



**THE EFFECT OF PICTURE WORD INDUCTIVE
MODEL (PWIM) ON WRITING ABILITY
AT GRADE XI STUDENTS SMA N 1
ANGKOLA SELATAN**

A THESIS

Submitted to the English Educational Department of State Islamic University
Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the
Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

ROHANA JELITA
Reg. No. 18 203 00039

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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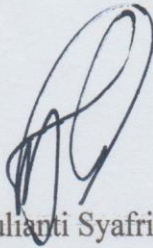


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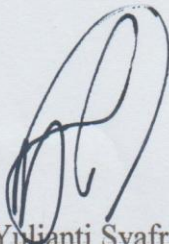
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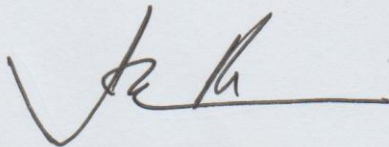
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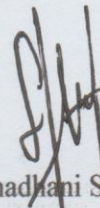
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ABSTRACT

PWIM is an inquiry-oriented arts strategy with familiar picture for teaching writing. There are many problems that can be solved by PWIM, but in this research focused in in 3 problems of students SMA N 1 Angkola Selatan in creating a descriptive text. The problems of the research are: most of the students difficult in expressing their ideas, students have less vocabulary for creating a descriptive text and teacher doesn't have a specific method in teaching descriptive text.

The objectives of the research are: to know the students' ability in writing descriptive text before learning by using PWIM Method, to know the students' ability after learning by using PWIM Method, and the last is to find out the result of using PWIM Method whether it can be effected on writing ability at grade XI Students SMA N 1 Angkola Selatan.

Quantitative research with quasi experimental by using Pretest-Posttest Control Group Design was the method of the research. The students in experimental class were given pre-test with writing-test first and next treat them by using PWIM Method and for the last gave them post-test by writing-test. The data in pre-test and post-test was analyzed by the researcher with T-test formula. It was used to know the students' writing ability before and after treatment by using PWIM Method at eleventh grade of SMA N 1 Angkola Selatan.

After analyzing the data, it was found that the mean score of experimental class in pre-test was 50.15 and the mean score in post-test was 77.31 beside that, the mean score of control class in pre-test was 49.5 then in post-test was 69.57 with the difference mean score 7.74 means that the students' mean score in experimental class was higher than students' mean score in control class. Besides that, the score of T_{count} was higher than T_{table} ($3.49 > 1.66$), meant the hypothesis alternative (H_a) was accepted. Based on the data analysis researcher got the result there is a significant effect of Picture Word Inductive Model (PWIM) on writing ability at grade XI students SMA N 1 Angkola Selatan.

Key words: Picture Word Inductive Model (PWIM), Students' Writing Ability, Descriptive Text

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Terhadap Kemampuan Menulis Siswa Kelas XI
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ABSTRAK

PWIM adalah strategi seni yang berorientasi inkuiri dengan gambar yang sudah dikenal untuk belajar menulis. Banyak permasalahan yang dapat dipecahkan oleh PWIM namun, dalam penelitian ini difokuskan pada 3 permasalahan siswa. Permasalahan dalam penelitian ini adalah sebagian besar siswa kesulitan dalam mengungkapkan ide-idenya, siswa memiliki kosa kata yang kurang untuk membuat sebuah teks dan mereka tidak memiliki metode khusus untuk belajar menulis sebuah text deskriptif.

Objektif dari penelitian ini adalah: untuk mengetahui kemampuan menulis teks deskriptif siswa sebelum belajar menggunakan metode PWIM, untuk mengetahui kemampuan siswa dalam menulis teks deskriptif siswa setelah belajar menggunakan metode PWIM, dan yang terakhir yaitu untuk mengetahui hasil dari penggunaan metode PWIM yang dimana itu bisa memberikan efek yang signifikan terhadap kemampuan menulis siswa kelas XI di SMA N 1 Angkola Selatan.

Penelitian ini merupakan kuantitatif dengan quasi eksperimental menggunakan desain pretest-posttest control group sebagai metode yang digunakan dalam penelitian ini. Siswa di kelas eksperimental dikenai pre-test dengan menggunakan test menulis terlebih dahulu, dan selanjutnya dikenai perlakuan dengan belajar menggunakan PWIM, setelah itu dikenai post-test dengan test menulis juga. Data yang di dapat dari hasil pretest-posttest dihitung menggunakan rumus *T-test*. Rumus tersebut digunakan untuk mengetahui kemampuan siswa sebelum dan sesudah belajar menggunakan PWIM pada kelas XI SMA N 1 Angkola Selatan.

Setelah melakukan analisis data, diketahui bahwa nilai rata-rata dari kelas experimental pada pre-test adalah 50.15 dan 77.31 pada post-test, selanjutnya nilai rata-rata pada kelas control adalah 49.5 sedangkan pada post-test adalah 69.57 dengan beda 7.74 yang berarti nilai rata-rata kelas experimental lebih tinggi dibanding nilai rata-rata kelas kontrol. Disamping itu, nilai T_{hitung} lebih tinggi dibanding T_{tabel} ($3.49 > 1.66$), yang berarti hipotesis alternative (H_a) diterima. Berdasarkan data analisis yang didapatkan, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan metode PWIM pada kemampuan menulis siswa pada kelas sebelas SMA N 1 Angkola Selatan.

Kata Kunci: Picture Word Inductive Model (PWIM), Kemampuan Menulis Siswa, Teks Deskriptif

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Padangsidempuan, November 2022
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CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills that we have to increase in learning English, they are; Writing, Listening, Speaking, and Reading. These are very important to be learned and improved. Especially writing ability, which is one of the important skills that we learn in the education field. In writing, the writer needs to get and organize the idea, start from the main idea, title, sentence, paragraph, and write again into a good composition. Writing is one of the important skills in English because it takes a part as an important communication tools. In writing text we have to pay attention about the vocabulary, spelling, and sentence patterns because they are the most important aspect in writing.

Teaching is the process of transferring knowledge from the teacher to students. Teaching process need to use method to make the knowledge delivered well by the teacher. Method is not the new thing in education. All of the teacher use method in their teaching, especially English teacher, they use method to teacher English as the second language so the students can catch the learnt as they need. Saepudin states that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach¹. This research uses Picture Word Inductive Model (PWIM) Method which is will apply for teaching writing.

¹ Saepudin, *An Introduction to English Learning and Teaching Methodology*, First edit (Yogyakarta: TrustMedia, 2013). p.6

There are some kinds of the text: exposition, narrative, argumentation, report, procedure and descriptive. Descriptive is giving a picture in the word. Descriptive text is a kind of the text which the content is a description of case being described clearly. Descriptive text is the text which describes something, someone, situation, or write about the way persons, places, or things appear. The components of descriptive text are identification and descriptions².

Based on the interview with the English teacher Mrs. N, she said that the students' problems are they don't know how to start and to express their ideas to be a written text. Minimal facilities and no English language courses in the student environment resulted in lack of student interest in learning English³. Sometimes the students difficult to understand the instruction that the teacher given, because most of the students lack of vocabulary. Then, most of the students cheat their friends' answers. Other reason is, the students don't know what kind of tenses that suitable for creating a sentence to be a paragraph and a descriptive text. The last is the teacher doesn't have a specific Method in teaching Descriptive text.

There are 3 factors that can affect students in learning: internal factor, external factor and the approach to learning, it's about the kinds of students learning including strategy and method that students use to learn the materials⁴. The 3 factors above have a relationship to make a learning success. This research focuses on the method that use for students writing ability. More ever,

² Sanggam Siahaan and Kisono Shinoda, *Generic Text Structure*, First Edit (Yogyakarta: Graha Ilmu, 2008).p.73

³ Natra Novyta Lubis, English Teacher of SMA N 1 Angkola Selatan.

⁴ Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo, 2003), p.145

the method used by the teacher for teaching writing in the class. As the bank of knowledge teacher had an important role in transferring the learnt also make them catch the point.

Writing is an indirect communication in the form of learning by utilizing graphology, language structure, and vocabulary so that they can be read as what is represented by the symbol⁵. Method used for solving the students' problem in this research. There are many interesting Method in teaching writing. One of them is PWIM, Picture Word Inductive Model (PWIM) Method emphasized more and how students recognize the word by looking the pictures provided and make the titles, sentences and generating the paragraph. In this case researcher has an idea to make PWIM Method to solve Problems. Where, descriptive text is a text that made from the writer sight and opinion, how to express that into a written description. However, the model is designed to capitalize on children's ability to think inductively. The PWIM enables them to build generalizations that form the basis of structural and phonetic analysis. And it respects their ability to think. Thus, a major principle of the model is that students have the capability to make generalizations that can help them to master the conventions of language.

First, the PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and

⁵ Sumarno, *Pembelajaran Menulis* (Jakarta: 2009) p.5
<https://arifinmuslim.wordpress.com/2011/12/menulis-kkg.pdf>

structural principles, and using observation and analysis in their study of reading and writing⁶. PWM method is a process that facilitate by the teacher, where the teacher asks the students to finds some vocabularies from the picture, to add the new vocabularies and write down the vocabularies in to a text. However, the model is designed to capitalize on children's ability to think inductively. Thus, a major principle of the model is that students have the capability to make generalizations that can help them to master the conventions of language.

The last, the PWIM is a satisfying and pleasurable activity: They enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations.

In this case researcher interested to do the research and solving the problem with the PWIM about writing, especially in writing descriptive text. The research done at XI Grade because based on the curriculum they have already learned about descriptive text in XI Grade. Based on the illustration above, the researcher interested to conducting quantitative, experimental research with pretest-posttest control group design to solve the students writing problem by using PWIM Method with the title "The Effect of Picture Word Inductive Model (PWIM) on Writing Ability at Grade XI of SMA N 1 Angkola Selatan".

⁶ Emily F Calhoun, *Beginning Reading and Writing* (United States of America: ASCD publications, 1999), <http://www.ascd.org>. p. 21

B. Identification of the Problem

Based on the background of the problem, writing a descriptive text is an ability to express ideas into a written text about place, people or thing, by this text the reader can get the information about the subject described. Syah states that there 3 factors that can affect the students in learning they are: internal factor, external factor and approach to learning including strategy and method which used in learning materials.

These 3 factors can affect the students in learning, so in learning descriptive text. Internal factors comes from the own students, external factors comes from the environment of the students, and the method comes from the teacher. There are many methods that can be used by the teacher in teacher writing such as: Grammar Translation Method (GTNM), Picture Word Inductive Model (PWIM), Silent Way, Audio Lingual Method, etc.

C. Limitation of the Problems

Based on identification of the problems, the factors that can affect the students in learning are: internal factor, external factor and the method which used in learning material. Besides, internal and external factor, method is a good solution to make the learning process better and success. Method also helps the teacher in teaching, and helps the students to understand the materials easier.

In this research not discuss all about the factors in learning process. This study was about the method used to students writing ability. By these factors, Picture Word Inductive Model (PWIM) used to increase the students ability in

writing a descriptive text. It's only used to know how the method affected in students writing a descriptive text.

Picture Word inductive Model (PWIM) is suitable for teaching writing, it helps students in creating a descriptive text, and make them more active in learning. PWIM with familiar picture and picture chart helps students to write easily caused, they have found the word in the picture.

D. Formulations of the Problem

From the limitation above, the researcher formulated the problems of the research as followed:

1. How is the students' ability in writing descriptive text before learning by using Picture word Inductive Model (PWIM) Method?
2. How is the students' ability in writing descriptive text after learning by using Picture word Inductive Model (PWIM) Method?
3. Is there any significant effect of using Picture word Inductive Model (PWIM) Method on students' ability in writing descriptive text?

E. Objectives of the Research

Based on the problems above, the objectives of this research were:

1. To know the students' ability in writing descriptive text before learning by using PWIM Method.
2. To know the students' ability in writing descriptive text after learning by using PWIM Method.

3. Examine if there is any significant effect of using Picture Word Inductive Model (PWIM) Method to students' ability in writing descriptive text at Grade XI of SMA N 1 Angkola Selatan or not.

F. Significances of the Research

This research gave some beneficial for teacher, students, readers and other researcher:

1. This research gives the teacher some information about the method in process of teaching English, especially in teaching writing. It can be as the input to the teacher in teaching and learning process by using the Picture Word Inductive Model (PWIM) Method. It will give the information to the teacher about their students' ability in writing descriptive text.
2. This research makes the students' ability in writing descriptive text improved. This method helps students who has a bad knowledge in writing skill, it also gives them some information about the Picture Word Inductive Model (PWIM) Method and the way to create a descriptive text by using picture. Moreover, they can solve their difficulties in writing a descriptive text.
3. This research can be the input or reference for the readers especially the English learners that is expected to increase their knowledge in teaching writing and especially for the future teacher.
4. This research can help other researcher in comparison and conduct further research with the same topic.

G. Definitions of Operational Variables

To avoid misunderstanding of this research, the writer explained about the key terms as followed:

1. Picture Word Inductive Model (PWIM) Method

The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and action to elicit children's listening and speaking vocabularies⁷. PWIM method is a method that uses familiar picture with the chart to build students' beginning writing which main to improve their writing ability.

2. Writing Descriptive Text

Writing is the process of expressing opinions and ideas from mind into the written form, by using process of arrange of letter into words, words into phrase, and clause into paragraph then became a text⁸. Descriptive text is a text that describe place, people and thing, this text consist of 2 parts which are identification and description.

