looked enthusiast to follow the technique that you made.

Researcher : Do you think that the technique worked well to increase students’ ability specifically in writing?

Teacher : Yes. They are able to write descriptive text more detail and specific in the day after day, they write more structured; they know what they supposed to write from the first and the second paragraph. They were already understood the structure, adjective words and the use of simple present very well. It is not surprising that this technique makes the students’ score are good.
Researcher: Do you think there is a difficulty during the implementation of Picture Word Inductive Model in the class miss?

Teacher: I think, the students were happy and interested to follow the activity using Picture Word Inductive Model. They also look very enthusiastic to do the activity. But, the challenge of using this method is choosing the appropriate picture to show to the students during the lesson. Over all is well and easy to follow.

Researcher: Thank you miss, and for the last question. Do you think that the technique is recommended to be taught by other teachers to their students? Why?

Teacher: I think, this technique is recommended to be taught to the student, because, this technique made the student active and communicative.

Researcher: Well, thank you very much Miss.

Teacher: Yes, You are welcome.
<table>
<thead>
<tr>
<th>No</th>
<th>The Interview Guidelines for the VIII-3 Students of MTs Muhammadiyah 1 Ciputat after Implementation of Classroom Action Research</th>
</tr>
</thead>
</table>
| 1  | Bagaimana pendapat kalian tentang belajar menulis dengan teknik *Picture Word Inductive Model*?  
(How are you feeling about learning writing by using Picture Word Inductive Model technique?) |
| 2  | Apakah kalian merasa bahwa teknik tersebut membantu kalian untuk menulis lebih baik? Mengapa?  
(Do you think that the technique helps you to write better? Why?) |
| 3  | Apakah semua masalah kesulitan yang kalian alami selama belajar menulis bahasa inggris di kelas mendapatkan peningkatan dengan teknik *Picture Word Inductive Model*? Mengapa?  
(Can all the problems you have when learning to write English in class be improved with the Picture Word Inductive Model technique?) |
| 4  | selama belajar menggunakan teknik Picture Word Inductive Model apakah kamu menemukan kendala/kesulitan?  
(Do you find the difficulties during the implementation of Picture Word Inductive Model?) |
| 5  | Apakah menurut kalian teknik tersebut direkomendasikan untuk digunakan? Mengapa?  
(Do you think that the technique is recommended to be used? Why?) |
| 6  | Kesimpulannya, apakah kalian menyukai teknik itu?  
(In conclusion, do you like Picture Word Inductive Model technique?) |
The Interview Transcript of the VIII-3 students after Implementation of Classroom Action Research

1. Peneliti: Bagaimana pendapat kalian tentang belajar menulis dengan teknik Picture Word Inductive Model?
   
   S1: Seru banget. Apalagi kalo lagi kerja kelompok.
   
   
   S3: Iya seru. Ga mbosenin belajarnya, soalnya kita ga Cuma dengerin guru ngajar doing.
   
   S4: Iya seru banget ya. Ga bosen dan kita bisa kerja sama dengan kelompok gitu.
   
   S5: Iya seru ya. Aku jadi ga takut buat bikin kalimat dalam Bahasa inggrisnya.

2. Peneliti: Apakah kalian merasa bahwa teknik tersebut membantu kalian untuk menulis lebih baik? Mengapa?
   
   S1: Iya Miss, lumayan membantu ku buat nulis kalimat descriptive dengan baik.
   
   S2: Iya betul, dan setelah diskusi sama teman satu grup aku merasa lebih gampang menulisnya.
   
   S3: Sama. Biasanya aku bingung mau nulis apa. Tapi karena pake gambar aku jadi lebih mudah menulis.
   
   S4: Kalo aku jadi lebih tau kosa-kata baru dan aturan grammar yang benar dalam menulis.
   
   S5: Iya miss, aku juga ngerasa begitu.

3. Peneliti: Apakah semua masalah kesulitan yang kalian alami selama belajar menulis bahasa inggris di kelas mendapatkan peningkatan dengan teknik Picture Word Inductive Model? Mengapa?
   
   S1: Iya Miss, aku jadi bisa nulis dengan Bahasa Inggris dengan tidak kebingungan. Soalnya biasanya aku kalo nulis bingung.
   
   S2: Iya aku juga sama kaya gitu Miss.
   
   S3: Iya, jadinya lebih mudah nulis soalnya aku sedikit-sedikit tahu kosa-katanya yang mau aku tulis.
   
   S4: Iya dari grammarnya juga aku jadi lebih faham perbedanya.
4. Peneliti: selama belajar menggunakan teknik Picture Word Inductive Model apakah kamu menemukan kendala/kesulitan?

   S1: kalo aku pertamanya bingung maksud dari gambarnya, tapi setelah dijelaskan aku mengerti.
   S3: kalo aku bingung untuk melabel vocabulary yang ada. Harus buka kamus dulu karna tidak tahu b.inggrisnya.
   S4: kalo aku tidak merasakan kendala. Aku menikmati belajar seperti ini.
   S5: saya juga menikmati, tapi pas melabeli vocab nya agak bingung karena ga tau Bahasa inggrisnya.

5. Peneliti: Apakah menurut kalian teknik tersebut direkomendasikan untuk digunakan? Mengapa?

   S1: Iya. Soalnya ga bikin bosan kita juga ga Cuma diem dengerin guru.
   S2: Iya betul banget, kita bisa diskusi sama temen-temen yang lain jadi makin faham.
   S3: Iya sama.
   S5: Iya jadi kitanya di kelas ga ngantuk karna kegiatanya kita dibatkan.

6. Peneliti: Kesimpulannya, apakah kalian menyukai teknik itu?

   S1: Iya suka banget.
   S2: Iya aku juga.
   S3: Iya suka.
   S4: Iya sama.
   S5: Iya aku juga suka.
APPENDIX 3. Pre-test, Post-test 1, Post-test 2

Pre-Test (Descriptive Text)

- Write a descriptive text about “describing your favourite place” based on your knowledge as creative as possible you can.
- You have 40 minutes to finish it.
- Scoring will be based on content grammar, vocabulary, mechanics, fluency, and form (organization).
- Minimum sentence at least 2 paragraph minimum 8 sentences.

Post-Test 1 (Descriptive Text)

- Write a descriptive text about “describing your favourite person” based on your knowledge as creative as possible you can.
- You have 40 minutes to finish it.
- Scoring will be based on content grammar, vocabulary, mechanics, fluency, and form (organization).
- Minimum sentence at least 2 paragraph minimum 8 sentences.

Post-Test 2 (Descriptive Text)

- Write a descriptive text about “describing your favourite place, describing your favorite person, describing animal” based on your knowledge as creative as possible you can. (choose one of the theme above)
- You have 40 minutes to finish it.
- Scoring will be based on content grammar, vocabulary, mechanics, fluency, and form (organization).
- Minimum sentence at least 2 paragraph minimum 8 sentences.
APPENDIX 4. The Comparison of the Students’ Score

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pre-Test Score</th>
<th>Post-Test 1</th>
<th>Post-Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>60</td>
<td>75*</td>
<td>75*</td>
</tr>
<tr>
<td>Student 2</td>
<td>50</td>
<td>75*</td>
<td>70</td>
</tr>
<tr>
<td>Student 3</td>
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<tr>
<td>Student 4</td>
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</tr>
<tr>
<td>Student 5</td>
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</tr>
<tr>
<td>Student 6</td>
<td>75*</td>
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<tr>
<td>Student 7</td>
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<td>90*</td>
<td>90*</td>
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<tr>
<td>Student 8</td>
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<td>80*</td>
<td>85*</td>
</tr>
<tr>
<td>Student 9</td>
<td>60</td>
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<tr>
<td>Student 10</td>
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<tr>
<td>Student 11</td>
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<td>Student 12</td>
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<td>Student 13</td>
<td>80*</td>
<td>80*</td>
<td>80*</td>
</tr>
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<td>Student 14</td>
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<td>80*</td>
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<td>Student 15</td>
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</tr>
<tr>
<td>Student 16</td>
<td>55</td>
<td>60</td>
<td>75*</td>
</tr>
<tr>
<td>Student 17</td>
<td>70</td>
<td>75*</td>
<td>75*</td>
</tr>
<tr>
<td>Student 18</td>
<td>65</td>
<td>65</td>
<td>75*</td>
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<td>Student 19</td>
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<td>75*</td>
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<tr>
<td>Student 20</td>
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<td>60</td>
<td>75*</td>
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<tr>
<td>Student 21</td>
<td>60</td>
<td>75*</td>
<td>80*</td>
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<tr>
<td>Student 22</td>
<td>60</td>
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<tr>
<td>Student 23</td>
<td>70</td>
<td>80*</td>
<td>75*</td>
</tr>
<tr>
<td>Student 24</td>
<td>50</td>
<td>60</td>
<td>80*</td>
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<tr>
<td>Student 25</td>
<td>75*</td>
<td>80*</td>
<td>85*</td>
</tr>
<tr>
<td><strong>MEAN</strong></td>
<td><strong>64.2</strong></td>
<td><strong>71</strong></td>
<td><strong>75.6</strong></td>
</tr>
</tbody>
</table>

*Students who could pass the Minimum Mastery criterion (KKM)*
APPENDIX 5. Lesson Plan in cycle

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MTs Muhammadiyah 1 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII-3/2 (dua)
Materi Pokok : Teks deskriptif (Describing place)
Alokasi Waktu : 2 X 40 menit
Siklus/ Pertemuan ke : 1/1

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaualan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI 4 : Mencoba, mengolah, dan menyaj i dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori
### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris</td>
</tr>
<tr>
<td>2.</td>
<td>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.2.1 Mengakui ketika membuat kesalahan</td>
</tr>
<tr>
<td></td>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
<td>2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3.1 Siswa mampu melaksanakan kegiatan, kerjasama, kelompok dan aktivitas dengan baik sehingga dapat membahas dan</td>
</tr>
</tbody>
</table>
3. 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7.1</td>
<td>Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif tentang tempat.</td>
</tr>
<tr>
<td>3.7.2</td>
<td>Siswa mampu mengidentifikasi feature yang ada di dalam struktur teks deskriptif tentang tempat.</td>
</tr>
<tr>
<td>3.7.3</td>
<td>Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam tempat dari teks deskriptif.</td>
</tr>
<tr>
<td>3.7.4</td>
<td>Siswa dapat mendemonstrasikan teks deskripsi mengenai tempat secara lisan dan tulisan.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.11.</td>
<td>4.11.1 Mengidentifikasi struktur dan unsur kebahasaan dalam teks</td>
</tr>
</tbody>
</table>

C. Materi Pembelajaran

- **Fungsi Sosial** :
  1. Menjaga hubungan interpersonal dengan guru dan teman dikelas
  2. Memberi informasi tentang tempat yang sering mereka lihat melalui ciri yang dimiliki dan menceritakanya kepada teman yang lain.