H. Outline of the Thesis

This thesis divided into five chapters, each chapter consists of some sub chapters with details as follow:

Chapter I is about introduction of the research, consists of; background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the problem, significances of the

⁷ Emely F Calhoun. *Teaching Beginning Reading And Writing With the Picture Word Inductive Model* p. 21

⁸ Devi Suraya, *The Effect Of Picture Word Inductive Model On Teaching Descriptive Text Writing*, (Tanjungpura University, 2017) p.3

research, definition of operational variables, and outline of the thesis. Chapter II is about theoretical description, contained with some sub chapter; about Picture Word Inductive Model (PWIM) Method, descriptive text, review of related findings, conceptual framework, and hypothesis.

Chapter III is about research methodology, consists of some sub chapter; place and time schedule of the research, research design, population and sample, instrument of the research, validity and reliability of instrument, technique of data collection, and technique of data analysis. Chapter IV is about the result, discussion of the research and limitation of the research. Chapter V is about the conclusion and suggestion

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Picture Word Inductive Model (PWIM)

a. Definition of PWIM

Picture Word Inductive Model is the writing strategies from Calhoun applied in pre-writing process. Calhoun states “Pictures Word Inductive Model is an inquiry-oriented language art strategy that uses pictures containing familiar objects and actions to elicit words from the students, this strategy can be used in classes, small group and individuals”⁹. Another definition comes from Jiang and Perkins, they said that PWIM is a method that intends to capitalize on children’s ability to think inductively and generalize the basis of structural and phonetic analysis¹⁰. From that statements researcher makes a conclusion about the definition of PWIM is a teaching strategy of the teacher for teaching Pre-writing to make students think inductively and easy to create a text.

The use of Pictures Word Inductive Model emphasized more on how students recognized the words by looking at the pictures that teacher provided and by using those words and pictures students make the titles, sentences and generating paragraph. Pictures word inductive model was

⁹ Emily F Calhoun, *Beginning Reading and Writing With the Picture Word Inductive Model* (United States of America: ASCD publications, 1999), <http://www.ascd.org>. p.21

¹⁰ Xuan Jiang and Kyle Perkins, “A Conceptual Paper on the Application of the Picture Word Inductive Model Using Bruner’s Constructivist View of Learning and the Cognitive Load Theory,” *Interdisciplinary Journal of Teaching and Learning* 3, no. 1 (2013): 8–17, <https://files.eric.ed.gov/fulltext/EJ1063072.pdf>.

designed to make the learners think inductively by building their generalization and their ability to think.

In selecting the pictures for PWIM teacher needs to select the pictures or photograph that support the study of the learners to make them easily to understand and generate the word list. In order to be able to generate many words from the pictures, teacher needs to use rich content of pictures. In using real pictures or photographs, teacher helps the students to develop their observational skill and its very helpful when they begin to write¹¹. In conclusion the familiar topic brings the picture related to the study helps students to easy to do their work and solve their difficulties.

Picture word inductive model is the method that English teachers use to teach students in writing descriptive text, this is of the suitable method for teaching writing especially writing descriptive text.

b. Procedure of Picture Word Inductive Model

However, the model is designed to capitalize on children's ability to think inductively. The PWIM enables them to build generalizations that form the basis of structural and phonetic analysis, and it respects their ability to think. Thus, a major principle of the model is that students have the capability to make generalizations that can help them to master the conventions of language¹². Researcher uses PWIM Method in this research to support the procedure of teaching to build students' ability to

¹¹ Devi Suraya, *The Effect of Using Picture Word Inductive Model on Teaching Descriptive Text Writing*, (Pontianak:2017), P.3

¹² Calhoun, *Beginning Reading and Writing*.

think inductively to create a good descriptive text. Here are the procedures of teaching writing by using PWIM Method¹³. Method consists of some steps or process in teaching, this is can be our instruction for doing teaching which is must be mastered by the teacher. As like another method in teaching English, in applying Picture Word Inductive Model (PWIM) Method there are also some steps that must be followed. Those are some steps are modified based on the contexts and students' needs:

- 1) Select the picture. The teacher select the picture for students and choose an interested picture that appropriate with descriptive text topic and explain the rules of the text.
- 2) Ask the students to identify the thing in the picture while label what they see.
- 3) Label the picture parts identified (draw a line from the identified object or area, say the word, and write; ask the student to spell the word aloud and then to pronounce it).
- 4) Read and review the picture word chart aloud.
- 5) Ask student to read the words (using the line on the chart if necessary) and classify the word into a variety of groups identify common concepts (e.g, beginning consonant, rhyming words) to emphasize with the whole class.
- 6) Read and review the picture word chart (say the word, spell it, and say it again you can repeat in 3 or many times.
- 7) Add words, if desired to the picture word chart and to the word banks.
- 8) Lead the students to create a title for the picture words chart, ask students to observe and think about the information on the chart and what they want to say about it.
- 9) Ask student to generated sentences or paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
- 10) Read and review the sentences and paragraph¹⁴.

¹³ Calhoun. *Teaching Beginning Reading And Writing With the Picture Word Inductive Model* p.23

¹⁴ Calhoun.p.23

In a conclusion about the steps is first the teacher must good in choose a picture to describe, the teacher can stuck the picture on the white board so all the students can see it. Then, teacher tries to ask students about what they see in the picture. Next, teacher will write the words that they say, make it in to a chart and make a line from the identified object to the word. The teacher asks students to say, spell and pronounce the word in many times. The last, the teacher instructs students to make a title about it, write sentences based and arrange it into a good paragraph or descriptive text based on their think.

c. Advantages of Picture Word Inductive Model Method

Using Picture Word Inductive Model (PWIM) Method can make the students are active, enjoy, have good enthusiasm in the teaching and learning process, students can write easily because they have found the word in the picture¹⁵. The words or vocabularies in the picture can be the base of the students' thinking to create sentences.

PWIM can be used to teach both inductive and explicit pronunciation as well as spelling since PWIM is designed to harness child's inductive thinking skills. PWIM allows students to construct generalizations. This method also allows students to think inductively and to build generalization¹⁶. Based on that explanation researcher can

¹⁵Lisa Agus Ning Tiyas, *The Implementation of Picture Word Inductive Model in Teaching Writing To The Seven Grade Students of Smp N 1 Maospati in Schooling Year of 2014/2015*,(English Teaching Journal:2016), Vol.4, No.2, p.1

¹⁶Eges Triwahyuni et al., "The Effects of Picture Word Inductive Model (Pwim) toward Student's Early Reading Skills of First-Grade in the Primary School," *Elementary Education Online* 19, no. 3 (2020): 1523–26, <https://doi.org/10.17051/ilkonline.2020.733100>.p.1524

take an opinion that PWIM make teacher easy to teach students understood the learnt and subject, and this is the suitable on for learning writing descriptive text.

2. Writing Descriptive Text

a. Definitions of Writing

Ann states that writing is a skill in which we express ideas which are arrange in words, sentences and paragraph by using eyes, brain and hand¹⁷. Writing is a activity for producing and expressing the words and sentences with the meaning of ideas and transferring the ideas on writing skill¹⁸. Writing allows ideas to be shared and adapted across space and time has given humans new ways of thinking and learning¹⁹. Saepudin states that writing is the process of represent language with text by using mark and symbol, beside that there are 3 points of the purpose of writing; to inform, to persuade and to entertain²⁰.

Researcher can take a conclusion from some statements above that writing ability is how can people use their own self for creating a creative opinion in written context. Every single human has different ability in writing, but we can stated it in to low or high ability, a high ability will have better in writing, actually in creating a text. Writing is the process of how do the writer express their idea in a sentence. If it is good will be

¹⁷ Raimes Ann, *Techniques in Teaching Writing*, First Edit (Ney York: Library of Congress Cataloging, 1983).

¹⁸ Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 02, no. 01 (2014): 61–76, <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/115>.

¹⁹ Tessa Daffern and Noella, *Teaching Writing* (New York: Routhledge, 2020).p.24

²⁰ Saepudin, *An Introduction to English Learning and Teaching Methodology*. P.166

understood by the reader who read the text. Because in writing a text we have to choose a words to be a sentence, and good sentences to be a paragraph, next to be a text.

1) Aspects of Writing

Weigle states there are five aspects of writing that can be evaluated:

- a) Content: a good writing is when the title represents the content of it. The content of a text should be relevant or equivalent and describe the title in complete.
- b) Organization: it means that how the students organize their idea.
- c) Vocabulary: refers to the selections of word those are suitable with the content.
- d) Language use: refers to the use of correct grammatical from the syntactic pattern.
- e) Mechanics: paragraph is a combination of some sentences which needs good spelling and punctuation²¹. In other definition paragraph consist of some sentences that has a meaning.

²¹ Bela Putri Mendale, Endang Komariah, and Siti Sarah Fitriani, "Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text," *Research in English and Education (READ)* (Hasanuddin University, 2019), <http://www.jim.unsyiah.ac.id/READ/article/viewFile/14128/5844>.

2) Genre of Text

There are five types of text based on curriculum 2013 its explain about procedure text, recount text, narrative text, report text, and descriptive text as following:

1. Procedure Text

Procedure Text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

2. Recount Text

Recount Text is a text which retells events or experiences in the past.

3. Narrative Text

Narrative text is a text which relate a series of logically, and chronologically related events that is caused or experienced by factors.

4. Report Text

Report Text is a type of document written by someone of group of people to announce the result of an investigation or announce something to the proper authorities.

5. Descriptive text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person,

place, or thing²². In addition descriptive text is a text that tells about the description of thing, someone or place.

3) Writing Assessment

Writing Assessment of the research is about writing test. The students' ability will be test by writing descriptive text before and after giving treatment by Using Picture Word Inductive Model (PWIM) Method in experimental class and writing test by using Lecturer Method in control class.

b. Descriptive Text

1) Definition of Descriptive Text

Fitriani said that descriptive text is a text which is used to describe a person, place, thing or something in writing process²³. Descriptive text is a text that used to describe thing, human, place, animal and etc. Descriptive text refers to the senses, it tells how something looks, feels smells, tastes, and sounds. A good description is a word pictures; the readers can imagine the object, place or person in their mind²⁴. Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six

²² Mendale, Komariah, and Fitriani.p.184

²³ Retno Fitriani, *Let's Write Easily: A Guidance of Writing Descriptive Text for Junior High School*, <https://online.anyflip.com/wkuwg/tayc/mobile/> p.6

²⁴ Alice Oshima and Raimes. Ann, *Introduction To Academic Writing* (New York: Pearson Education, 2003).p.69

senses: looks, smells, feels, acts, tastes, and sounds²⁵. Dadi in Eko's journal states descriptive writing is a type of writing that describes or shows something rather than telling it.

Descriptive text can describe people, feelings, sounds, places, processes, qualities, or procedures in detail and needs knowledge and skill to understand the generic structure, linguistic features, and social function of descriptive text to write it²⁶. Littell in Mendale's et al article said that descriptive text is a genre which describes an object, a place, or a person in a way that allows readers to picture what is being portrayed²⁷. Noprianto states that descriptive text is a type written text paragraph in which have specific function to describe an object an it has the aim that is giving description of the object to the reader clearly²⁸.

From that statement researcher can make opinion about descriptive text, descriptive text is a text that describing things, in this case the reader can feel and know what the reader write/express in the text about that thing. The readers or hearers can possibly notice what the writer is writing about if could directly

²⁵ Lailatul Husna, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade XI Ipa 1 Of Man 2 Padang," *Jurnal Ilmiah Pendidikan Scholastic* 1, no. 1 (2017): 16–28, <https://doi.org/10.36057/jips.v1i1.281>.

²⁶ Eko Noprianto, "Student ' s Descriptive Text Writing in SFL Perspectives," *Indonesian Journal of English Language Teaching and Applied Linguistics* 2, no. 1 (2017): 65–81, https://www.researchgate.net/publication/333534047_Students'_Writing_Ability_on_English_Descriptive_Text_at_Grade_VIII_in_SMPN_33_Padang/link/5cf2a2a84585153c3dab5045/download.

²⁷ Mendale, Komariah, and Fitriani, "Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text." p.185

²⁸ Sri Rahmadhani Siregar, "Students ' Descriptive Text Writing in Experiential Function Realization," *English Education : English Journal for Teaching and Learning* 09, no. 01 (2021): 63–76, <http://jurnal.iainpadangsidempuan.ac.id/index.php/ p.64>

read or hiring directly. The Descriptive text is a clear description about the people, place or things.

2) The Purpose of Descriptive Text

Fitriani said that the purpose of the descriptive text is to describe a particular person, place or thing in writer's mind²⁹. Description enables us to entertain, express feelings, relate experience, inform and persuade, descriptive text is the written thing that show the writers perceptions. As a social being we have a compelling desire to share our experiences and opinion to other people.

3) The Generic Structure of Descriptive Text

Here are the generic structures of descriptive text³⁰:

1) Identification

Identification is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains object's name, kind of the object, etc.

2) Description

Description is part of paragraph which describes parts and characteristics of the person or something that will be described in detail, so the readers can get clear description of the subject.