- **Struktur Teks** :
  Dalam *Descriptive text* ada dua bagian yang menjadi structure khusus yaitu;
1. **Identification**
Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

2. **Description**
Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai penampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya

- **Unsur Kebahasaan:**
  1. Pernyataan tentang deskripsi tempat
  2. Penyebutan nama tempat (classroom, room, library, canteen, etc)
  3. Adjectives (wide, narrow, big, small, cool, fresh, clean, dirty, etc)
  4. Adjective phrases (beautiful park)
  5. Simple Present Tense (My class is big, My bedroom is very clean and tidy)
  6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

- **Topik:** Dekripsi tempat favorit.

- **Materi Descriptive Text**
  1. **Pengertian Descriptive text**
  Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive Text adalah sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau makhluk hidup yang kita deskripsikan, baik secara penampilan, bau, suara, atau tekstur dari benda atau makhluk hidup tersebut.

  2. **Tujuan komunikatif descriptive text**
  Tujuan Komunikatif dari Descriptive Text adalah untuk menggambarkan dan mengungkapkan ciri-ciri dari benda, tempat, atau
3. Example of Descriptive text

| Identification | I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. |
| Description    | When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen. |

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- Metode Pembelajaran
- Pendekatan: Scientific Learning
- Model Pembelajaran: picture word inductive model
- Media Pembelajaran:
  - Picture
  - Whiteboard
  - Paper
  - Sumber Belajar
  - Kamus bahasa inggris
  - Bahan Ajar
  - Sumber lain yang relevan

E. Langkah-langkah Pembelajaran

1. Pendahuluan (5 menit)
   a) Guru memberi salam dan berdoa bersama sebelum memulai kegiatan belajar mengajar
   b) Guru memeriksa kehadiran siswa.
   c) Guru menjelaskan tentang tujuan pembelajaran
   d) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan inti (1 jam 10 menit)

Observing (Mengamati)

1) Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan tempat dengan benar dari penjelasan guru.
2) Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text).
3) Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang tempat dari penjelasan guru.

Questioning (Menanya)
4) Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada tempat terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.
5) Siswa menanyakan secara rinci gagasan pokok, informasi yang diperlukan dalam mendeskripsikan tempat.

Exploring (Mengeksplorasi)

6) siswa mencoba untuk mengeksplor contoh kalimat deskripsi tempat.
7) Siswa menyebutkan kata yang dipakai untuk mendeskripsikan tempat.
8) Siswa mencoba mendeskripsikan tempat dengan tulisan atau lisan.
9) Siswa dan teman sebangkunya mencoba menemukan informasi rinci dan informasi tertentu serta fungsi social berdasarkan materi tentang tempat yang sudah dijelaskan guru.

Associating (Mengasosiasi)

(Applying Picture Word Inductive Model)

10) Setelah guru menjelaskan materi descriptive text kemudian, guru menyiapkan 1 gambar (bergambar rumah)
11) Guru bersama murid bersama-sama mengidentifikasi vocabulary dari gambar tersebut
12) Guru membuat vocabulary list dari vocab yang telah ditemukan bersama siswa.
13) Guru meminta setiap siswa untuk membuat contoh kalimat menggunakan vocabulary list tersebut.
14) Kemudian Guru menjelaskan step by step membuat teks deskriptif dengan menggunakan gambar tersebut.
15) Setelah siswa membuat kalimat dari vocabulary tersebut, guru meminta siswa untuk mengasosiasi kalimat-kalimat tersebut menjadi paragraph descriptive yang padu dan benar.
16) kemudian guru memberi feedback dengan mengevaluasi di akhir pembelajaran.

Communication (Mengkomunikasikan)

17) Setelah siswa selesai membuat teks deskripsi tentang tempat tersebut, mereka harus membacakan teks tersebut di depan kelas dengan bergilir.
18) Siswa mendapatkan feedback dari teman kelompok dan guru dari teks descriptive yang telah mereka buat.

Closing Penutup (5 menit)

19) Peserta didik dan guru menyimpulkan pembelajaran yang telah dilakukan.
20) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan.
21) Siswa mengumpulkan tugas untuk dinilai oleh guru.
22) Guru memberikan tugas kepada siswa untuk mencari contoh teks descriptive tentang tempat dari internet.
23) Guru dan siswa bersama-sama menutup kegiatan belajar mengajar dengan membaca hamdalah bersama.

F. PENILAIAN

1. Sikap (attitude)
   - Ingin tahu
   - Percaya diri
   - Jujur

2. Perilaku (action)
   - Kerja sama
   - Melakukan tindak komunikasi yang tepat

3. Pengetahuan (knowledge)

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>Relevant to the topic, mention the details and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Relevant to the topic and easy to understand but lack the detail.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic, mention the details but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic, lack the details and not</td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td>Most of the sentences are related to the main idea and the idea is clearly stated.</td>
</tr>
<tr>
<td>--------------</td>
<td>---</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea and the idea is rather clear stated.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences are related to the main idea and the idea is not clearly stated.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea and there is no idea stated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary &amp; mechanic</th>
<th>4</th>
<th>A few errors in the choice of words, spelling, and punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors in the choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Some errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent errors in the choice of words, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>4</th>
<th>A few grammatical accuracies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>Some grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 9 Januari 2020

Mengetahui

Researcher

English Teacher

Fuzi Inti Daroeni
Lampiran

Soal dan instrument

- Gambar yang dipakai

![House Diagram](image)

- Group taks (in pairs): find out the vocabulary list based on the table below!

<table>
<thead>
<tr>
<th>No</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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<td>9</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

RPP

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C. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai</td>
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</tr>
<tr>
<td>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>dapat belajar bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
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2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri  
2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain. |
| 3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.7.1 Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif tentang tempat.  
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3.7.4 Siswa dapat mendemonstrasikan teks deskripsi mengenai tempat secara lisan dan tulisan menggunakan simple present tense. |
### C. Materi Pembelajaran

- **Fungsi Sosial**:  
  3. Menjaga hubungan interpersonal dengan guru dan teman dikelas  
  4. Memberi informasi tentang tempat yang disukai melalui ciri yang dimiliki dan menceritakannya kepada teman yang lain.

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     Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

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<table>
<thead>
<tr>
<th>4.</th>
<th>4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.11.</td>
<td>Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</td>
</tr>
<tr>
<td>4.7.1</td>
<td>Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks tentang tempat.</td>
</tr>
<tr>
<td>4.11.1</td>
<td>Mengidentifikasi stuktur dan unsur kebahasaan dalam teks</td>
</tr>
</tbody>
</table>
• **Unsur Kebahasaan:**
  1. Pernyataan tentang deskripsi tempat
  2. Penyebutan nama tempat (classroom, room, library, canteen, etc)
  3. Adjectives (wide, narrow, big, small, cool, fresh, clean, dirty, etc)
  4. Adjective phrases (beautiful park)
  5. Simple Present Tense (My class is big, My bedroom is very clean and tidy)
  6. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

• **Topik:** Dekripsi tempat favorit.

• **Materi Descriptive Text**

4. **Pengertian Descriptive text**

Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya. Descriptive Text adalah sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau makhluk hidup yang kita deskripsikan, baik secara kenampakan, bau, suara, atau tekstur dari benda atau makhluk hidup tersebut.

5. **Tujuan komunikatif descriptive text**

Tujuan Komunikatif dari Descriptive Text adalah untuk menggambarkan dan mengungkapkan ciri-ciri dari benda, tempat, atau makhluk tertentu secara umum, tanpa adanya riset atau peneilitan secara mendalam dan menyuluruh.

6. **Example of Descriptive text**

   **My School**

   This is my school. I can find many rooms here such as library, classroom, laboratory, canteen, etc. My school color is yellow and the window is blue. My school has many books in library. I always borrow book from there minimally two book in a month. I like my school because it is comfortable place to study.
My school is a green and beautiful. There are so many huge trees that make the air become so fresh. My school also has a large canteen. The canteen is located at the rear of tenth class exactly behind the language laboratory. My School’s canteen sells a lot of foods, such as; snacks, meatballs, fried rice, noodles, and many more.

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- Metode Pembelajaran
  - Pendekatan: Scientific Learning
  - Model Pembelajaran: picture word inductive model
- Media Pembelajaran:
  - Picture
  - Whiteboard
  - Paper
  - Sumber Belajar
    - Kamus bahasa inggris
    - Bahan Ajar
    - Sumber lain yang relevan

E. Langkah-langkah Pembelajaran

1. Pendahuluan (5 menit)
   a) Guru memberi salam.
   b) Guru memeriksa kehadiran siswa.
   c) Guru menjelaskan tentang tujuan pembelajaran
   d) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan inti (1 jam 10 menit)
   Observing (Mengamati)
1) Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan tempat dengan benar dari penjelasan guru.

2) Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text).

3) Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang tempat dari penjelasan guru.

**Questioning (Menanya)**

4) Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada tempat terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.

5) Siswa menanyakan secara rinci gagasan pokok, informasi yang diperlukan dalam mendeskripsikan tempat.

**Exploring (Mengeksplorasi)**

6) siswa mencoba untuk mengeksplor contoh kalimat deskripsi tempat.

7) Siswa menyebutkan kata yang dipakai untuk mendeskripsikan tempat.

8) Siswa mendeskripsikan tempat dengan tulisan atau lisan.

9) Siswa dan teman sebangkunya mencoba menemukan informasi rinci dan informasi tertentu serta fungsi social berdasarkan materi tentang tempat yang sudah dijelaskan guru.

**Associating (Mengasosiasi)**

(APPLYING PICTURE WORD INDUCTIVE MODEL)

10) Setelah guru menjelaskan materi descriptive text kemudian guru membentuk siswa menjadi 5 kelompok, masing masing kelompok terdiri dari 5 siswa.

11) Guru memanggil perwakilan disetiap kelompok untuk mengambil gambar dengan tema yang berbeda-beda yang telah disiapkan guru.

12) Guru menjelaskan step by step membuat teks deskriptif dengan menggunakan gambar tersebut.

13) Guru meminta setiap kelompok untuk menemukan **vocabulary** sesuai yang ada didalam gambar yang telah dibagikan, kemudian siswa harus membuat **vocabulary list** dari kata yang telah ditemukan.

14) Guru meminta setiap anggota kelompok untuk membuat kalimat sederhana dari vocabulary yang telah mereka temukan didalam gambar.
tersebut. Sehingga dalam 1 kelompok akan menghasilkan beberapa kalimat descriptive sederhana.

15) Setelah setiap siswa selesai membuat kalimat sederhana tersebut, mereka harus berdiskusi untuk menyatukan kalimat-kalimat yang telah mereka buat menjadi sebuah paragraph descriptive teks.
16) Kemudian guru memberi feedback dengan mengevaluasi di akhir pembelajaran.

Communication (Mengkomunikasikan)

17) Setelah siswa selesai mendiskusikan hasil teks descriptive yang mereka buat, salah satu siswa dalam kelompok tersebut diminta untuk mempresentasikan hasil teks deskripsi di depan kelas secara bergilir di depan kelas.
18) Siswa mendapatkan feedback dari teman kelompok dan guru dari teks descriptive yang telah mereka buat.

Closing Penutup (5 menit)

19) Peserta didik dan guru menyimpulkan pembelajaran yang telah dilakukan.
20) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan.
21) Siswa mengumpulkan tugas untuk dinilai oleh guru.
22) Guru memberikan tugas kepada siswa untuk mencari contoh teks descriptive tentang tempat dari internet.
23) Guru dan siswa bersama-sama menutup kegiatan belajar mengajar dengan membaca hamdalah bersama.

F. PENILAIAN

1. Sikap (attitude)

   □ Ingin tahu
   □ Percaya diri
   □ Jujur

2. Perilaku (action)

   □ Kerja sama
   □ Melakukan tindak komunikasi yang tepat
3. Pengetahuan (*knowledge*)

**Rubric of Scoring Writing Assessment**

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>4</td>
<td>Relevant to the topic, mention the details and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Relevant to the topic and easy to understand but lack the detail.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic, mention the details but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic, lack the details and not quite easy to understand.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>4</td>
<td>Most of the sentences are related to the main idea and the idea is clearly stated.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea and the idea is rather clearly stated.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Few sentences are related to the main idea and the idea is not clearly stated.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea and there is no idea stated.</td>
</tr>
<tr>
<td><strong>Vocabulary &amp; mechanic</strong></td>
<td>4</td>
<td>A few errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors in the choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Some errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A few grammatical accuracies.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some grammatical inaccuracy.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Numerous grammatical inaccuracy.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
<td></td>
</tr>
</tbody>
</table>

Tangerang Selatan, 9 Januari 2020

Mengetahui

Researcher: Fuzi Inti Daroeni

English Teacher
Lampiran

1. Gambar yang digunakan untuk mengaplikasikan *Picture Word Inductive Model*
   a. In the class

   ![Classroom Image](image1)

   b. In the library

   ![Library Image](image2)

   c. In school canteen

   ![Canteen Image](image3)
d. In the computer lab

Instruction:

- These pictures are given to each group in the class.
- Each group is asked to identify the vocabulary from the picture and make the vocabulary list.
- Each student of the group should make the sentences from the vocabulary list.
- Then, they collaborate and discuss with the group to make the descriptive text with the sentences they have made before.

Group task: Please produce the descriptive text based on the picture given as creative as you can!!
RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Satuan Pendidikan : MTs Muhammadiyah 1 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII-3/2 (dua)
Materi Pokok : Teks deskriptif (Describing people)
Alokasi Waktu : 2 X 40 menit
Siklus/Pertemuan : 1/3

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris</th>
<th>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>2.2.1 Mengakui ketika membuat kesalahan</td>
<td>2.2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
</tr>
<tr>
<td></td>
<td>2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri</td>
<td>2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</td>
</tr>
<tr>
<td></td>
<td>2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</td>
<td>2.2.9 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
</tr>
<tr>
<td>3.7</td>
<td>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3.7.1</td>
<td>Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif tentang tempat.</td>
<td></td>
</tr>
<tr>
<td>3.7.2</td>
<td>Siswa mampu mengidentifikasi feature yang ada di dalam struktur teks deskriptif tentang tempat.</td>
<td></td>
</tr>
<tr>
<td>3.7.3</td>
<td>Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam tempat dari teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td>3.7.4</td>
<td>Siswa dapat mendemonstrasikan teks deskripsi mengenai tempat secara lisan dan tulisan</td>
<td></td>
</tr>
</tbody>
</table>
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| 4. | 4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | 4.7.1 Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks tentang tempat. |
| 4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. | 4.11.1 Mengidentifikasi struktur dan unsur kebahasaan dalam teks |

C. Materi Pembelajaran

1. Kata sifat/Adjective yang untuk mencirikan sifat seseorang: beautiful, fat, handsome, tall, slim, kine, warm hearted, funny, cute.
2. **Adjective**, kata sifat yang memodifikasi kata benda (noun)

   Example:
   - He is clever and intelligent  □ (Personality)
   - Miss Tasya is tall and beautiful  □ (Physical)
   - Mister Michael has pointed nose  □ (Appearance)

- Struktur Teks :
  Dalam *Descriptive text* ada dua bagian yang menjadi structure khusus yaitu;

**Identification**

Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

**Description**

Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai penampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya

- **Characteristic:**
  1. Using the simple present tense. Ex: ria ricis is youtuber and she is an artist.
  2. Using the verb, such as (is, are, has, have) Ex: miss ety has beautiful face.
  3. Using adjectives to describe the appearance, the look, and the characteristic of the people. Ex: Handsome, gorgeous, clever, charismatic, wise, childish.
  4. Just focus on one person.

- **Topik:**
  Descriptive about person
• Physical appearance of people

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beautiful</td>
<td>bald</td>
</tr>
<tr>
<td>Pretty</td>
<td>sharp eyes</td>
</tr>
<tr>
<td>Elegant</td>
<td>white skin</td>
</tr>
<tr>
<td>Funny</td>
<td>slim</td>
</tr>
<tr>
<td>Cute</td>
<td>pointed nose</td>
</tr>
<tr>
<td>Handsome</td>
<td>fat</td>
</tr>
<tr>
<td>Gorgeous</td>
<td>round face</td>
</tr>
<tr>
<td>Ugly</td>
<td>short</td>
</tr>
<tr>
<td>Attractive</td>
<td>young</td>
</tr>
</tbody>
</table>

• Characteristic of people

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clever</td>
<td>patient</td>
</tr>
<tr>
<td>Lazy</td>
<td>kind</td>
</tr>
<tr>
<td>Diligent</td>
<td>nice</td>
</tr>
<tr>
<td>Cheerful</td>
<td>wise</td>
</tr>
<tr>
<td>Funny</td>
<td>helpful</td>
</tr>
</tbody>
</table>

• Example of Descriptive text about describing people

**My Mother**

My mother is a beautiful person and special woman for me. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person and all things in the house are in the right place. She doesn't like messes.
She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- Metode Pembelajaran
  - Pendekatan: Scientific Learning
  - Model Pembelajaran: picture word inductive model
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E. Langkah-langkah Pembelajaran

1. Pendahuluan (5 menit)
   
   1) Guru memberi salam.
   2) Guru memeriksa kehadiran siswa.
   3) Guru menjelaskan tentang tujuan pembelajaran
   4) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyiapkan rangkaian materi dan penjelasan uraian kegiatan sesuai silabus.
2. Kegiatan inti (1 jam 10 menit)

Observing (Mengamati)

5) Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan tempat dengan benar dari penjelasan guru.

6) Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text).

7) Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang orang dari penjelasan guru.

Questioning (Menanya)

8) Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada orang terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.

9) Siswa menanyakan secara rinci gagasan pokok, informasi yang diperlukan dalam mendeskripsikan orang.

Exploring (Mengeksplorasi)

10) siswa mencoba untuk mengeksplor contoh kalimat deskripsi orang.
11) Siswa menyebutkan kata yang dipakain untuk mendeskripsikan orang.
12) Siswa mendeskripsikan orang dengan tulisan atau lisan.
13) Siswa dan teman sebangkunya mencoba menemukan informasi rinci dan informasi tertentu serta fungsi social berdasarkan materi tentang orang yang sudah dijelaskan guru.

Associating (Mengasosiasi)

(Applying Picture Word Inductive Model)
14) Setelah guru menjelaskan materi descriptive text, guru menyiapkan gambar orang dan ditempel di depan kelas.

15) Guru meminta siswa untuk memperhatikan gambar tersebut. Lalu guru meminta siswa untuk mengidentifikasi ciri-ciri orang dalam gambar tersebut.