²⁹ Retno Fitriani, *Let's Write Easily: A Guidance of Writing Descriptive Text for Junior High School*, p.6

³⁰ Retno Fitriani, p.8

Other explanation is comes from Hardy and Klarwein who stated in Jayanti's journal that the generic structure of descriptive text there two, first is definition of the subject and second is description that consist of description of purpose, description of features, description of people, description of properties and interesting facts, also the description of evidence today. Jayanti states in her journal about generic structures of descriptive text, they are :

1) Identification

Identification is necessary in order to avoid having general statement. It means to identify which particular thing. In this case to identify which subject is to described.³¹ Marsuri in Jayanti's Article states that identification of descriptive text is a part of paragraph which introduces or identifies the character. From that statement the researcher can take an opinion about identification is the first part of paragraph that indicates to describe about the character³²

2) Description

Description is part of paragraph after the identification, in this case the paragraph will discuss about the describing of character of subject. The researcher take the example of the

³¹ Ade Dewi Jayanti, "Students' Writing Ability On English Descriptive Text at Grade VIII in SMPN 33 Padang" 3, no. 1 (2546), https://www.researchgate.net/publication/333534047_Students'_Writing_Ability_on_English_Descriptive_Text_at_Grade_VIII_in_SMPN_33_Padang/link/5cf2a2a84585153c3dab5045/download.

³² Jayanti.

character is about a Girl. All about the girls will be described in description, about the eyes, hair, face and etc.

Here are the text structures of descriptive text:

- a) General opening statement is in the first paragraph. This sentence tells the reader what the text contains, including a brief description of the subject, and includes the definition of the subject.
- b) Each paragraph starts with a topic sentence. The topic sentence at the beginning of each paragraph provides information contained in the paragraph. The sentence after this preview provides further details. Each paragraph must provide information about the subject. These paragraphs build a description of the subject. This paragraph can include technical language related to the subject.
- c) The closing paragraph signifies the end of the text and this paragraph can summarize in its entirety.
- d) This statement tells the reader what the text contains, including a brief description of the subject, and includes the definition of the subject.
- e) Each paragraph must provide information about the subject. These paragraphs build a description of the subject. This paragraph can include technical language related to the subject.
- f) A very concise conclusion in a paragraph.

- g) Covers the definition of the subject
- h) Only includes technical language related to the subject.
- i) A simple closing sentence.

Noprianto states that descriptive text employs some linguistics features below:³³

- 1) Focus on a specific participants as the main character.
- 2) Use present tense as dominant tenses.
- 3) Use linking verbs as relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participants)
- 4) Use the mental verb or mental process when describing feelings.
- 5) Use adjectives and adverbs to add information to nouns (participants) and add information to verbs (actions) to provide more detailed description about the topic.
- 6) Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

According Mendale et al, there are some of language features in a descriptive text. They are as follows:³⁴

- 1) Use of particular nouns.
- 2) Use of detailed noun groups to provide.
- 3) Information about the subject.

³³ Noprianto, "Student's Descriptive Text Writing in SFL Perspectives."

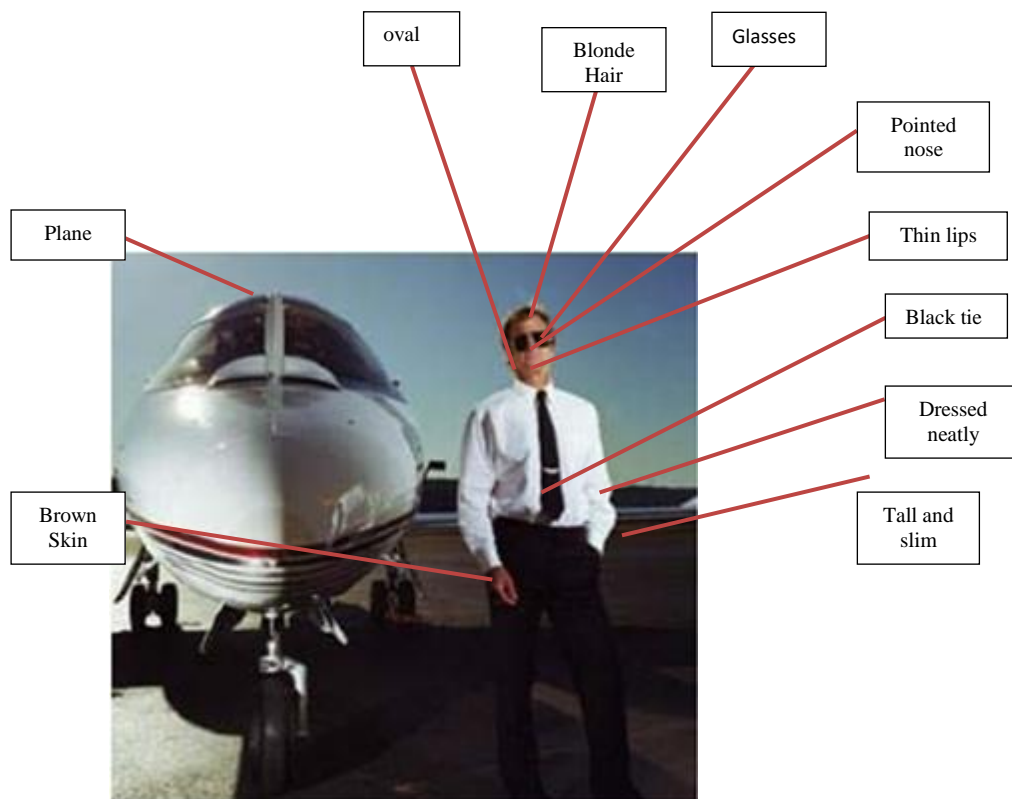
³⁴ Mendale, Komariah, and Fitriani, "Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text." p. 15

- 4) Use of a variety of types of adjectives.
- 5) Use of relating verbs to provide information about the subject.
- 6) Use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings.
- 7) Use of action verbs to describe the subject's behavior use of adverbials to provide more information about this behavior.

Based on the principles of teaching by using Picture Word Inductive Model Above, the researcher concluded that PWIM is the strategy that ask students to select a picture, identify what they see in the picture, label the picture by the line from the identified into the name of it, say the words/vocabularies on the picture, and try to make a title and create a sentence into a whole descriptive text.

3 Material of Teaching Writing Descriptive Text

The sample of the PWIM can be seen in this picture below:³⁵



The sentences:

- 1) Captain Zahair Aziz is a pilot
- 2) He is handsome and strong
- 3) He is tall and has slim body
- 4) He has blonde hair
- 5) His face is oval

³⁵ Amanah, "Applying Picture Word Inductive Model (Pwim) on Students' Writing Descriptive Text Penggunaan Picture Word Inductive Model (Pwim) Pada Penulisan Teks Deskriptif Siswa Applying Picture Word Inductive Model (Pwim) on Students' Writing Descriptive Text" (State University of Makassar, 2016), <http://eprints.unm.ac.id/4401/1/ST.AMANAH SR.pdf>.

- 6) His skin is brown
- 7) He has a pointed nose
- 8) He always wears glasses and gets dressed neatly
- 9) He wears a black tie
- 10) He flies planes around the world

The paragraph:

Captain Zahair Aziz is a pilot. He is handsome and strong, beside that he is also diligent in worship. He is tall and has slim body that signifies him as a pilot . He also has blonde hair with his oval face, brown skin makes him handsome but, he has a pointed nose. He always wears glasses and gets dressed neatly. He wears a black tie. He is a smart man. He flies planes around the world. We admire him.

4 Teaching Descriptive Text By Using PWIM Method.

According to Putra in his thesis good writing should be complete and mastered by a teacher in the learning process because writing is a good skill that needs special reasoning, knowledge and strong logic.³⁶ Tiyas states that through PWIM Strategy, teaching and learning process are more active, enjoyable and interesting.³⁷ Teaching is the activity of transferring the knowledge from the teacher to the students. Teaching should follow some steps or procedure, they are Pre-Teaching, While teaching and Post-

³⁶ Yadi Putra, "The Implementation of Pwim (Picture Word Inductive Model): Its Effect on Students' Ability in Writing Procedural Text at The State Junior High School 1 Siak Hulu Kampar Regency" (uUIN SUSKA RIAU, 2019), <http://repository.uin-suska.ac.id/25340/2/YADI.pdf>.

³⁷ Lisa Agus Ning Tiyas, "Teaching Writing To the Seven Grade Students of Smp N 1," *English Teaching Journal* 4, no. 2 (2016): 135–41.

Teaching. Teaching descriptive text by using PWIM Method will explain as like the table below.

Table 1
Teaching writing by using Picture Word Inductive Model (PWIM)
Method

Teacher's Activity	Students' Activity
<p>Pre-Teaching</p> <ol style="list-style-type: none"> 1. Teacher opens the class by greeting and praying before learning. 2. Teacher takes attendant list. 3. Teacher explains the purpose of the study. 4. Teacher asks the students about related material. <p>While-Teaching Teacher applies the steps of Picture word Inductive Model (PWIM) Method.</p> <ol style="list-style-type: none"> 1. Teacher chose an interested picture as the media of learning. 1. Teacher asks the students to identify things in the picture 2. Teacher labels the picture parts. 3. Teacher leads students to read and review the words. 4. Lead the students to create a title of the picture. 5. Teacher asks students to create a sentence from the words (vocabularies in the picture), then from that sentence they will create a 	<ol style="list-style-type: none"> 1. Do pray before learning. 2. Students pay attention to the teachers when checking attendant list. 3. Students listen to the teacher's explanation. 4. Students give an idea about teacher's question. <ol style="list-style-type: none"> 1. Students pay attention to the teacher. 2. Students identify the things in the picture. 3. Teachers say the name of the things in the picture. 4. Students read and review the words. 5. Students create a title of descriptive text from that picture. 6. Students create a sentence from the words. 7. Students read and review again the sentence and paragraph.

<p>paragraph descriptive.</p> <ol style="list-style-type: none"> 6. Teacher asks students to read and review the sentences and paragraph. 7. Teacher asks students to create a sentence from the words (vocabulary in the picture) from that sentence they will create a paragraph descriptive. 8. Ask students to generate and classify sentences and paragraph then putting them into a good paragraph. 9. Teacher asks students to read and review the sentences and paragraph 	
<p>Post-Teaching</p> <ol style="list-style-type: none"> 1. Teacher collects the students' task. 2. Teacher asks the students' difficulties in learning descriptive text. 3. Teachers and students make conclude about the learning descriptive text. 4. Teachers close the study by saying Alhamdulillah and pray together. 5. Teacher greetings. 	<ol style="list-style-type: none"> 1. Students collect their task. 2. Students ask the teachers about their difficulties in learning descriptive text. 3. Students give their opinion to conclude the learning. 4. Students say Alhamdulillah and do pray together. 5. Students answer the teacher's greeting together

5 Teacher's Method in Teaching Writing Descriptive Text at X Grade of SMA N 1 Angkola Selatan

Hasanah said that in the conventional method, the teacher is a bank of knowledge, the teacher acts authoritarian, the teacher dominates the class. The teacher teaches science, the teacher immediately proves the arguments, the teacher proves the examples of questions. Meanwhile, students have to sit neatly listening, imitate the patterns given by the teacher, imitate the ways the teacher solves problems. Students act passively. Students who don't understand it are forced to get low grades and because of that maybe some of them don't go to grade.³⁸ Azizah stated in her thesis Teacher's methods is not consistence with the strategy of teaching³⁹.

Teacher's strategy in learning descriptive text at X of SMA N 1 Angkola Selatan is using Lecture Method Plus. Lecture Method Plus actually same with Lecture Method as usually, but in this method teacher will collaborate with other Method, giving it can be seen from the teacher's Lesson plan which researcher put at part appendix. In while teaching teachers apply some steps, they are: Literation Activity, Critical Thinking, Collaboration, communication and creativity.

³⁸ Siti Uswatun Hasanah, "Studi Komparasi Penerapan Metode Active Learning Model Reading Aloud Dan Metode Konvensional Model Ceramah Dalam Pembelajaran Bahasa Arab Dan Pengaruhnya Terhadap Respon Siswa Kelas V Mi Ma'Arif 01 Pahonjean Majenang," *Jurnal Tawadhu* 3, no. 1 (2019): 804–22, file:///D:/PROPOSAL JELPUT/realated finding/STUDI KOMPARASI PENERAPAN METODE ACTIVE LEARNING.pdf.

³⁹ Nur Azizah, "The Effect of Scaffolding on Students' Ability in Writing Descriptive Text at X Grade of Man 1 Padangsidempuan" (State Institute For Islamic studies, 2020), <http://etd.iain-padangsidempuan.ac.id/id/eprint/3747>.

1) Procedure of Teaching Writing Descriptive Text by Using Teacher's Method.

a) Pre-Teaching

- (1) Teacher open the class with greetings, then praying together with the class. Next, teacher checking the attendance list.
- (2) Teacher makes a thinking connection with students experience with the topic study.
- (3) Teacher giving motivation about the study of descriptive text, it can be about the nature of descriptive text.

b) While-Teaching

- (1) Literation Activity: teacher gives the media and subject matter about descriptive text.
- (2) Teacher gives time to the students to identify the subject matter, and give time to the students for giving question.
- (3) Teachers divided students into some groups.
- (4) Students working in a group to make a descriptive text, and present it in front of the class.

c) Post-Teaching

- (1) Teacher and students and teacher make a conclusion about the subject matter.
- (2) Student may give some question about the subject that is not understood by them.
- (3) Teachers and students close the class with pray and greetings.