16) Siswa diminta untuk menyebutkan vocabulary yang akan di list oleh guru di depan papan tulis.

17) Guru menjelaskan *step by step* membuat teks deskriptif dengan menggunakan gambar tersebut.

18) Guru meminta setiap siswa untuk membuat kalimat dari vocabulary list tersebut; bekerja sama dengan teman sebangkunya.

19) Guru meminta murid untuk membuat paragraph singkat tentang descriptive tentang orang sesuai gambar orang yang telah dijelaskan guru.

20) Kemudian guru memberi feedback dengan mengevaluasi di akhir pembelajaran.

**Communication (Mengkomunikasikan)**

21) Setelah siswa selesai mendiskusikan hasil teks descriptive yang mereka buat, siswa dalam diminta untuk mempresentasikan hasil teks deskripsi di depan kelas secara bergilir di depan kelas.

22) Siswa mendapatkan feedback dari teman kelompok dan guru dari teks descriptive yang telah mereka buat.

**Closing Penutup (5 menit)**

23) Peserta didik dan guru menyimpulkan pembelajaran yang telah dilakukan.

24) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan.

25) Siswa mengumpulkan tugas untuk dinilai oleh guru.

26) Guru memberikan tugas kepada siswa untuk mencari contoh teks descriptive tentang orang dari internet.
27) Guru dan siswa bersama-sama menutup kegiatan belajar mengajar dengan membaca hamdalah bersama.

F. PENILAIAN

1. Sikap (attitude)
   - Ingin tahu
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   - Melakukan tindak komunikasi yang tepat

3. Pengetahuan (knowledge)

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<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some sentences are related to the main idea and the idea is rather clear stated.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Few sentences are related to the main idea and the idea is not clearly stated.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The sentences are unrelated to the main idea and there is no idea stated.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary &amp; mechanic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A few errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td>3</td>
<td>Occasional errors in the choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td>2</td>
<td>Some errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td>1</td>
<td>Frequent errors in the choice of words, spelling, and punctuation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A few grammatical accuracies.</td>
</tr>
<tr>
<td>3</td>
<td>Some grammatical inaccuracy.</td>
</tr>
<tr>
<td>2</td>
<td>Numerous grammatical inaccuracy.</td>
</tr>
<tr>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 16 Januari 2020

Mengetahui                                      Researcher

English Teacher                                      Fuzi Inti Daroeni
Lampiran

Instrument and Task

1. Gambar untuk implementasi (Picture Word Inductive Model)

2. Individual task: please make a descriptive text about yourself as creative as you can!
APPENDIX 6. Lesson Plan in cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Satuan Pendidikan : MTs Muhammadiyah 1 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII-3/2 (dua)
Materi Pokok : Teks deskriptif (Describing people)
Alokasi Waktu : 2 X 40 menit
Siklus/Pertemuan : 2/1

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi
<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris</td>
</tr>
</tbody>
</table>
| 2. | 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. | 2.2.1 Mengakui ketika membuat kesalahan  
2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri  
2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.  
2.2.9 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur |
3. 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.7.1 Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif tentang orang.

3.7.2 Siswa mampu mengidentifikasi feature yang ada di dalam struktur teks deskriptif tentang orang.

3.7.3 Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam diri seseorang dari teks deskriptif.

3.7.4 Siswa dapat mendemonstrasikan teks deskripsi mengenai tempat secara
| 4.    | 4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
|       | 4.7.1 Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks tentang tempat. |
| 4.11. | Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. |
| 4.11.1| Mengidentifikasi stuktur dan unsur kebahasaan dalam teks |

C. Materi Pembelajaran
1. Kata sifat/Adjective yang untuk mencirikan sifat seseorang: beautiful, fat, handsome, tall, slim, kine, warm hearted, funny, cute.

2. Adjective, kata sifat yang memodifikasi kata benda (noun)

Example:
- He is clever and intelligent (Personality)
- Miss Tasya is tall and beautiful (Physical)
- Mister Michael has pointed nose (Appearance)

- Struktur Teks : Descriptive Text

A descriptive text is a text that describes the characteristics of a specific things, for example a specific person, place and thing.

A descriptive text has the generic structure:

1. Identification/introduction
   Identifying the phenomenon to be describes. It introduces about name, location, etc.

2. Description
   It tells about the characteristic features of the subject, e.g. physical appearance, habitual behavior, and significant attributes.

   How to describe people:
   - Height: tall, short
   - Body: slim, thin, fat, muscular
   - Age: young, old, teenager
   - Hair: long, short, bald, straight, curly, wavy, black, red
   - Face: round, oval, square, wrinkles, pale, bearded, shaved
   - Eyes: big, round, blue, brown, green, bright, slanting
   - Topik: Descriptive about person

- Example of Descriptive text about describing people
My Favorite Singer Is Agnes Monica

Agnes Monica is a famous pop singer. Most people in Indonesia know her. She certainly looks like an angel. She is tall, slim, and beautiful. Her hair is black. She always wears fashionable clothes.

Her personality is good as her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She does not like cooking.

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- Metode Pembelajaran
  - Pendekatan : Scientific Learning
  - Model Pembelajaran : picture word inductive model
- Media Pembelajaran :
  - Picture
  - Whiteboard
  - Paper
  - Sumber Belajar
    - Kamus bahasa inggris
    - Bahan Ajar
    - Sumber lain yang relevan

E. Langkah-langkah Pembelajaran

1. Pendahuluan (5 menit)

   1) Guru memberi salam.
   2) Guru memeriksa kehadiran siswa.
   3) Guru menjelaskan tentang tujuan pembelajaran
   4) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.
2. Kegiatan inti (1 jam 10 menit)

Observing (Mengamati)

5) Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan tempat dengan benar dari penjelasan guru.

6) Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasan Descriptive Text).

7) Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang orang dari penjelasan guru.

Questioning (Menanya)

28) Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada orang terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.

29) Siswa menanyakan secara rinci gagasan pokok, informasi yang diperlukan dalam mendeskripsikan orang.

Exploring (Mengeksplorasi)

30) siswa mencoba untuk mengeksplor contoh kalimat deskripsi orang.

31) Siswa menyebutkan kata yang dipakain untuk mendeskripsikan orang.

32) Siswa mendeskripsikan orang dengan tulisan atau lisan.

33) Siswa dan teman sebangkunya mencoba menemukan informasi rinci dan informasi tertentu serta fungsi social berdasarkan materi tentang orang yang sudah dijelaskan guru.

Associating (Mengasosiasi)

(Applying Picture Word Inductive Model)
34) Setelah guru menjelaskan materi descriptive text, guru membagi siswa menjadi 5 kelompok yang terdiri dari 5 orang.
35) Guru meminta 1 siswa setiap kelompok untuk mengambil gambar yang telah disediakan dan kertas tugas yang harus diseselaiakan.
36) Guru memberi intruksi kepada setiap grup untuk membuat descriptive teks sesuai gambar yang diberikan.
37) Guru menjelaskan *step by step* membuat teks deskriptif dengan menggunakan gambar tersebut.
38) Guru membri intruksi kepada siswa untuk bekerja sama dalam grup untuk mencari vocabulary list sesuai gambar tersebut.
39) Guru meminta setiap setiap siswa yang ada dalam kelompok untuk membuat kalimat dari vocabulary list tersebut.
40) Guru meminta murid untuk membuat paragraph singkat tentang descriptive tentang orang sesuai gambar orang yang telah dijelaskan guru.
41) kemudian guru memberi feedback dengan mengevaluasi di akhir pembelajaran.

**Communication (Mengkomunikasikan)**

42) Setelah siswa selesai mendiskusikan hasil teks descriptive yang mereka buat, siswa diminta untuk mempresentasikan hasil teks deskripsi didepan kelas secara bergilir didepan kelas.
43) Siswa mendapatkan feedback dari teman kelompok dan guru dari teks descriptive yang telah mereka buat.

**Closing Penutup (5 menit)**

44) Peserta didik dan guru menyimpulkan pembelajaran yang telah dilakukan.
45) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan.
46) Siswa mengumpulkan tugas untuk dinilai oleh guru.
47) Guru memberikan tugas kepada siswa untuk mencari contoh teks descriptive tentang orang dari internet.

48) Guru dan siswa bersama-sama menutup kegiatan belajar mengajar dengan membaca hamdalah bersama.

**F. PENILAIAN**

1. Sikap (*attitude*)
   - □ Ingin tahu
   - □ Percaya diri
   - □ Jujur

2. Perilaku (*action*)
   - □ Kerja sama
   - □ Melakukan tindak komunikasi yang tepat

3. Pengetahuan (*knowledge*)

**Rubric of Scoring Writing Assessment**

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>Relevant to the topic, mention the details and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Relevant to the topic and easy to understand but lack the detail.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic, mention the details but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Organization</td>
<td>Quite relevant to the topic, lack the details and not quite easy to understand.</td>
<td>Few sentences are related to the main idea and the idea is not clearly stated.</td>
</tr>
<tr>
<td>Vocabulary &amp;</td>
<td>A few errors in the choice of words, spelling, and punctuation.</td>
<td>Some errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td>Mechanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tangerang Selatan, 23 Januari 2020

Mengetahui

Researcher

English Teacher

Fuzi Inti Daroeni
Lampiran

1. Instrumen yang di pakai

| Member of group: | Class: |

**Instruction**

- Find and write vocabulary from the picture below!
- Make sentences from the vocabulary list in your book
- Arrange the sentences in to descriptive text, please discuss with your friend!

| Title | Introduction |

Description(s):
RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Satuan Pendidikan : MTs Muhammadiyah 1 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII-3/2 (dua)
Materi Pokok : Teks deskriptif (Describing animal)
Alokasi Waktu : 2 X 40 menit
Siklus/Pertemuan : 2/2

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi
<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris</td>
</tr>
<tr>
<td>2.</td>
<td>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.2.1 Mengakui ketika membuat kesalahan 2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain. 2.2.9 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
</tr>
</tbody>
</table>
3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

<p>| 3.7.1 | Siswa mampu mengidentifikasi generic structure yang ada di dalam struktur teks deskriptif tentang binatang. |
| 3.7.2 | Siswa mampu mengidentifikasi feature yang ada di dalam struktur teks deskriptif tentang binatang. |
| 3.7.3 | Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat binatang dari teks deskriptif. |
| 3.7.4 | Siswa dapat mendemonstrasi ikan teks deskripsi mengenai |</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Poin</th>
<th>Konten</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>4.7</td>
<td>Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
</tr>
<tr>
<td>4.11</td>
<td>4.7.1</td>
<td>Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks tentang binatang.</td>
</tr>
<tr>
<td>4.11.1</td>
<td></td>
<td>Mengidentifikasi struktur dan unsur kebahasaan dalam teks</td>
</tr>
</tbody>
</table>
C. Materi Pembelajaran

- Struktur Teks:
  Dalam *Descriptive text* ada dua bagian yang menjadi structure khusus yaitu;

  **Identification**

  Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

  **Description**

  Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai penampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya

- Characteristic:
  1. Using the simple present tense. Ex: my cat is funny and cute.
  2. Using the verb, such as (is, are, has, have) Ex: my cat has beautiful fur.
  3. Using adjectives to describe the appearance, the look, and the characteristic of the animal. Ex: cute, funny, big, adorable, huge, small etc.

- Topik:
  Descriptive about animal

  **ADJECTIVE WORDS FOR DESCRIBING ANIMALS**

  - Characteristic of animals
    Furry = berbulu
    Tiny = kecil
    Dangerous = berbahaya
    Poisonous = beracun
    Carnivorous = pemakan daging
    Herbivorous = pemakan tumbuhan
Sting = menyengat
Wild = liar

- **Appearances of animals**
  
  Cute = lucu
  
  Funny = lucu/aneh/bikin ketawa
  
  Beautiful = indah/cantik
  
  Huge = besar sekali
  
  Small = kecil / ringan
  
  Big = besar
  
  Lazy = malas
  
  Scary = mengerikan

- **Body part of animal**
  
  Wings = sayap
  
  Tail = ekor
  
  Whiskers = kumis
  
  Fur = bulu
  
  Paw = telapak kaki hewan
  
  Claw = cakaran/kuku
  
  Scaly = bersisik
  
  Fin = sirip

Example of descriptive text about “Animal”

**Elephant**

Elephant is herbivore animal and eat all almost all of the vegetables and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. An elephant is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a
kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- Metode Pembelajaran
  - Pendekatan : Scientific Learning
  - Model Pembelajaran : picture word inductive model
- Media Pembelajaran :
  - Picture
  - Whiteboard
  - Paper
  - Sumber Belajar
  - Kamus bahasa inggris
  - Bahan Ajar
  - Sumber lain yang relevan

E. Langkah-langkah Pembelajaran

1. Pendahuluan (5 menit)
   1) Guru memberi salam (greeting) dan berdoa bersama sebelum memulai belajar.
   2) Guru memeriksa kehadiran siswa.
   3) Guru menjelaskan tentang tujuan pembelajaran
   4) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan inti (1 jam 10 menit)

   Observing (Mengamati)
5) Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan tempat dengan benar dari penjelasan guru.

6) Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasaan Descriptive Text).

7) Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang hewan dari penjelasan guru.

**Questioning (Menanya)**

8) Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada hewan terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.

9) Siswa menanyakan secara rinci gagasan pokok, informasi yang diperlukan dalam mendeskripsikan hewan.

**Exploring (Mengeksplorasi)**

10) Siswa mencoba untuk mengeksplor contoh kalimat deskripsi hewan.

11) Siswa menyebutkan kata yang dipakain untuk mendeskripsikan hewan.

12) Siswa mendeskripsikan hewan dengan tulisan atau lisan.

13) Siswa dan teman sebangkunya mencoba menemukan informasi rinci dan informasi tertentu serta fungsi social berdasarkan materi tentang descriptive tentang hewan yang sudah dijelaskan guru.

**Associating (Mengasosiasi)**

** (Applying Picture Word Inductive Model)**

14) Setelah guru menjelaskan materi descriptive text, guru menyiapkan gambar hewan dan ditempel didepan kelas.
15) Guru meminta siswa untuk memperhatikan gambar tersebut. Lalu guru meminta siswa untuk mengidentifikasi ciri-ciri hewan dalam gambar tersebut.

16) Siswa diminta untuk menyebutkan vocabulary yang akan di list oleh guru di depan papan tulis.

17) Guru menjelaskan step by step membuat teks deskriptif dengan menggunakan gambar tersebut.

18) Guru meminta setiap setiap siswa untuk membuat kalimat dari vocabulary list tersebut; bekerja sama dengan teman sebangkunya.

19) Guru meminta murid untuk membuat paragraph singkat tentang descriptive tentang hewan sesuai gambar orang yang telah dijelaskan guru.

20) kemudian guru memberi feedback dengan mengevaluasi di akhir pembelajaran.

Communication (Mengkomunikasikan)

21) Setelah siswa selesai mendiskusikan hasil teks descriptive yang mereka buat, siswa dalam diminta untuk mempresentasikan hasil teks deskripsi didepan kelas secara bergilir didepan kelas.

22) Siswa mendapatkan feedback dari teman kelompok dan guru dari teks descriptive yang telah mereka buat.

Closing Penutup (5 menit)

23) Peserta didik dan guru menyimpulkan pembelajaran yang telah dilakukan.

24) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan.

25) Siswa mengumpulkan tugas untuk dinilai oleh guru.

26) Guru memberikan tugas kepada siswa untuk mencari contoh teks descriptive tentang orang dari internet.

27) Guru dan siswa bersama-sama menutup kegiatan belajar mengajar dengan membaca hamdalah bersama.
F. PENILAIAN

1. Sikap (attitude)
   - □ Ingin tahu
   - □ Percaya diri
   - □ Jujur

2. Perilaku (action)
   - □ Kerja sama
   - □ Melakukan tindak komunikasi yang tepat

3. Pengetahuan (knowledge)

   Rubric of Scoring Writing Assessment

<table>
<thead>
<tr>
<th>Components of writing</th>
<th>Scores</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4</td>
<td>Relevant to the topic, mention the details and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Relevant to the topic and easy to understand but lack the detail.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Relevant to the topic, mention the details but not quite easy to understand.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Quite relevant to the topic, lack the details and not quite easy to understand.</td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
<td>Most of the sentences are related to the main idea and the idea is clearly stated.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some sentences are related to the main idea and the idea is rather clear stated.</td>
</tr>
<tr>
<td>Category</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vocabulary &amp; mechanic</td>
<td>2</td>
<td>Few sentences are related to the main idea and the idea is not clearly stated.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The sentences are unrelated to the main idea and there is no idea stated.</td>
</tr>
<tr>
<td>Vocabulary &amp; mechanic</td>
<td>4</td>
<td>A few errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Occasional errors in the choice of words, spelling, punctuation.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Some errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent errors in the choice of words, spelling, and punctuation.</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>A few grammatical accuracies.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Some grammatical inaccuracy.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Numerous grammatical inaccuracies.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
</tr>
</tbody>
</table>

Tangerang Selatan, 29 Januari 2020

Mengetahui
Researcher

English Teacher
Fuzi Inti Daroeni
Lampiran

- Gambar yang dipakai untuk belajar

<table>
<thead>
<tr>
<th>Vocabulary list</th>
<th>Sentence from vocabulary list</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

- Instruction
  - Make vocabulary list from the picture!
  - Make the sentences from vocabulary list
  - Make your descriptive text about animal based on picture in front of class!
RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Satuan Pendidikan : MTs Muhammadiyah 1 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII-3/2 (dua)
Materi Pokok : Teks deskriptif (Describing anima)
Alokasi Waktu : 2 X 40 menit
Siklus/Pertemuan : 2/3

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi
<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris</td>
</tr>
<tr>
<td></td>
<td>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>2.2.1 Mengakui ketika membuat kesalahan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.3 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2.9 Menyelesaikan tugas bahasa Inggris tepat waktu dan jujur</td>
</tr>
</tbody>
</table>
| 3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.7.1 Siswa mampu mengidentifikasi struktur generic yang ada di dalam struktur teks deskriptif tentang binatang.  
3.7.2 Siswa mampu mengidentifikasi feature yang ada di dalam struktur teks deskriptif tentang binatang.  
3.7.3 Siswa dapat mengidentifikasi ciri fisik dan kata sifat yang terdapat dalam binatang dari teks deskriptif.  
3.7.4 Siswa dapat mendemonstrasikan teks deskripsi mengenai |
4.7 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.11.1 mengidentifikasi struktur dan unsur kebahasaan dalam teks deskriptif.

4.7.1 Siswa mampu membuat teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar, dan sesuai konteks tentang binatang.

binatang secara lisan dan tulisan menggunakan simple present tense.
B. Materi Pembelajaran

- Struktur Teks:
  Dalam *Descriptive text* ada dua bagian yang menjadi structure khusus yaitu;

**Identification**

Identification adalah bagian dari Descriptive Text yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.

**Description**

Description adalah bagian terakhir dari Descriptive Text yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di Identification mengenai penampilan fisik, kualitas, perilaku umum maupun sifat-sifatnya

- Characteristic:
  1. Using the simple present tense. Ex: my cat is funny and cute.
  2. Using the verb, such as (is, are, has, have) Ex: my cat has beautiful fur.
  3. Using adjectives to describe the appearance, the look, and the characteristic of the animal. Ex: cute, funny, big, adorable, huge, small etc.