B. Review of Related Findings

There were some related findings related to this research and to support argument in this research. Besides that, researcher also used it as the reference and comparison with other research. They are:

The first was Suraya et.al concluded that, teaching descriptive text writing using PWIM had effect significantly on the students' ability in writing descriptive text. It is showed by the students score in experimental group was higher than the control group and the effect of the treatment considered as high. PWIM had an effect in teaching descriptive text writing. This technique could make the students in solved actively in teaching and learning process by finding the information from the pictures, and use the information in their writing. The effect can be seen from the students' average score before and after treatment.⁴⁰

The second is Kartika and Suhartono concluded that Picture Word Inductive Model (PWIM) could improve Students' ability in writing Descriptive Text. It is also encourage the Students to be more interested in teaching learning process. The students actively and motivated in doing the lesson.⁴¹

The third is Kurniawati and Khhomariyah who concluded that the used of Picture Word Inductive Model (PWIM) in teaching and learning process made

⁴⁰ Devi Suraya, Novita Dewi, and Fergina Ana, "The Effect Of Using Picture Word Inductive Model On Teaching Descriptive Text Writing" 110265 (2017): 1–10, file:///C:/Users/Win 7/Downloads/18468-54272-1-PB.pdf.

⁴¹ Zuraida Kartika and Luwandi Suhartono, "Improving Student'S Writing Descriptive Text By Using the Picture Word Inductive Model (Pwim)," *Jurnal Pendidikan Dan Pembelajaran Untan 2*, no. 5 (2013): 1–11, file:///C:/Users/Win 7/Downloads/2035-6679-1-PB (1).pdf.

the students more active in the class. Therefore, this activity could motivate the students in order to increase their writing ability especially in writing recount text. It is supported by the students' score they achieve the high score after the researcher gave treatment by using Picture Word Inductive Model (PWIM) in learning writing recount text ability.⁴²

The fourth is Meliasari et.al which concluded That after discussing the result of the study on how to determine the effectiveness of picture word inductive model to teach writing viewed from students' interest, it can be summed up: (1) There is a significant difference of students' writing skill between students who are taught by using picture word inductive model and those who are taught by using controlled-writing strategy. Picture word inductive model is more effective than controlled-writing strategy to teach writing; (2) Students having high interest have better writing skill than those who have low interest. (3) There is an interaction effect between the two variables, the strategies of teaching and the level of interest on students' writing skill.⁴³

The fifth is Ermita et.al found that using PWIM to the students' writing ability especially in writing descriptive text there were three aspects. The aspects were: the structure, language feature, and diction. The most significant improvement was in the aspect of structure. The use of picture that applied in

⁴² Dewi Kurniawati and Siti Khomariyah, "Using Picture Word Inductive Model (PWIM) in Teaching Writing Recount Text," *English Education: Jurnal Tadris Bahasa Inggris* 11, no. 1 (2018): 35–52, <https://ejournal.radenintan.ac.id/index.php/ENGEDU>.

⁴³ Rahayu Meliasari, Ngadiso Ngadiso, and Sri Marmanto, "The Picture Word Inductive Model: Its Effectiveness to Teach Writing Viewed from Students' Interest," *International Journal of Language Teaching and Education* 2, no. 3 (2018): 248–58, <https://doi.org/10.22437/ijolte.v2i3.5697>.

writing made the students interested to the media. They had high motivation to join the teaching and learning process and they had good spirit to learn English while the PWIM is applied in writing class. The students paid attention more when the researcher used and showed the pictures. They felt comfortable and they did not look bored. It was easier for the students to write the descriptions on the paper because they still remembered what they saw while the teacher showed the pictures. It proved that the use of picture as the media in the teaching and learning process improved the students' writing skill.⁴⁴

Based on the related finding above, researcher tries to prove whether Picture word Inductive Model (PWIM) Method can also give good effect in teaching writing descriptive text at XI Grade of SMA N 1 Angkola Selatan or not.

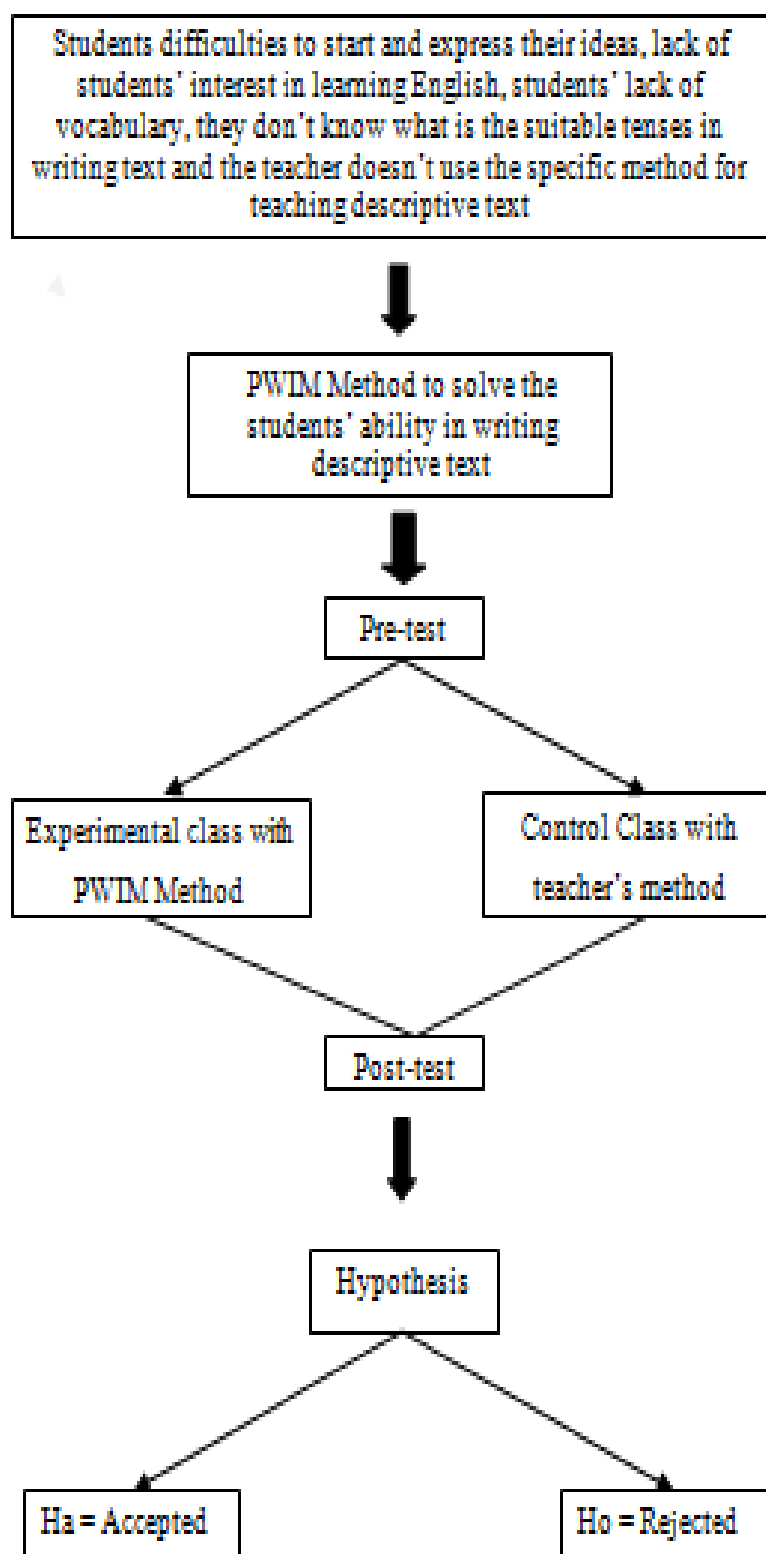
C. Conceptual Framework

Writing is important in getting and sharing information, in every situation we need writing for some situations, they are in education environment, work and also in daily life. Therefore, students are need to have a good ability in writing skill, so that they can express their idea by writing.

The students at XI Grade of SMAN 1 Angkola Selatan have problems in learning writing. One of the problems is the lack of vocabulary and learning activities. Learning activities is can build the students' willingness to learn. By using the suitable method or strategy of the learning can improved the students' ability in writing.

⁴⁴ Mira Ermita, Emzier, and Ninuk Lustyantie, "Picture Word Inductive Model for Better Descriptive Text Writing," *Indonesian EFL Journal* 5, no. 2 (2019): 73, <https://doi.org/10.25134/ieflj.v5i2.1736>.

In order to know the effect of PWIM Method on students' ability in teaching writing researcher has done the research by this conceptual framework:



D. Hypothesis

From the description of related theories the researcher proposed that the hypotheses are:

1. There is a significant Effect of Picture Word Inductive Model (PWIM) on Writing Ability at Grade XI Students SMA N 1 Angkola Selatan.(Ha)
2. There is no significant Effect of Picture Word Inductive Model (PWIM) on Writing Ability at Grade XI Students SMA N 1 Angkola Selatan.(Ho)

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time Schedule of the Research

This research conducted at XI Grade IPS of SMA N 1 Angkola Selatan. It located on JL. Simarpinggan, Napa, Angkola Selatan, Tapanuli Selatan, Sumatra Utara. This research has been done from September 2021 until October 2022.

B. Research Design

This research was about quantitative research method by using quasi experimental with pretest-post-test control group design. Quasi experimental design was to know the cause and effect between experimental class and control class. In this design the sample took by using random sampling to take the class and gave them pre-test to know the difference between experimental and control class.

Researcher used two classes, the first class was experimental class who have pre-test before applying Picture Word Inductive Model (PWIM) method as the tool of treatment, and the last is post-test to know effect of PWIM after the treatment. The second class was for control class (XI IPA-2) that have pre-test and post-test without treatment. In other word both of them got Pre-test and Post-test with the instrument writing-test was about describing someone, here is the table of design instrument:

Table 2**Table of Design Instrument⁴⁵**

R	O ₁	X	O ₂
R	O ₃		O ₄

Notes:

R = Class of Sample

X = Treatment

O = Effect of treatment

C. Population and Sample

a. Population

The population of the research was XI grade of SMA N 1 Angkola Selatan. It consisted of 4 classes with 129 students. It can be seen in the following table.

Table 3
Population of the Research

No	Class	Students
1.	XI IPA 1	33
2.	XI IPA 2	35
3.	XI IPS 1	30
4.	XI IPS 2	31
TOTAL		129

⁴⁵ Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung: Alfabeta 2014), 5th Edition, www.cvalfabeta.com, P.114

b. Sample

In this research the researcher chose 2 classes with 68 students as the sample, 33 students in XI IPA-1 as the experimental class and 35 students in XI IPA-2 as the control class. The researcher used simple random sampling to take the class of sample. It will be clear by this following table:

Table 4
Sample of the Research

No	Sample	Class	Total
1	Experimental class	XI IPA 1	33
2	Control class	XI IPA 2	35
3	TOTAL		68

D. Instrument of the Research

Instrument and collecting the data was the most important thing to support every research, so about this research has two times to take the data which were pre-test and post-test. Instrument of validity and reliability was used for taking the valid data. The researcher used writing test which was writing-test as the instrumentation. Test was about writing a descriptive text from the given pictures to improve the writing skill in writing ability of the students, includes about the skill, knowledge also intelligence.

This writing test has given to both of class, experimental class and control class. This writing test aimed to know the score of the students before and after using Picture Word Inductive Model as the Treatment.

Table 5
Indicators Score of Writing Descriptive Text

Indicators	Sub Indicators	Score	Criteria
Generic Structure	Identification	12-15	Very Good
		8-11	Good
		4-7	Low
		1-3	Very Low
	Description	12-15	Very Good
		8-12	Good
		4-7	Low
		1-3	Very Low
Language Features	Use simple present tense	12-15	Very Good
		8-11	Good
		4-7	Low
		1-3	Very Low
	Specific participant	12-15	Very Good
		8-11	Good
		4-7	Low
		1-3	Very Low
	Using attributive and identifying process	12-15	Very Good
		8-11	Good
		4-7	Low
		1-3	Very Low
	Using adjective	12-15	Very Good
		8-11	Good
		4-7	Low
		1-3	Very Low
	Using classifier in nominal group	12-15	Very Good
		8-11	Good
		4-7	Low
		1-3	Very Low

E. Validity and Reliability of Instrument

1. Validity

Writing-test was used to test students' writing ability in descriptive text. To make the test became valid so the researcher applied construct validity. To get the validity of an achievement test can be used two ways. Instrument has been valid by construct validity to know whether the test valid or not, by using expert judgment of English teacher.

2. Reliability

An instrument of the research must be reliable. Reliability was part of instrument that needed to be valid. To know the reliability of the test researcher gave a point of view to the expert/English Teacher about the instrument can be used or need to be correct. The researcher used writing-test to test students' ability as the instrument for taking the data pre-test and post-test. The scoring ability was based on indicator of writing descriptive text. It includes generic structure and language features.

F. Procedure of the research

In collecting the data researcher used writing-test to students, which were Pre-test and Post-test and will be included to the steps:

1. Pre-test

Pre-test used to know the mean score of the students in control class and experimental class, before doing the treatment by using Picture Word

Inductive Model (PWIM) Method to the experimental class. Meanwhile, the researcher applied some steps for that, they are:

- a. Preparing some pictures, and choose one as the selected picture.
- b. Selecting picture stuck on the white board in front of the class.
- c. Making the title about the picture
- d. Giving the lines to the name of the things in the picture
- e. Asking the students' to write a descriptive text about the picture
- f. Giving the time for the students to write the text
- g. Students are creating a descriptive text about the picture.
- h. Collecting their written text to researcher
- i. Correcting the writing test of the students in control class or experimental class.