- Topik:
  Descriptive about animal

**ADJECTIVE WORDS FOR DESCRIBING ANIMALS**

- **Characteristic of animals**
  Furry = berbulu
  Tiny = kecil
  Dangerous = berbahaya
  Poisonous = beracun
  Carnivorous = pemakan daging
  Herbivorous = pemakan tumbuhan
Sting = menyengat
Wild = liar

- **Appearances of animals**
  Cute = lucu
  Funny = lucu/aneh/bikin ketawa
  Beautiful = indah/cantik
  Huge = besar sekali
  Small = kecil / ringan
  Big = besar
  Lazy = malas
  Scary = mengerikan

- **Body part of animal**
  Wings = sayap
  Tail = ekor
  Whiskers = kumis
  Fur = bulu
  Paw = telapak kaki hewan
  Claw = cakaran/kuku
  Scaly = bersisik
  Fin = sirip

Example of descriptive text about “Animal”

**My Lovely Cat**

*My pet is a cat. My cat’s name is Wloobie. He has soft brown and white fur. His eyes are brown. He has a round head and whiskers. His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn’t eat the rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Wloobie is a friendly cat. When I call him by saying “Wluuuu”, he comes immediately and meows at me. Sometimes, he is like having a conversation with me.*
D. METODE, MEDIA, DAN SUMBER PEMBELAJARAN

- Metode Pembelajaran
  - Pendekatan: Scientific Learning
  - Model Pembelajaran: picture word inductive model

- Media Pembelajaran:
  - Picture
  - Whiteboard
  - Paper
  - Sumber Belajar
  - Kamus bahasa inggris
  - Bahan Ajar
  - Sumber lain yang relevan

E. Langkah-langkah Pembelajaran

1. Pendahuluan (5 menit)
   1) Guru memberi salam.
   2) Guru memeriksa kehadiran siswa.
   3) Guru menjelaskan tentang tujuan pembelajaran
   4) Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan inti (1 jam 10 menit)

   Observing (Mengamati)

   5) Siswa melihat, mendengarkan, dan memahami cara membuat kalimat Bahasa Inggris dalam menggambarkan tempat dengan benar dari penjelasan guru.
6) Siswa memahami fungsi sosial, struktur, dan unsur kebahasaan dari struktur kalimat dasar dan teks deskriptif secara terbimbing (Pengertian, tujuan komunikatif, generic structure, dan ciri kebahasan Descriptive Text).

7) Siswa melihat, membaca, dan mendengarkan contoh teks deskriptif tentang orang dari penjelasan guru.

**Questioning (Menanya)**

28) Dengan bimbingan dan arahan guru, siswa mempertanyaan antara membuat kalimat deskripsi pada hewan terutama tentang fungsi sosial, struktur sosial, dan unsur kebahasaan.

29) Siswa menanyakan secara rinci gagasan pokok, informasi yang diperlukan dalam mendeskripsikan hewan.

**Exploring (Mengeksplorasi)**

30) siswa mencoba untuk mengeksplor contoh kalimat deskripsi hewan.

31) Siswa menyebutkan kata yang dipakain untuk mendeskripsikan hewan.

32) Siswa mendeskripsikan hewan dengan tulisan atau lisan.

33) Siswa dan teman sebangkunya mencoba menemukan informasi rinci dan informasi tertentu serta fungsi social berdasarkan materi tentang hewan yang sudah dijelaskan guru.

**Associating (Mengasosiasi)**

*(Applying Picture Word Inductive Model)*

34) Setelah guru menjelaskan materi descriptive text, guru membagi siswa menjadi 5 kelompok yang terdiri dari 5 orang.

35) Guru meminta 1 siswa setiap kelompok untuk mengambil gambar yang telah disediakan dan kertas tugas yang harus diseselaiakan.

36) Guru memberi intruksi kepada setiap grup untuk membuat descriptive teks sesuai gambar yang diberikan.
37) Guru menjelaskan *step by step* membuat teks deskriptif dengan menggunakan gambar tersebut.
38) Guru membri intruksi kepada siswa untuk bekerja sama dalam grup untuk mencari vocabulary list sesuai gambar tersebut.
39) Guru meminta setiap setiap siswa yang ada dalam kelompok untuk membuat kalimat dari vocabulary list tersebut.
40) Guru meminta murid untuk membuat paragraph singkat tentang descriptive tentang hewan sesuai gambar yang telah dijelaskan guru.
41) kemudian guru memberi feedback dengan mengevaluasi di akhir pembelajaran.

**Communication (Mengkomunikasikan)**

42) Setelah siswa selesai mendiskusikan hasil teks descriptive yang mereka buat, siswa diminta untuk mempresentasikan hasil teks deskripsi didepan kelas secara bergilir didepan kelas.
43) Siswa mendapatkan feedback dari teman kelompok dan guru dari teks descriptive yang telah mereka buat.

**Closing Penutup (5 menit)**

44) Peserta didik dan guru menyimpulkan pembelajaran yang telah dilakukan.
45) Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan.
46) Siswa mengumpulkan tugas untuk dinilai oleh guru.
47) Guru memberikan tugas kepada siswa untuk mencari contoh teks descriptive tentang orang dari internet.
48) Guru dan siswa bersama-sama menutup kegiatan belajar mengajar dengan membaca hamdalah bersama.

**F. PENILAIAN**

1. Sikap (*attitude*)
2. Perilaku (*action*)

- Kerja sama
- Melakukan tindak komunikasi yang tepat

3. Pengetahuan (*knowledge*)

<table>
<thead>
<tr>
<th>Components of writing</th>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Relevant to the topic, mention the details and easy to understand.</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Relevant to the topic, mention the details but not quite easy to understand.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Quite relevant to the topic, lack the details and not quite easy to understand.</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>1</td>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Vocabulary &amp; mechanic</td>
<td>punctuation.</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Occasional errors in the choice of words, spelling, punctuation.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some errors in the choice of words, spelling, and punctuation.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Frequent errors in the choice of words, spelling, and punctuation.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>Some grammatical inaccuracy.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Numerous grammatical inaccuracy.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Frequent grammatical inaccuracy.</td>
<td></td>
</tr>
</tbody>
</table>

Mengetahui

English Teacher

Researcher

Tangerang Selatan, 30 Januari 2020

Fuzi Inti Daroeni
Lampiran

2. **Instrumen yang di pakai (group task)**

<table>
<thead>
<tr>
<th>Member of group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class :</td>
</tr>
</tbody>
</table>

**Instruction**

- Find and write vocabulary from the picture below!
- Make sentences from the vocabulary list in your book
- Arrange the sentences in to descriptive text, please discuss with your friend!

![Picture of a jungle scene with various animals and a waterfall.]

**Title :**

**Introduction :**

**Description(s):**
APPENDIX 7. Teacher’s Observation Checklist in Cycle 1

OBSERVATION CHECK LIST

Instruction:
1. This observation sheet to observe the researcher’s and students’ activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (✔) to VG, G, A, I column based on the real condition.

<table>
<thead>
<tr>
<th>VG</th>
<th>= Very Good/Sangat Baik</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>= Good/Baik</td>
</tr>
<tr>
<td>A</td>
<td>= Adequate/Cukup</td>
</tr>
<tr>
<td>I</td>
<td>= Insufficient/Kurang</td>
</tr>
</tbody>
</table>

School Name: MTs Muhammadiyah 01 Ciputat
Academic year: 2019/2020
Class/Semester: VIII-3/2
Day, Date: Thursday, January 9th
Cycle/Meeting: 1/1

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Researcher’s Activities</td>
<td>VG</td>
</tr>
<tr>
<td>A</td>
<td>Opening Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher opens the class by greeting and checking students’ attendance.</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>The researcher prepares the class condition.</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>The researcher gives the students apperception to attract their attention and motivation.</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>The researcher states the learning objective.</td>
<td>✔</td>
</tr>
<tr>
<td>B.</td>
<td>Main Activities</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>The teacher explains the learning material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>(basic of making English Sentence, Descriptive text)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher gives an example of Descriptive text and asks some questions related to the Descriptive Text.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher gives students questions and feedback</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher introduces the <em>Picture Word Inductive Model</em> to the students as the property and media</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher asks them to make a group of five then give them picture to take some vocabulary</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher gives students instruction to label the picture with the vocabulary with their groups.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Students are required to write sentences based on their picture or vocabulary list with their group.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher asked the student to evaluate their sentences with the others.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher evaluates some student task of group with presentation in front of class and another group give feedback and comment.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C.</th>
<th>Students’ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students pay attention to the researcher’s explanation.</td>
<td>✓</td>
</tr>
<tr>
<td>The students are active in the class.</td>
<td></td>
</tr>
<tr>
<td>The students concentrate to the researcher’s explanation.</td>
<td>✓</td>
</tr>
<tr>
<td>The students understand the descriptive text and basic of English sentence well.</td>
<td>✓</td>
</tr>
<tr>
<td>The students can work and get solution how to make descriptive paragraph.</td>
<td>✓</td>
</tr>
<tr>
<td>The students understand how to write descriptive text through <em>Picture Word Inductive Model</em>.</td>
<td>✓</td>
</tr>
<tr>
<td>The students are interested and motivated by <em>Picture Word Inductive Model</em> in the teaching and learning process of writing Descriptive Text.</td>
<td>✓</td>
</tr>
<tr>
<td>The students ask the researcher or their friends if they find difficulties.</td>
<td>✓</td>
</tr>
<tr>
<td>The students are able to write a descriptive text in group.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**D. Closing Activities**

| The researcher and the students summarize the lesson. | ✓ |
| The researcher gives students opportunities to ask about what they do not understand. | ✓ |
| The researcher and the students do a reflection | ✓ |
| The researcher closes the lesson. | ✓ |

Observer

[Signature]

Eka Dewi Fithrotnissa, M.Pd.
OBSERVATION CHECK LIST

Instruction:
1. This observation sheet to observe the researcher’s and students’ activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (✓) to VG, G, A, I column based on the real condition.