2. Treatment

In this treatment researcher treats students of experimental class by using PWIM Method. Researcher taught student about writing descriptive text and apply PWIM. In this case, teacher taught about the nature of descriptive text and how to write a descriptive text easily. Researcher was a teacher who taught descriptive text by using PWIM method in experimental class.

3. Post-test

After giving the treatment to the class, the researcher prepare a post-test for the students. The pre-test is different with post-test. This post-test or the last writing-test for the students which was the main point to know the

effect of the Picture Word inductive model (PWIM) method to students' ability in writing descriptive text in experimental class. Here are some steps in experimental class by the researcher:

- a. The researcher prepares some pictures, and chooses one as the selected picture.
- b. The selected picture stuck on the white board in front of the class.
- c. Researcher makes the title about the picture
- d. Give the lines to the name of the things in the picture
- e. Researcher asks the students' to write a descriptive text about the picture
- f. Giving the time for students to create a descriptive text about the picture.
- g. Collecting their written text to researcher
- h. The researcher corrects the writing test of the students in control class and experimental class.

4. Technique of Data Analysis

a. Requirement text

1) Normality Test

Normality test means to know whether the data of the research is normal or not. The formula as followed⁴⁶:

$$x^2 = \sum \left(\frac{f_0 - f_e}{f_e} \right)^2$$

⁴⁶ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* 1st edition (Medan: Perdana Publishing:2015), P.74

Where:

$x^2 =$ Chi-Quadrate

$f_0 =$ Obtained Frequency

$f_e =$ Expected frequency.

2) Homogeneity Test

Homogeneity test used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogeneous. Homogeneity is the similarity of variance of the group will be compared. So, the homogeneity test has function to find out whether the data homogeny or not. It uses Harley test, as follow:

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

Where:

$n_1 =$ Total of the data that bigger variant

$n_2 =$ Total of the data that smaller variant

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$

b. Hypothesis Test

Hypothesis is the answering result of the research and to test the hypothesis by using t-test. The procedure is given by Rangkuti as followed⁴⁷:

$$t' = \frac{\bar{x}_1 - \bar{x}_2}{\frac{s_A^2}{n_A} + \frac{s_B^2}{n_B}}$$

where:

t = t-test score x_2

\bar{x} = mean from pre-test and post-test

S^2 = sum of squared deviation

n = number of students

Hypotheses is rejected is $F(\text{count}) \geq F(\text{table})$ if $F \leq F_{\frac{1}{2} \alpha} (n_1-1)$ ($1= n_2-1$), while if $F(\text{count}) > F(\text{table})$ hypothesis is accepted. It determined with significant level 5 % (0,05) and dk numerator was (n_1-1), while dk detominator was ($1= n_2-1$)

⁴⁷ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, P.149

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter talked about the result of the research, it was about the effect of Picture Word Inductive Model (PWIM) Method on Students' Writing Ability. The data was calculated by the researcher, it was taken through pre-test and post-test, and applied quantitative research by using the formulation of T-test to test the hypothesis. It is done to know the effect of Picture Word Inductive Model Method (PWIM) Method on students' writing ability, the data was described as follow:

A. Description of the Data

1. Data Before Learning by Using Picture Word Inductive Model (PWIM)

a. Score of Pre-test Experimental Class

The researcher took XI IPA-1 class as experimental class. The researcher has calculated the result that had been gotten by the students in doing writing –test, it was written on appendix 11. Score of Pre-test in experimental class can be seen in this following table:

Table 6
The Score of Experimental Class (Pre-test)

No	Description	Pre-test
1	Total score	1655
2	Highest	70
3	Lowest	30
4	Range	40
5	Mean	50.15

No	Description	Pre-test
6	Median	52.1
7	Modus	48.7
8	Interval	7
9	Standard derivation	52.62
10	Variant	2769

Based on the table 6, the total score of experimental class in pre-test was 1625, the highest score was 70, the lowest score was 30, range was 40, mean was 50.15, median was 52.1, modus was 48.7, interval class was 7, standard derivation was 52.62, and variant was 2769. It was applied in frequency distribution table presented them in histogram as follow:

Table 7
Frequency Distribution of Experimental Class (Pre-test)

No.	Interval Class	Mid-point	Frequency	Percentages
	30 – 36	33	6	18.18 %
2	37 – 43	40	1	3.03 %
3	44 – 50	47	11	33.33 %
4	51 – 57	54	2	6.06%
5	58 – 64	61	8	24.24%
6	65 – 71	68	5	15.15%
	I = 7		33	100%

Based on the table 7, it can be concluded that the mean score came from interval 44-50 which the highest frequency with total 11 students

33%. The lowest interval had 6 students / 18.18% and the highest interval had 5 students / 15.15%.

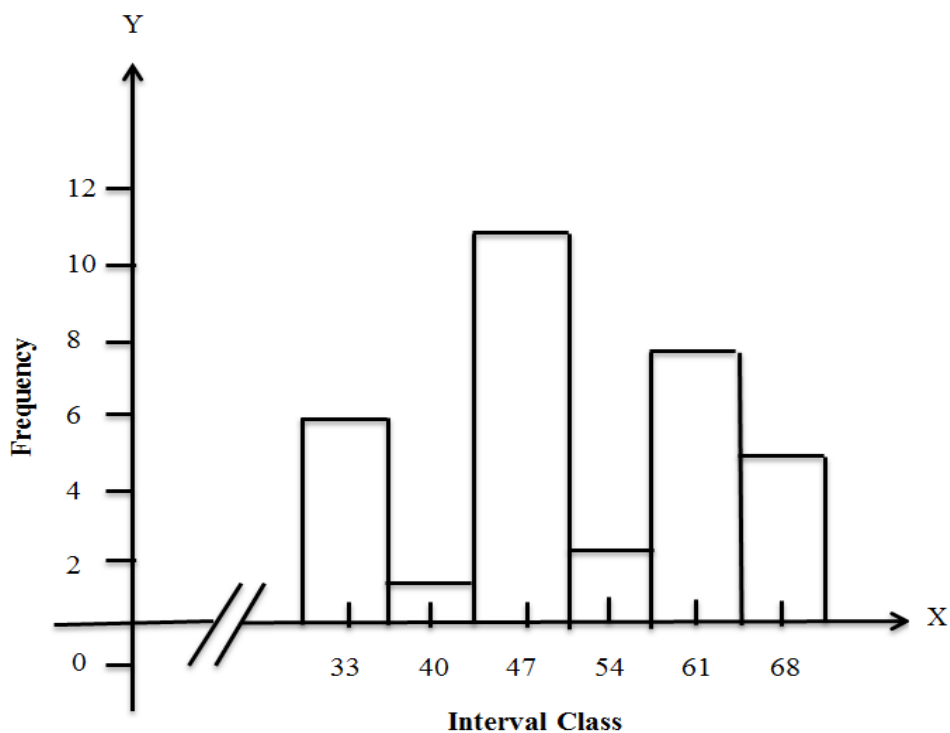


Figure 3: Data description of students' writing ability in experimental class (Pre-test)

Based on the figure of data description in experimental class (pre-test) the students score start from interval 30-36 up to 68-71. Most of the students or the highest frequency was in interval 44-50 with total 11 students.

b. Score of Pre-Test Control Class

The researcher took XI IPA-2 class as control class. The researcher has calculated the result that had been gotten by the students in doing writing –test, it was written on appendix 11. Score of Pre-test in experimental class can be seen in this following table:

Table 8
The Score of Control Class (Pre-Test)

No	Description	Pre-test
1	Total score	1715
2	Highest	70
3	Lowest	30
4	Range	40
5	Mean	49.8
6	Median	49.45
7	Modus	47.14
8	Interval	7
9	Standard derivation	51.37
10	Variant	2639

Based on the table 8, the total score of control class was in pre-test was 1650, highest score was 70, lowest score was 30, range was 40, mean was 49.8, median was 49.45, modus was 47.14, interval class was 7, standard derivation was 51.37, and variant was 2639. It was applied in frequency distribution table and presented them in histogram as follow:

Table 9
Frequency Distribution of Control Class (Pre-Test)

No.	Interval Class	Mid-point	Frequency	Percentages
1	30 – 36	33	9	25.71 %
2	37 – 43	40	1	2.85%
3	44 – 50	47	10	28.57%
4	51 – 57	54	2	5.71%
5	58 – 64	61	8	22.85%
6	65 – 71	68	5	14.28%
	I =7		35	100%

Based on the table 9, it can be concluded that the mean score came from interval 44-50 which the highest frequency with total 10 students / 28%. The lowest interval had 9 students / 25.18% and the highest interval had 5 students / 14.28%.

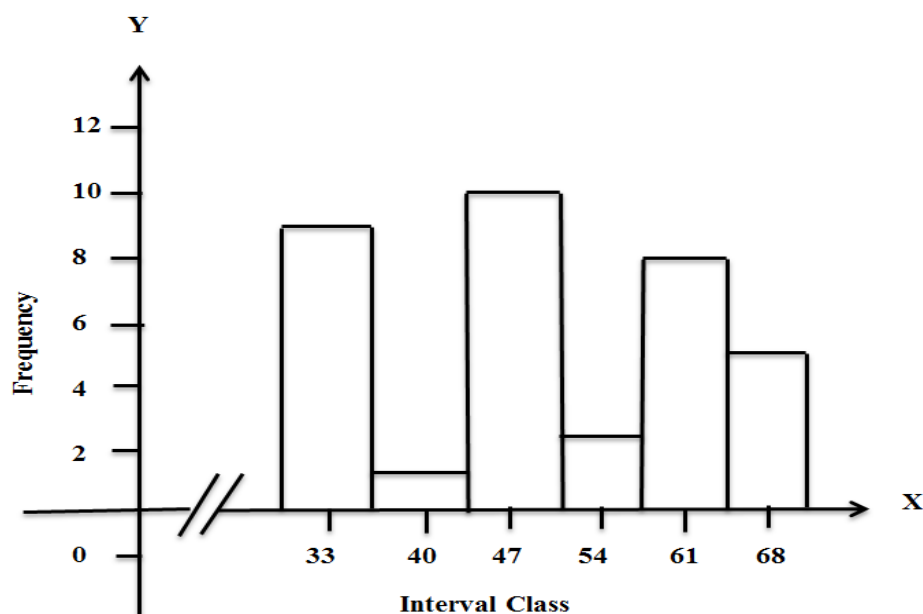


Figure 4: Data description of students' writing ability in control class (Pre-test)

Based on the figure of data description in control class (pre-test) the students score start from interval 30-36 up to 68-71. Most of the students or the highest frequency was in interval 44-50 with total 10 students.

2. Data After Learning by Using Picture Word Inductive Model (PWIM)

a. Score of Post-Test Experimental Class

Researcher has calculated the result that had been gotten from the students' writing test after doing the treatment by using Picture word Inductive Model (PWIM) Method. The researcher has calculated the

result that had been gotten by the students in doing writing –test, it was written on appendix 12. Score of Post-test in experimental class can be seen in this following table:

Table 10
The score of Experimental Class (Post-Test)

No	Description	Post-test
1	Total score	2497
2	Highest	95
3	Lowest	60
4	Range	35
5	Mean	77.31
6	Median	90.4
7	Modus	83.55
8	Interval	6
9	Standard derivation	78.77
10	Variant	6205

Table 9 showed that, total score of post-test was 2497, the highest score was 95, the lowest score was 60, range was 35, mean was 77.31, median was 90.4, modus was 83.55, interval class was 6, standard derivation was 78.77, and variant was 6205. It was applied in frequency distribution table and presented them in histogram as followed:

Table 11
Frequency Distribution of Experimental Class (Post-Test)

No.	Interval Class	Mid-point	Frequency	Percentages
1	60 – 65	62.5	5	15.15%
2	66 – 71	68.5	4	12.12%
3	72 – 77	74.5	6	18.18%
4	78 – 83	80.5	6	18.18%
5	84 – 89	86.5	8	24.24%
6	90 – 95	92.5	4	12.12%
	I = 6		33	100%

Based on the table 11, it can be concluded that the highest interval 90-95 had 4 students / 12.12%, the lowest interval 60-65 had 5 students / 15.15%. can be seen that the highest frequency was in interval 84-89 with total 8 students / 24.24%.

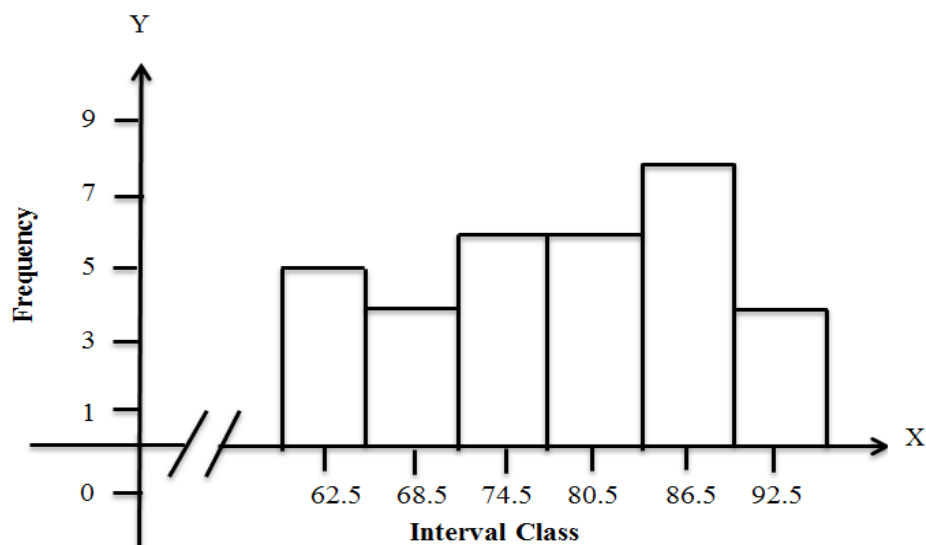


Figure 5: Data Description of Students' Writing Ability in Experimental Class (Post-test)

Based on the figure of data description in experimental class (post-test) the students score start from interval 30-36 up to 68-71. The students in interval 60-65 was 5 students, interval 66-71 was 4 students, interval 72-77 was 6 students, interval 78-83 was 6 students, interval 84-89 was 8 students, interval 90-95 was 4 students and the highest frequency was in interval 84-89 with total 8 students.

b. Score of Post-Test Control Class

Researcher has calculated the result that had been gotten from the students' writing test after doing the treatment by using Picture word Inductive Model (PWIM) Method. The researcher has calculated the result that had been gotten by the students in doing writing –test, it was written on appendix 12. Score of Post-test in control class can be seen in this following table:

Table 12
The score of Control Class (Post-Test)

No	Description	Pre-test
1	Total score	2410
2	Highest	86
3	Lowest	57
4	Range	29
5	Mean	69.57
6	Median	68.8
7	Modus	67.5
8	Interval	5
9	Standard derivation	69.99
10	Variant	4899

Based on the table 12, the total score of control class was in post-test was 2410, the highest score was 86, the lowest score was 57, range was 29, mean was 69.57, median was 68.8, modus was 67.5, interval class was 5, standard derivation was 69.99, and variant was 4899. It was applied in frequency distribution table and presented them in histogram as follow:

Table 13
Frequency Distribution of Control Class in Post-Test

No.	Interval Class	Mid-point	Frequency	Percentages
1	55 – 59	57	4	11.42%
2	60 – 64	62	4	11.42%
3	65 – 69	67	11	31.42%
4	70 – 74	72	7	20%
5	75 – 79	77	5	14.28%
6	80 – 84	82	3	8.57%
7	85 – 89	87	1	2.85%
	I = 5		35	100%

Based on the table 13, it can be concluded that the highest interval 80-84 had 3 students / 8.57%, the lowest interval 55-59 had 4 students / 11.42% can be seen that the highest frequency was in interval 65-69 with total 11 students / 31.42%.

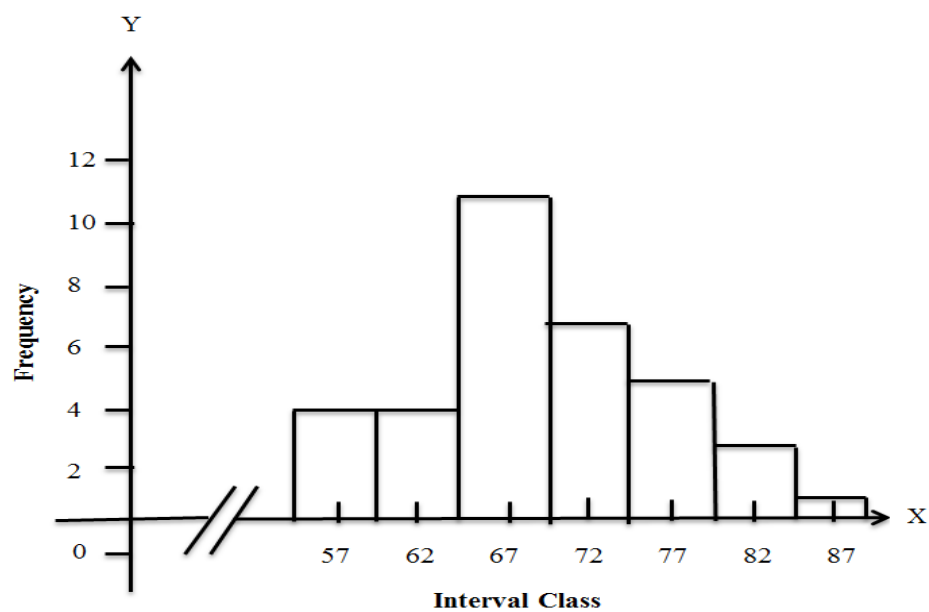


Figure 6: The students' score after learning by using PWIM in control class (Post-test)

Based on the figure of data description in control class (post-test) the students score start from interval 55-59 up to 85-89. The students in interval 55-59 was 4 students, interval 60-64 was 4 students, interval 65-69 was 11 students, interval 70-74 was 7 students, interval 75-79 was 5 students, interval 80-84 was 3 students, interval 85-89 was a students and the highest frequency was in interval 65-69 with total 11 students.

3. Data Before and After Learning by Using Picture Word Inductive Model (PWIM)

a. Students' Writing Score by Using PWIM (Pre-test & Post-test)

Based on the description of the data pre-test and post-test, researcher compared the score before and after gave the treatment in Experimental class as followed:

Table 14
Score of Experimental Class (Pre-Test & Post-Test)

No	Name of Students (n)	Pre-Test	Post-test
1	AI	45	65
2	ASH	30	60
3	AN	60	75
4	BS	65	85
5	ES	70	70
6	FGR	45	85
7	FH	30	65
8	HA	30	80
9	HSN	35	85
10	IR	45	80
11	JRS	50	75
12	LYY	50	65
13	M	55	85
14	MLS	70	70
15	M.F	45	70

No	Name of Students (n)	Pre-Test	Post-test
16	MA	30	75
17	NRH	60	80
18	NWR	60	65
19	OAA	30	78
20	PH	45	85
21	P	60	85
22	PS	60	93
23	PIA	45	93
24	RH	30	89
25	RW	40	90
26	RLN	60	75
27	RN	50	80
28	SHH	55	95
29	SR	70	70
30	SAS	45	84
31	TSH	70	80
32	UM	60	75
33	YH	60	75
Total		1655	2497

From the table 14, it can be concluded that the highest score of pre-test was 70, the lowest score was 30 with the total score was 1655, meanwhile the highest score of post-test was 95, the lowest score was 60 with the total score was 2497. To make it clear the researcher presented the data in histogram as followed:

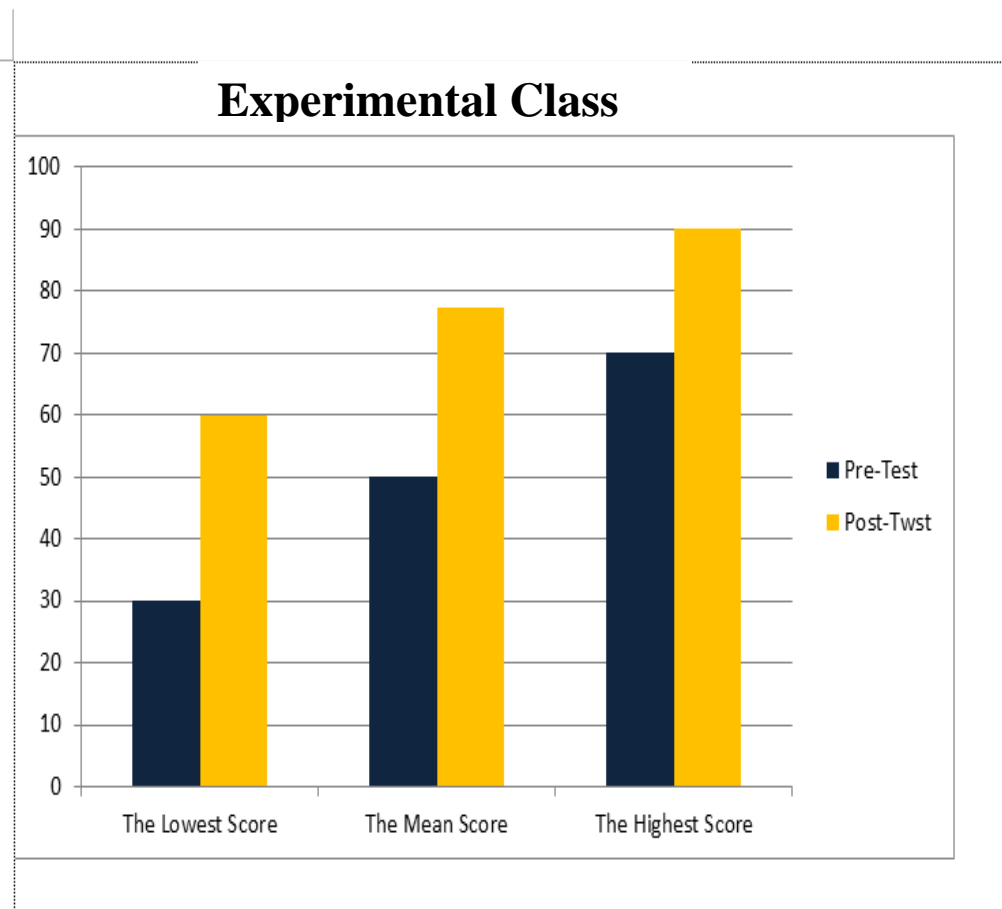


Figure 7: Students' Score Before and After learning by Using PWIM (Pre-test & Post-test)

Based on the figure above, the lowest score in pre-test was 30 and the lowest score in post-test was 60. The mean score in pre-test was 50 and the mean score in post-test was 77.31. The highest score in pre-test was 70 and the highest score in post-test was 95. The students' score before learning by using PWIM start from 30 – 70 beside that, the students' score after leaning by using PWIM start from 60 - 95. The conclusion is using PWIM in learning descriptive text has a significant effect, it can be seen from the lowest score, mean score and the highest score of pre-test was lower than the score in post-test.

b. Students' Writing Score in without PWIM (Pre-test & Post-test)

Based on the description of the data pre-test and post-test, researcher compared the score without give the treatment in Control class as followed:

Table 15
Score of Control Class (Pre-Test & Post-Test)

No	Name of Students (n)	Pre-Test	Post-Test
1	AK	45	58
2	A	30	65
3	AZ	60	70
4	A	65	74
5	BP	70	80
6	CW	45	65
7	CAS	30	70
8	FFZ	30	65
9	FG	35	75
10	FS	45	65
11	HL	50	65
12	HS	50	75
13	HS	55	64
14	IK	70	84
15	JJP	45	60
16	LH	30	67
17	LS	60	69
18	MOM	60	76
19	MS	30	70
20	NK	45	71
21	NTZ	60	75
22	NSO	60	58
23	NHH	45	60
24	PT	30	59
25	RSN	40	86
26	RPP	60	72
27	RN	50	62
28	RR	55	65
29	SWS	70	68
30	SE	45	68
31	TJ	70	82
32	TS	60	72
33	TC	60	65

No	Name of Students (n)	Pre-Test	Post-Test
34	RG	30	75
35	IY	30	65
Total		1.715	2.410

From the table 15 it can be concluded that the highest score of pre-test was 70, the lowest score was 30 with the total score was 1.715, meanwhile the highest score of post-test was 86, the lowest score was 57 with the total score was 2410. To make it clear the researcher presented the data in histogram as followed:



Figure 8: Students' Score by using Teacher Method (Pre-test & Post-test)

Based on the figure above, the lowest score in pre-test was 30 and the lowest score in post-test was 57. The mean score in pre-test was 50 and the mean score in post-test was 69.57. The highest score in pre-test

was 70 and the highest score in post-test was 86. In conclusion of data calculation class score pre-test and post control prove that, most the students score it still have a low score even though, some of them still have a good score.

c. The Data of Students' Writing Ability between Experimental class and Control Class (Post-test)

Researcher gave the Pre-test to Experimental Class and Control Class to know how the students' writing ability before learning by using PWIM Method. After gave the treatment in Experimental Class next, researcher gave the Post-test in both of class to know how the Students' writing ability in writing descriptive text after learning by using PWIM Method. The comparison data of Post-test in both of classes can be seen below:

Table 16
Score of Experimental Class and Control Class (Post-test)

XI IPA-1 (Experimental Class by Using PWIM Method)			XI IPA-2 (Control Class with Teacher's Method)	
No	Name of students	Score	Name of students	Score
1	AI	65	AK	58
2	ASH	60	A	65
3	AN	75	AZ	70
4	BS	85	A	74
5	ES	70	BP	80
6	FGR	85	CW	65
7	FH	65	CAS	70
8	HA	80	FFZ	65
9	HSN	85	FG	75
10	IR	80	FS	65
11	JRS	75	HL	65
12	LYY	65	HS	75

No	Name of students	Score	Name of students	Score
13	M	85	HS	64
14	MLS	70	IK	84
15	M.F	70	JJP	60
16	MA	75	LH	67
17	NRH	80	LS	69
18	NWR	65	MOM	76
19	OAA	78	MS	70
20	PH	85	NK	71
21	P	85	NTZ	75
22	PS	93	NSO	58
23	PIA	93	NHH	60
24	RH	89	PT	59
25	RW	90	RSN	86
26	RLN	75	RPP	72
27	RN	80	RN	62
28	SHH	95	RR	65
29	SR	70	SWS	68
30	SAS	84	SE	68
31	TSH	80	TJ	82
32	UM	75	TS	72
33	YH	75	TC	65
34	-		RG	75
35	-		IY	65
Total		2497	Total	2410