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School Name: MTs Muhammadiyah 01 Ciputat
Academic year: 2019/2020
Class/Semester: VIII-3 / 2
Day, Date: Wednesday, January 15th
Cycle/Meeting: 1/2

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Researcher’s Activities</td>
<td>VG</td>
</tr>
<tr>
<td>A.</td>
<td><strong>Opening Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher opens the class by greeting and checking students’ attendance.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher prepares the class condition.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher gives the students apperception to attract their attention and motivation.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher states the learning objective.</td>
<td>✓</td>
</tr>
</tbody>
</table>
## B. Main Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher explain the learning material (basic of making English Sentence, Descriptive text)</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher gives example of Descriptive text and asks some questions related to the Descriptive Text.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher gives students question and feedback.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher introduces the <em>Picture Word Inductive Model</em> to the students as the property and media.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher asks them to make a group of five then give them picture to take some vocabulary.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher gives students instruction to label the picture with the vocabulary with their groups.</td>
<td>✓</td>
</tr>
<tr>
<td>Students are required to write sentences based on their picture or vocabulary list with their group.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher asked the student to evaluate their sentences with the others.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher evaluates some student task of group with presentation in front of class and another group give feedback and comment.</td>
<td>✓</td>
</tr>
</tbody>
</table>

## C. Students' Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students pay attention to the researcher’s explanation.</td>
<td>✓</td>
</tr>
<tr>
<td>The students are active in the class.</td>
<td>✓</td>
</tr>
<tr>
<td>The students concentrate to the researcher’s explanation.</td>
<td>✓</td>
</tr>
<tr>
<td>The students understand the descriptive text and basic of English sentence well.</td>
<td>✓</td>
</tr>
<tr>
<td>The students can work and get solution how to make descriptive paragraph.</td>
<td>✓</td>
</tr>
<tr>
<td>Activity</td>
<td>Status</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>The students understand how to write descriptive text through <em>Picture Word Inductive Model</em>.</td>
<td>✓</td>
</tr>
<tr>
<td>The students are interested and motivated by <em>Picture Word Inductive Model</em> in the teaching and learning process of writing Descriptive Text.</td>
<td>✓</td>
</tr>
<tr>
<td>The students ask the researcher or their friends if they find difficulties.</td>
<td>✓</td>
</tr>
<tr>
<td>The students are able to write a descriptive text in group.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**D. Closing Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher and the students summarize the lesson.</td>
<td>✓</td>
</tr>
<tr>
<td>The researcher gives students opportunities to ask about what they do not understand.</td>
<td>✓</td>
</tr>
<tr>
<td>The researcher and the students do a reflection</td>
<td>✓</td>
</tr>
<tr>
<td>The researcher closes the lesson.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Observer**

Eka Dewi Fithrotunnisa, M.Pd


**OBSERVATION CHECK LIST**

**Instruction:**

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process. It should be completed by the observer.

2. The observer checks (✓) to VG, G, A, I column based on the real condition.

<table>
<thead>
<tr>
<th>VG</th>
<th>G</th>
<th>A</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good/Sangat Baik</td>
<td>Good/Baik</td>
<td>Adequate/Cukup</td>
<td>Insufficient/Kurang</td>
</tr>
</tbody>
</table>

**School Name:** MTs Muhammadiyah 01 Ciputat  
**Academic year:** 2019/2020  
**Class/Semester:** VIII-3 / 2  
**Day, Date:** Thursday, January 16th  
**Cycle/Meeting:** 1/3

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Opening Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The researcher opens the class by greeting and checking students’ attendance.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher prepares the class condition.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher gives the students apperception to attract their attention and motivation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The researcher states the learning objective.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
### B. Main Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher explain the learning material (basic of making English Sentence, Descriptive text)</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher gives example of Descriptive text and asks some questions related to the Descriptive Text.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher gives students question and feedback.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher introduces the <em>Picture Word Inductive Model</em> to the students as the property and media.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher asks them to make a group in pairs.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher gives students instruction to label the picture with the vocabulary with their groups.</td>
<td>✓</td>
</tr>
<tr>
<td>Students are required to write sentences based on their picture or vocabulary list with their group.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher asked the student to evaluate their sentences with the others.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher evaluates some student task of group with presentation in front of class and another group give feedback and comment.</td>
<td>✓</td>
</tr>
</tbody>
</table>

### C. Students' Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students pay attention to the researcher's explanation.</td>
<td>✓</td>
</tr>
<tr>
<td>The students are active in the class.</td>
<td>✓</td>
</tr>
<tr>
<td>The students concentrate to the researcher's explanation.</td>
<td>✓</td>
</tr>
<tr>
<td>The students understand the descriptive text and basic of English sentence well.</td>
<td>✓</td>
</tr>
<tr>
<td>The students can work and get solution how to make descriptive paragraph.</td>
<td>✓</td>
</tr>
<tr>
<td>The students understand how to write descriptive text through <em>Picture Word Inductive Model</em></td>
<td>✓</td>
</tr>
<tr>
<td>The students are interested and motivated by <em>Picture Word Inductive Model</em> in the teaching and learning process of writing Descriptive Text.</td>
<td>✓</td>
</tr>
<tr>
<td>The students ask the researcher or their friends if they find difficulties.</td>
<td>✓</td>
</tr>
<tr>
<td>The students are able to write a descriptive text in group.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**D. Closing Activities**

| The researcher and the students summarize the lesson. | ✓ |
| The researcher gives students opportunities to ask about what they do not understand. | ✓ |
| The researcher and the students do a reflection | ✓ |
| The researcher closes the lesson. | ✓ |

**Observer**

[Signature]

Eka Dewi Fithrotunnisa, M.Pd
APPENDIX 8. Observation Checklist in Cycle 2

OBSERVATION CHECK LIST

Instruction:
1. This observation sheet to observe the researcher’s and students’ activities during the teaching and learning process. It should be completed by the observer.
2. The observer checks (✓) to VG, G, A, I column based on the real condition.

VG = Very Good/Sangat Baik
G = Good/Baik
A = Adequate/Cukup
I = Insufficient/Kurang

School Name: MTs Muhammadiyah 01 Ciputat
Academic year: 2019/2020
Class/Semester: VIII-3 / 2
Day, Date: Thursday, January 23th
Cycle/Meeting: 2/4

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Researcher’s Activities</td>
<td>VG</td>
</tr>
<tr>
<td>A.</td>
<td>Opening Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher opens the class by greeting and checking students’ attendance.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher prepares the class condition.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher gives the students apperception to attract their attention and motivation.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The researcher states the learning objective.</td>
<td>✓</td>
</tr>
</tbody>
</table>
### B. Main Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher explain the learning material (basic of making English Sentence, Descriptive text)</td>
<td>✔️</td>
</tr>
<tr>
<td>The teacher gives example of Descriptive text and asks some questions related to the Descriptive Text</td>
<td>✔️</td>
</tr>
<tr>
<td>The teacher gives students question and feedback.</td>
<td>✔️</td>
</tr>
<tr>
<td>The teacher introduces the <em>Picture Word Inductive Model</em> to the students as the property and media.</td>
<td>✔️</td>
</tr>
<tr>
<td>The teacher asks them to make a group of five then give them picture to take some vocabulary.</td>
<td>✔️</td>
</tr>
<tr>
<td>The teacher gives students instruction to label the picture with the vocabulary with their groups.</td>
<td>✔️</td>
</tr>
<tr>
<td>Students are required to write sentences based on their picture or vocabulary list with their group.</td>
<td>✔️</td>
</tr>
<tr>
<td>The teacher asked the student to evaluate their sentences with the others.</td>
<td>✔️</td>
</tr>
<tr>
<td>The teacher evaluates some student task of group with presentation in front of class and another group give feedback and comment.</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### C. Students’ Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students pay attention to the researcher’s explanation.</td>
<td>✔️</td>
</tr>
<tr>
<td>The students are active in the class.</td>
<td>✔️</td>
</tr>
<tr>
<td>The students concentrate to the researcher’s explanation.</td>
<td>✔️</td>
</tr>
<tr>
<td>The students understand the descriptive text and basic of English sentence well.</td>
<td>✔️</td>
</tr>
<tr>
<td>The students can work and get solution how to make descriptive paragraph.</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>The students understand how to write descriptive text through <em>Picture Word Inductive Model</em>.</td>
<td></td>
</tr>
<tr>
<td>The students are interested and motivated by <em>Picture Word Inductive Model</em> in the teaching and learning process of writing Descriptive Text.</td>
<td>✓</td>
</tr>
<tr>
<td>The students ask the researcher or their friends if they find difficulties.</td>
<td>✔</td>
</tr>
<tr>
<td>The students are able to write a descriptive text in group.</td>
<td>✔</td>
</tr>
</tbody>
</table>

**D. Closing Activities**

<table>
<thead>
<tr>
<th></th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher and the students summarize the lesson.</td>
<td></td>
</tr>
<tr>
<td>The researcher gives students opportunities to ask about what they do not understand.</td>
<td>✓</td>
</tr>
<tr>
<td>The researcher and the students do a reflection</td>
<td>✓</td>
</tr>
<tr>
<td>The researcher closes the lesson.</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Observer**

Eka Dewi Fithrotunnisa, M.Pd
OBSERVATION CHECK LIST

Instruction:

1. This observation sheet to observe the researcher’s and students’ activities during the teaching and learning process. It should be completed by the observer.