From table 16, it can be seen that the highest score of Post-test in Experimental Class was 95 and the lowest score was 60 consist of 33 students with the total score 2497. The highest score in control class was 86 and the lowest score was 57 consist of 35 students with the total score was 2410. To make it clear and completely researcher presented the data in histogram below:

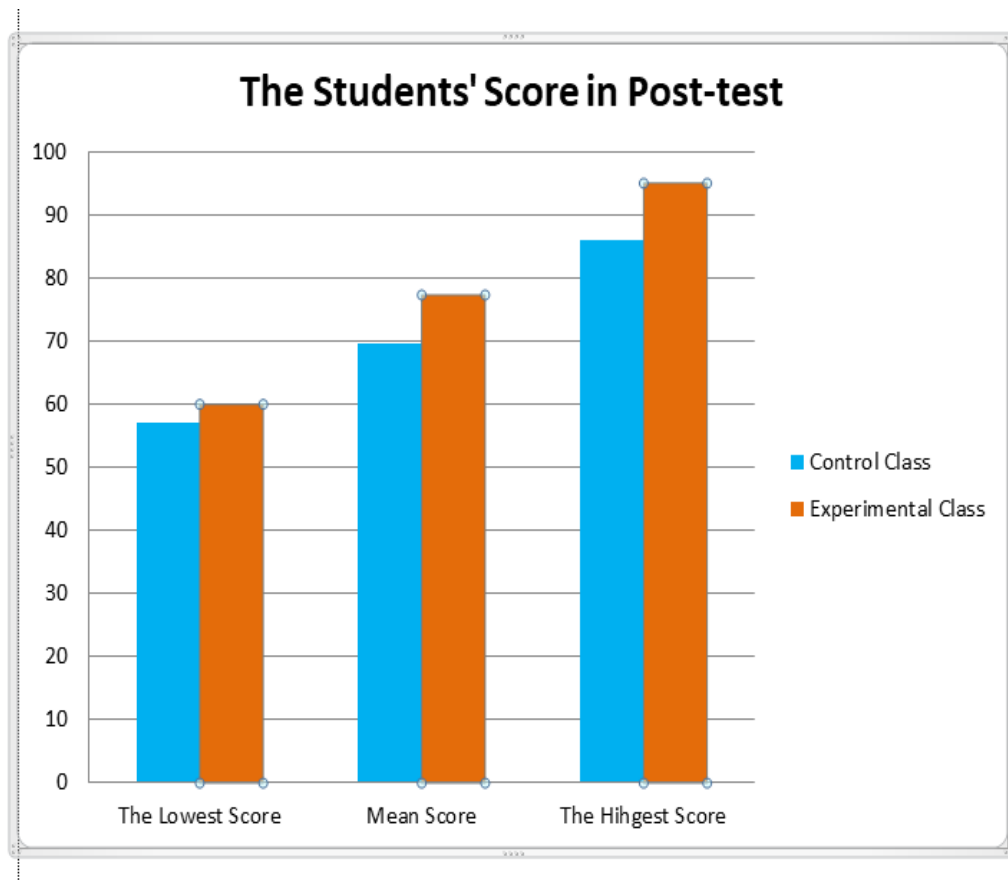


Figure 9: Comparison Data of Students' Score between Experimental class and Control Class (Post-test)

Based on the figure of score control class and experimental class in post-test, it can be seen that the lowest score in post-test control class was 57 and the lowest score in experimental class was 60. The mean score of control class was 69.57 and the mean score of experimental class was 77.31. The highest score of control class was 86 and the highest score of experimental class was 95. The data prove that the score of experimental class in post-test was better and higher than the score of control in post-test, means that PWIM is given a positive effect in learning descriptive text.

B. Data Analysis

1. Requirement Test

Researcher used requirement test to find out mean score of the data also to know whether the data is normality and homogenous or not.

a. Normality and homogeneity Pre-Test

1) Normality of Experimental and Control Class in Pre-Test

Table 17
Normality in Pre-Test

No	Class	Normality Test	
		X^2_{count}	X^2_{table}
1	Experimental Class	-207.49	12.592
2	Control Class	67.94	12.592

Based on the table 17, the score of experimental class $Lo = -207.49 < Lt = 12.592$ with $n = 33$ and control class $Lo = 67.94 < Lt = 12.592$, and real level $\alpha 0.05$. so the result was H_a accepted means that experimental class and control class were normal.

2) Homogeneity of Experimental Class And Control Class in Pre-Test

Table 18
Homogeneity in Pre-Test

No	Class	Homogeneity Test	
		F_{count}	F_{table}
1	Experimental Class	1.26 < 4.13	
2	Control Class		

The coefficient of $F_{\text{count}} = 1.26$ was compared with $F_{\text{table}} = 4.13$, where the different numerator $dk = n - 1 = 33 - 1 = 32$ and denominator $n - 1 = 35 - 1 = 34$. So by using the list of critical value at F distribution is got $F_{0.05} = 4.13$ showed that both of them was homogeneous.

b. Normality and Homogeneity of Experimental and Control Class in Post-Test

1) Normality of Experimental and Control Class in Post-Test

Table 19
Normality in Post-Test

No	Class	Normality Test	
		X^2_{count}	X^2_{table}
1	Experimental Class	29.68	-247.14
2	Control Class	11.070	9.488

Based on the table 19, the score of experimental class $Lo = 29.68 < Lt = -247.14$ with $n = 33$ and control class $Lo = 11.070 < Lt = 9.488$ and real level $\alpha = 0.05$. So the result was H_a accepted means that experimental class and control class were normal.

2) Homogeneity of Experimental Class And Control Class in Post-Test

Table 20
Homogeneity in Post-Test

No	Class	Homogeneity Test	
		F _{count}	F _{table}
1	Experimental Class	1.04 < 4.13	
2	Control Class		

The coefficient of $F_{\text{count}} = 1.04$ was compared with $F_{\text{table}} = 4.13$, were the different numerator $dk = n - 1 = 33 - 1 = 32$ and denominator $n - 1 = 35 - 1 = 34$. So by using the list of critical value at F distribution is got $F_{0.05} = 4.13$ showed that both of them was homogeneous.

2. Hypothesis Test

After doing calculation of Post-Test data in experimental and control class, researcher found the result is normal and homogeneous. From the result above researcher analyze the hypothesis by using parametric test using T-test with the answer “there was a significant effect of Picture Word Inductive Model (PWIM) Method on Students’ Writing Ability”

Table 21
Result of T-test from Both Averages

No	Pre-Test		Post-Test	
	T _{count}	T _{table}	T _{count}	T _{table}
1	0.38	12.592	3.49	1.66
2				

The hypothesis-test has two criteria. First, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second, if $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on calculation in pre-test, researcher found that $t_{\text{count}} = 0.38$ while t_{table1} was = 12.592 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 33 + 35 - 2 = 66$. Cause $t_{\text{count}} > t_{\text{table}}$ ($3.49 > 1.66$), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of Picture Word Inductive Model (PWIM) Method on students' writing ability at XI Grade of SMA N 1 Angkola Selatan.

C. Discussion

The result of this research found that Picture Word Inductive Model (PWIM) Method gave a significant effect in experimental class (XI IPA-1) SMA N 1 Angkola Selatan. It can be seen from the calculation of the data and doing hypothesis test using t-test formula.

Researcher proved that Calhoun's theory which using Picture Word Inductive Model (PWIM) Method for teaching students' writing ability was a good method for teaching writing, and researcher suggested English teacher who teach writing in the class to use this method. It can be proved from hypothesis test that $t_{\text{count}} < t_{\text{table}} = (3.49 > 1.66)$ means that there is a significant

Effect of Picture Word Inductive Model (PWIM) Method on Students' Writing Ability at XI Grade of SM N 1 Angkola Selatan then, Ha was accepted.

Researcher also provided the research of Suraya, she used quasi experimental method with research planning Pre-test & Post-test non-equivalent group design. The sample of the research in experimental class was 20 students and 20 students in control class. Using PWIM Method in Teaching descriptive text gave a significant effect, it can be seen from the calculation of t-test formula⁴⁸.

The second, Kartika and Suhartono also used PWIM Method to know how the PWIM Method can improve the students' skill in creating the word and arrange it into a text descriptive in VIII Grade of SMP Negeri 3 Nanga Tayap Ketapang District Kalimantan Barat province. She used Classroom Action Research Method of the research, where PWIM Method used as a learning strategy that can help students in using picture with the chart to create a text. The data was taken from the students' writing-test. She concluded that Picture Word Inductive Model (PWIM) could improve Students' ability in writing Descriptive Text. It is also encourage the students to be more interested in learning process. The students actively and motivated in doing the lesson⁴⁹.

Next, Putra used PWIM Method to find out the effect of PWIM Method on students' writing procedure text at SMP N 1 Siak Hulu. The research has two variables PWIM Method as independent variables and students' writing

⁴⁸ Devi suraya, *The Effect of Using Picture Word Inductive Model on Teaching Descriptive Text writing*, p.2

⁴⁹ Zuraida Kartika and Luwandi Suhartono, "Improving Student'S Writing Descriptive Text By Using the Picture Word Inductive Model (Pwim)," *Jurnal Pendidikan Dan Pembelajaran Untan 2*, no. 5 (2013): 1–11, file:///C:/Users/Win 7/Downloads/2035-6679-1-PB (1).pdf.

ability as dependent variable. The research used Quasi-Experimental design with quantitative method. He chosen two classes divided them into experimental class and control class from 10 classes (300 students) with total 60 students as the sample of the research by technique cluster sampling. He calculated the data sampling using SPPSS 19 versions with t-test formula, next used Eta-square. In conclusion he found that PWIM Method gave a significant Effect on students' writing Procedure test at SMP N 1 Siak hulu⁵⁰.

The fourth is Kurniawati and Khhomariyah concluded that the used of Picture Word Inductive Model (PWIM) in teaching and learning process made the students more active in the class. Therefore, this activity could motivate the students in order to increase their writing ability especially in writing recount text. It is supported by the students' score they achieve the high score after the researcher gave treatment by using Picture Word Inductive Model (PWIM) in learning writing recount text ability.⁵¹

In this research, the similarity of the research that supported the hypothesis from some related finding above and find out the effect of PWIM Method after doing the Pre-test (Experimental & Control Class), next did treatment in Experimental then, from the Score of Post-test in both classes researcher calculated the data by using T-test and find out the result that $T_{\text{count}} > T_{\text{table}}$ ($3.49 > 1.66$). Besides that, Kartika has the similar with this

⁵⁰ Yadi Putra, *The Implementation Of Pwim (Picture Word Inductive Model): Its Effect On Students' Ability In Writing Procedural Text At The State Junior High School 1 Siak Hulu Kampar Regency*, p.2

⁵¹ Dewi Kurniawati and Siti Khomariyah, "Using Picture Word Inductive Model (PWIM) in Teaching Writing Recount Text," *English Education: Jurnal Tadris Bahasa Inggris* 11, no. 1 (2018): 35–52, <https://ejournal.radenintan.ac.id/index.php/ENGEDU>.

research where, she done the Classroom Action Research to improve students' ability in descriptive text, it's encourage students' interested and motivated in doing the lesson. Kurniawati' also tells that using PWIM Method Made the students' more active in the class.

In conclusion PWIM Method gave a significant effect on students writing descriptive text after doing treatment, PWIM Method can be used as a teaching strategy in teaching writing recount text and PWIM Method can be used to teach writing procedure text, it was support from the discussion above that tells PWIM Method was a suitable and good Method for teaching writing.

D. Limitation of the Research

The researcher found the threats of the research as follow:

1. Some of the students have less of vocabulary that makes them difficult to create their thinking in making a text.
2. Some of the students interested to learn descriptive text but they were shy to ask the teacher, they won't asked what they did not understand so the learning is not make a sense.
3. The researcher used two languages (English and Indonesia) to make them easy to catch the treatment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and data calculation which described in previous chapter, researcher concluded as followed:

1. Before using Picture Word Inductive Model (PWIM) the students' writing ability was unsatisfied. It can be seen from the mean score of pre-test in experimental class was 50.15, the students' writing ability is Low.
2. After using Picture word Inductive Model (PWIM) the students' writing ability was better than before. It can be seen from the mean score of post-test in experimental class was 77.31, the students' writing ability is enough.
3. There is a significant effect of picture word inductive Model (PWIM) on writing ability at grade XI students SMA N 1 Angkola Selatan. It can be seen from the calculation of t_{count} was 3.49, while t_{table} was 1.66, and the hypothesis alternative (H_a) is accepted.

B. Suggestion

As long as doing this research researcher got many experiences, learnt and many things need to be correct and improve. After done this research researcher gives some suggestion based on the experienced as long as doing the research below:

1. For the Headmaster, be prepare to support English teacher to complete their media of teaching, teaching facilities and tools to support students English skill.
2. English teacher, it is suggest to use Picture word Inductive Model (PWIM) Method on teaching English in the class, especially teaching writing descriptive text, so the students can easier to create a good descriptive text.
3. For other researcher, this study can help other researchers who will conduct the research similar.