2. The observer checks (√) to VG, G, A, I column based on the real condition.

VG  = Very Good/Sangat Baik
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A   = Adequate/Cukup
I   = Insufficient/Kurang

School Name : MTs Muhammadiyah 01 Ciputat
Academic year : 2019/2020
Class/Semester : VIII-3 / 2
Day, Date : Wednesday, January 29th
Cycle/Meeting : 2/5

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Researcher’s Activities</td>
<td>VG G A I</td>
</tr>
<tr>
<td>A.</td>
<td>Opening Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The researcher opens the class by greeting and checking students’ attendance.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>The researcher prepares the class condition.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>The researcher gives the students apperception to attract their attention and motivation.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>The researcher states the learning objective.</td>
<td>√</td>
</tr>
<tr>
<td>B. Main Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>The teacher explain the learning material (basic of making English Sentence, Descriptive text)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher gives example of Descriptive text and asks some questions related to the Descriptive Text.</td>
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<tr>
<td>The teacher gives students question and feedback.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher introduces the <em>Picture Word Inductive Model</em> to the students as the property and media.</td>
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<td></td>
</tr>
<tr>
<td>The teacher asks them to make a group of five then give them picture to take some vocabulary.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Students are required to write sentences based on their picture or vocabulary list with their group.</td>
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<tr>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>C. Students’ Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students pay attention to the researcher’s explanation.</td>
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<td></td>
</tr>
<tr>
<td>The students are active in the class.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The students concentrate to the researcher’s explanation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
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<td>✓</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
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<td>The students understand how to write descriptive text through <em>Picture Word Inductive Model.</em></td>
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<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>The students are interested and motivated by <em>Picture Word Inductive Model</em> in the teaching and learning process of writing Descriptive Text.</td>
<td>✓</td>
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</tr>
<tr>
<td>The students ask the researcher or their friends if they find difficulties.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The students are able to write a descriptive text in group.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**D. Closing Activities**

<table>
<thead>
<tr>
<th>The researcher and the students summarize the lesson.</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher gives students opportunities to ask about what they do not understand.</td>
<td>✓</td>
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<tr>
<td>The researcher and the students do a reflection</td>
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</tr>
<tr>
<td>The researcher closes the lesson.</td>
<td>✓</td>
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</table>

**Observer**

Eka Dewi Fithrotunnisa, M.Pd
OBSERVATION CHECK LIST

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School Name: MTs Muhammadiyah 01 Ciputat
Academic year: 2019/2020
Class/Semester: VIII-3 / 2
Day, Date: Thursday, January 30th
Cycle/Meeting: 2/6

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher and Learning Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
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<td>VG</td>
</tr>
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<td></td>
</tr>
<tr>
<td>Students are required to write sentences based on their picture or vocabulary list with their group.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>The teacher asked the student to evaluate their sentences with the others.</td>
<td>✓</td>
<td></td>
</tr>
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<td>The teacher evaluates some student task of group with presentation in front of class and another group give feedback and comment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Students' Activities</th>
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<tbody>
<tr>
<td>The students pay attention to the researcher's explanation.</td>
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<tr>
<td>The students concentrate to the researcher's explanation.</td>
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<tr>
<td>The students are able to write a descriptive text in group.</td>
<td>✓</td>
</tr>
</tbody>
</table>

### D. Closing Activities

| The researcher and the students summarize the lesson. | ✓ |
| The researcher gives students opportunities to ask about what they do not understand. | ✓ |
| The researcher and the students do a reflection | ✓ |
| The researcher closes the lesson. | ✓ |

---

**Observer**

[Signature]

Eka Dewi Fithrotunnisa, M.Pd
APPENDIX 9. The Students’ Pre-Test

Name: Sy Amira

Class: 8C

Date: 8th of January 2020, Wednesday

Score:

Pre-Test (Descriptive Text)

- Write a descriptive text about “describing your favourite place” based on your knowledge as creative as possible you can.
- You have 40 minutes to finish it.
- Scoring will be based on content grammar, vocabulary, mechanic, fluency, and form (organization).
- Minimum sentence at least 2 paragraph minimum 8 sentences.
Hello, my name is Zorga. Today, I want to describe my bedroom. My bedroom is my favorite place because I can do anything in there and in there, I like to sleep and hear a radio.

In my bedroom, there is a fan, television, book, radio, and lamp. There is a blanket. My bed is comfortable. You can do watching movies in my bedroom. I have so much music and in the night I do study. And I always play in my bedroom. I'm happy that there is a bed in my bedroom. My money always angry to me if I'm there, cause I'm so lazy if I'm there but I love my bedroom. I can feel anything in my bedroom. Sad, happy, brave, lazy, angry, busy, and calm. I don't know I can't find place like my bedroom.

Well... I think that is my description about my bedroom. I found place like a bedroom that is very wow.
APPENDIX 10. The Student’s Post Test 1

Post-Test 1 (Descriptive Text)

- Write a descriptive text about “describing your favourite person” based on your knowledge as creative as possible you can.
- You have 40 minutes to finish it.
- Scoring will be based on content grammar, vocabulary, mechanic, fluency, and form (organization).
- Minimum sentence at least 2 paragraph minimum 8 sentences.
My Idol Mother(s)

I have two mother. First is Mother, second is foster mother. I love both of them so much. My mother is different. My mother always angry, but my foster mother never anger to me. Their name is Edna, Rose, & Susan.

I want to tell about my mother. She love with me & she care for me. My mother have a black hair, freckles, she don't like take up. Every morning earlier than other anyone in my family. She my mother is Housewife. This is I think this is about my real mother & now I want tell about my foster mother. I love her so much. She have a darker complexion, a black hair. She has big nose very different from my real mother but my foster mother never angry to me. She patient. She funny. She kind. Like my real mother. They are idiot why I say idiot cause they is true.

Joe. From some cause them very love me. My foster mother can't reading, cause she not school. Very different from my real mother, but cause something I not love with my foster mother but sometime she go to Lipatori for see me. She leave in android home with my daughter, husband, & grand child with son in law. I like a grand child he so cute. Sometime I will sad up. I cant see my fostermother for them. Them some, some have less & more. I love them so much.

I think this to about my them. I love them so much.
APPENDIX 11. The Student’s Post Test 2

Name: [Handwritten]
Class: [Handwritten]
Date: 5th of February 2020
Score: [Handwritten]

Post-Test 2 (Descriptive Text)

• Write a descriptive text about “describing your favourite place, describing your favorite person, describing animal” based on your knowledge as creative as possible you can.
   (choose one of the theme above)

• You have 40 minutes to finish it.

• Scoring will be based on content grammar, vocabulary, mechanic, fluency, and form (organization).

• Minimum sentence at least 2 paragraph minimum 8 sentences.
This two things, they never make me feel bed. First is the night.

You know why I like the night? Because she is good, peaceful and calm. The night is me. Alone at night it always make me feel better. One cup of coffee, novel, playing piano and TV, that's what I need in the night. Just only me and me.

But sometimes everyone think the night is bad and dangerous. And I never think like that. Cause I want to be like the night just be a good listener...

If we say about the night, we too think about sleep right? And this thing always like to sleep! It's name is Milky. I got it from my mom. Milky is very, fluffy & cute.

My cat Milky is big. Milky also very heavy. He has beautiful eyes, with black in color. His fur color is gray. His tail is long and the nose is flat. Milky eats fish.

Milky is a lazy cat, he doesn't really like to play. But he like to sleep, eats and cleaning himself. Milky like to sleep in my bed. But... my mother always angry when Milky sleeps in my bed.

I couldn't angry to this two things, they never fault.

*They just a beautiful things which made with a magic potion from God*
APPENDIX 12. The Documentation during the Research
APPENDIX 13. The Skripsi guidance Letter

Yang terhormat,
Drs. Synuki, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullaha
Jakarta.

Assalamu’alaikum wr.wb.

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

Nama: Fuzi Inti Darroeni
NIM: 1115014000095
Jurusan: Pendidikan Bahasa Inggris
Semester: 8 (Delapan)
Jadul Skripsi: Fostering Students' Writing Descriptive Text through Picture

Word Inductive Model (FWIM)


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 ucapan terima kasih.

Wassalamu’alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

[Signature]
Drs. Synuki, M.Pd
Surat Bimbingan Skripsi

Yang terhormat,
Yenny Rahmaswati, M.Ed
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

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

Nama : Fuzi Inti Daroeni
NIM : 111501400060095
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : Fostering Students' Writing Descriptive Text through Picture Word Inductive Model (FWIM)


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.

[Signature]

Pendidikan Bahasa Inggris

Tembusan:
1. Deksit FTIK
2. Mahasiswa ybs.
APPENDIX 14. Letter of Research Permit

PERGURUAN CABANG MUHAMMADIYAH CIPUTAT
Madrasah Tsanawiyah Muhammadiyah 1
Jl. Dewi Sartika Gg. Nangka No. 4 Cimanggis - Ciputat Telp. 7494669

SURAT KETERANGAN
Nomor : III.A/2b.085/05/2020

Berdasarkan Surat Nomor : B-2085/F1/KM.01.3/12/2019 Tertanggal 5 Desember 2019
perihal Permohonan Izin Penelitian di MTs. Muhammadiyah 1 Ciputat, maka yang bertanda
tanggal di bawah ini Kepala Madrasah Tsanawiyah Muhammadiyah 1 Ciputat, menerangkan
dengan sesungguhnya bahwa:

Nama : Fuzi Inti Daroei
Tempat / Tanggal Lahir : Brebes, 25 Desember 1997
NIK : 111501400000095
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata 1 (S1)

Bahwa nama tersebut telah melakukan dan menyelesaikan Penelitian di MTs.
Muhammadiyah 1 Ciputat, dengan Judul : "Fostering Students’ Writing Descriptive Text
Through Picture Word Inductive Model" di MTs. Muhammadiyah 1 Ciputat, ini
dilakukan dalam rangka menyelesaikan Tugas Skripsi S1 UIN Syarif Hidayatullah Jakarta.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Ciputat, 22 Januari 2020
Kepala Sekolah,

[Signature]

Dyah S. P4.1
APPENDIX 15. Reference Sheet

LEMBAR UJI REFERENSI

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Dosen Pembimbing I  
Drs. Syauki, M.Pd.  

Dosen Pembimbing II  
Yenny Ruhmawati, M.Ed.