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CURICULUM VITAE



A. Identify

- a. Name : Rohana Jelita
- b. Reg.No : 18 203 00039
- c. Place/Birthday : Pangurabaan, August 20th 2000
- d. Sex : Female
- e. Religion : Moeslem
- f. Address : Pangurabaan
- g. Pophone Number : 0812-1730-9021
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B. Parents

- a. Father : Amran
Job : Farmer
- b. Mother : Rusdiana Pane
Job : Farmer
- c. Address : Pangurabaan

C. Educational Background

- a. Elementary school : SDN No.102100 Pangurabaan (2012)
- b. Junior High school : SMP N 1 Sipirok (2015)
- c. Senior High School : SMA N 1Sipirok (2018)
- d. Collage : State Islamic University of Syekh Ali Hasan
Ahmad Addary Padangsidimpuan (2022)

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Angkola Selatan
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI, Experimental Class
 Materi Pokok : Deskriptif Teks
 Skill : Writing
 Alokasi Waktu : 90 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran siswa diharapkan dapat:

1. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian.
2. Dapat mengemukakan ide dan gagasan untuk membuat sebuah teks deskriptif.
3. Siswa dapat menuliskan teks deskriptif dengan baik.

B. Metode / Teknik : Picture Word Inductive Model (PWIM)
 Method

C. Sumber, Bahan atau Alat : Buku paket, Internet, Kamus, Media Gambar dan Spidol.

D. Langkah – Langkah Pembelajaran

Teacher's Activity	Students' Activity
<p>Pre-Teaching</p> <p>5. Teacher opens the class by greeting and praying before learning.</p> <p>6. Teacher takes attendend list.</p> <p>7. Teacher explains the purpose of the study.</p> <p>8. Teacher asks the students about related matery.</p> <p>While-Teaching</p> <p>Teacher applies the steps of Picture word Inductive Model (PWIM) Method.</p> <p>10. Teacher choose an interested picture as the media of learning.</p> <p>11. Teacher asks the students to identify things in the picture.</p> <p>12. Teacher labels the picture parts.</p> <p>13. Teacher leads students to read and review the words.</p> <p>14. Lead the students to create a</p>	<p>5. Do pray before learning.</p> <p>6. Students' pay attention to the teachers when checking attendant list.</p> <p>7. Students' listen to the teacher's explanation.</p> <p>8. Students give an idea about teacher's question.</p> <p>1. Students' pay attention to the teacher.</p> <p>2. Students' identify the things in the picture.</p> <p>3. Teachers say the name of the things in the picture.</p> <p>4. Students read and review the words.</p> <p>5. Students create a title of descriptive text from that picture.</p> <p>6. Students create a sentence from the words.</p>

<p>title of the picture.</p> <p>15. Teacher asks students to create a sentence from the words (vocabularies in the picture), then from that sentence they will create a paragraph descriptive.</p> <p>16. Teacher asks students to read and review the sentences and paragraph.</p> <p>Post-Teaching</p> <p>6. Teacher collects the students' task.</p> <p>7. Teacher asks the students' difficulties in learning descriptive text.</p> <p>8. Teachers and students make conclude about the learning descriptive text.</p> <p>9. Teachers close the study by saying Alhamdulillah and pray together.</p> <p>10. Teacher greetings.</p>	<p>7. Students read and review again the sentence and paragraph.</p> <p>6. Students collect their task.</p> <p>7. Students asks the teachers about their difficulties in learning descriptive text.</p> <p>8. Students give their opinion to conclude the learning.</p> <p>9. Students say Alhamdulillah and do pray together.</p> <p>10. Students answer the teacher's greeting together,.</p>
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E. Instrument !

Questions:

1. Identify the thing in the picture !
2. Create some picture charts from the thing identified in the picture !
3. Make a tittle of your text !
4. Create the words/vocabularies into some sentences !
5. Create the paragraph from that sentences , and make it into a good descriptive text!

Padangsidempuan,, 2022

Validator

Researcher

Natra Novyta Lubis, S.Pd
Nip :197711152008011003

Rohana Jelita
Nim : 1820300039

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA N 1 Angkola Selatan

Mata Pelajaran : Bahasa Inggris

Kelas : XI, Control Class

Materi Pokok : Deskriptif Teks

Skill : Writing

Alokasi Waktu : 90 Menit

F. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran siswa diharapkan dapat:

4. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian.
5. Dapat mengemukakan ide dan gagasan untuk membuat sebuah teks deskriptif.
6. Siswa dapat menuliskan teks deskriptif dengan baik.

G. Metode / Teknik : conventional method

H. Sumber, Bahan atau Alat : Buku paket, Internet, Kamus, Media Gambar dan Spidol.

I. Langkah – Langkah Pembelajaran

1. Kegiatan Pendahuluan
Guru memberi salam kepada Siswa (Greetings)
Berdoa sebelum belajar dipimpin oleh ketua kelas
Guru memeriksa kehadiran siswa
2. Kegiatan Inti
Guru making connection tentang lingkungan sekitar dengan topic yang akan dipelajari (deskriptif teks)
Guru meanyakan apakah siswa pernah mendengar deskriptif teks
Guru memberikan kesempatan kepada siswa untuk memberikan pendapatnya mengenai deskriptif teks
Guru menjelaskan pengertian, strucurture dan language features dari descriptive teks.
Siswa mendengarkan dan boleh memberikan pendapat atau pertanyaan mengenai materi yang dijelaskan oleh guru
Guru memberikan contoh dari deskriptif teks tertulis
Guru menyuruh siswa untuk membuat contoh dari descriptive teks

dengan tema profesi.
Guru memberikan waktu kepada siswa untuk menulis sebuah teks deskriptif
Guru mengumpulkan seluruh teks yang telah ditulis oleh masing-masing siswa
3. Kegiatan Penutup
Guru menjelaskan mengenai kesalahan umum yang ada pada tulisan dari perwakilan siswa, dan memberikan siswa kesempatan untuk bertanya dan memberikan ide.
Memberikan kesimpulan tentang materi yang telah dipelajari
Menutup kelas dengan do'a.

J. Instrument !

Teacher Give a picture to the students with the instruction:

Pre-Test : Write down a descriptive text based on your thinking with the topic

Ki Hajar Dewantara !

Post-Test: Write down a descriptive text based on your thinking with the topic

Ustad Abdul Somad !

Padangsidempuan,, 2022

Validator

Researcher

Natra Novyta Lubis, S.Pd

Rohana Jelita

Nip : 197711152008011003

Nim :

1820300039

APPENDIX 3

Instrument of Pre-Test

Name:
Class:

Writing-Test

Instruction: Write down a descriptive text based on your thinking with the topic

Ki Hadjar Dewantara !



Validator

Researcher

Natra Novyta Lubis, S.pd

Rohana Jelita

NIP. 197711152008011003

NIM. 1820300039

APPENDIX 4

Instrument of Post-Test

Name:
Class:

Writing-Test

Instruction : Write down a descriptive text based on your thinking with the topic

Ustad Abdul Somad !



Validator

Natra Novyta Lubis, S.pd

NIP. 197711152008011003

Researcher

Rohana Jelita

NIM. 1820300039

APPENDIX 5

Score of Experimental Class in Pre-Test

No	Name of Students (n)	Pre-Test
1	AI	45
2	ASH	30
	AN	60
4	BS	65
5	ES	70
6	FGR	45
7	FH	30
8	HA	30
9	HSN	35
10	IR	45
11	JRS	50
12	LYY	50
13	M	55
14	MLS	70
15	MF	45
16	MA	30
17	NRH	60
18	NWR	60
19	OAA	30
20	PH	45
21	P	60
22	PS	60
23	PIA	45
24	RH	30
25	RW	40
26	RLN	60
27	RN	50
28	SHH	55
29	SR	70
30	SAS	45
31	TSH	70
32	UM	60
33	YH	60
Total		1.655

APPENDIX 6

Score of Control Class in Pre-Test

No	Name of Students (n)	Pre-Test
1	AK	35
2	A	50
3	AZ	60
4	A	60
5	BP	70
6	CW	30
7	CAS	45
8	FFZ	40
9	FG	45
10	FS	60
11	HL	50
12	H Srg	60
13	HS	65
14	IK	30
15	JJP	70
16	LHK	45
17	LS	55
18	MOM	55
19	MS	30
20	NK	50
21	NTZ	30
22	NSO	45
23	NHH	60
24	PT	60
25	RSN	70
26	RPP	30
27	RN	30
28	RR	70
29	SWS	45
30	SE	30
31	TJ	60
32	TS	30
33	TC	45
34	RG	60
35	IY	45
Total		1.715

APPENDIX 7

Score of Experimental Class in Post-Test

No	Name of Students (n)	Post-test
1	AI	65
2	ASH	60
3	AN	75
4	BS	85
5	ES	70
6	FGR	85
7	FH	65
8	HA	80
9	HSN	85
10	IR	80
11	JRS	75
12	LYY	65
13	M	85
14	MLS	70
15	MF	70
16	MA	75
17	NRH	80
18	NWR	65
19	OAA	78
20	PH	85
21	P	85
22	PS	93
23	PIA	93
24	RH	89
25	RW	90
26	RLN	75
27	RN	80
28	SHH	95
29	SR	70
30	SAS	84
31	TSH	80
32	UM	75
33	YH	75
Total		2497

APPENDIX 8

Score of Control Class in Post-Test

No	Name of Students (n)	Post-Test
1	AK	58
2	A	65
3	AZ	70
4	A	74
5	BP	80
6	CW	65
7	CAS	70
8	FFZ	65
9	FG	75
10	FS	65
11	HL	65
12	H Srg	75
13	HS	64
14	IK	84
15	JJP	60
16	LHK	67
17	LS	69
18	MOM	76
19	MS	70
20	NK	71
21	NTZ	75
22	NSO	58
23	NHH	60
24	PT	59
25	RSN	86
26	RPP	72
27	RN	62
28	RR	65
29	SWS	68
30	SE	68
31	TJ	82
32	TS	72
33	TC	65
34	RG	75
35	IY	65
Total		2.410

APPENDIX 9

Score of Pre-Test and Post-Test in Experimental Class

No	Name of Students (n)	Pre-Test	Post-test
1	AI	45	65
2	ASH	30	60
3	AN	60	75
4	BS	65	85
5	ES	70	70
6	FGR	45	85
7	FH	30	65
8	HA	30	80
9	HSN	35	85
10	IR	45	80
11	JRS	50	75
12	LYY	50	65
13	M	55	85
14	MLS	70	70
15	MF	45	70
16	MA	30	75
17	NRH	60	80
18	NWR	60	65
19	OAA	30	78
20	PH	45	85
21	P	60	85
22	PS	60	93
23	PIA	45	93
24	RH	30	89
25	RW	40	90
26	RLN	60	75
27	RN	50	80
28	SHH	55	95
29	SR	70	70
30	SAS	45	84
31	TSH	70	80
32	UM	60	75
33	YH	60	75
Total		1655	2497

APPENDIX 10**Score of Pre-Test and Post-Test in Control Class**

No	Name of Students (n)	Pre-Test	Post-Test
1	AK	45	58
2	A	30	65
3	AZ	60	70
4	A	65	74
5	BP	70	80
6	CW	45	65
7	CAS	30	70
8	FFZ	30	65
9	FG	35	75
10	FS	45	65
11	HL	50	65
12	H Srg	50	75
13	HS	55	64
14	IK	70	84
15	JJP	45	60
16	LHK	30	67
17	LS	60	69
18	MOM	60	76
19	MS	30	70
20	NK	45	71
21	NTZ	60	75
22	NSO	60	58
23	NHH	45	60
24	PT	30	59
25	RSN	40	86
26	RPP	60	72
27	RN	50	62
28	RR	55	65
29	SWS	70	68
30	SE	45	68
31	TJ	70	82
32	TS	60	72
33	TC	60	65
34	RG	30	75
35	IY	30	65
		1.715	2.410

APPENDIX 11**Score of Post-Test in Control Class and Experimental Class**

No	Name of Students (n)	Post-Test	Name of Students (n)	Post-Test
1	AK	58	AI	65
2	A	65	ASH	60
3	AZ	70	AN	75
4	A	74	BS	85
5	BP	80	ES	70
6	CW	65	FGR	85
7	CAS	70	FH	65
8	FFZ	65	HA	80
9	FG	75	HSN	85
10	FS	65	IR	80
11	HL	65	JRS	75
12	H Srg	75	LYY	65
13	HS	64	M	85
14	IK	84	MLS	70
15	JJP	60	MF	70
16	LHK	67	MA	75
17	LS	69	NRH	80
18	MOM	76	NWR	65
19	MS	70	OAA	78
20	NK	71	PH	85
21	NTZ	75	P	85
22	NSO	58	PS	93
23	NHH	60	PIA	93
24	PT	59	RH	89
25	RSN	86	RW	90
26	RPP	72	RLN	75
27	RN	62	RN	80
28	RR	65	SHH	95
29	SWS	68	SR	70
30	SE	68	SAS	84
31	TJ	82	TSH	80
32	TS	72	UM	75
33	TC	65	YH	75
34	RG	75		
35	IY	65		
		2.410		2497

APPENDIX 12

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of Normality Test of Experimental Class (XI IPA-1)

1. The score of XI IPA-1 Class in pre-test from low score to high score:

30	30	30	30	30	30	40	45
45	45	45	45	45	45	45	50
50	50	55	55	60	60	60	60
60	60	60	60	65	70	70	70
70							

2. High = 70

Low = 30

Range (R) = High Score – low score

$$= 70-30$$

$$= 40$$

3. Total of Classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (33)$$

$$= 1 + 3.3 (1.51)$$

$$= 1 + 4.98$$

$$= 5.98$$

$$= 6$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{40}{6} = 66.6 = 7$

Interval class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
30 – 36	6	6	33	198	1089	6534
37 – 43	1	7	40	4	1600	1600
44 – 50	11	18	47	517	2209	24299
51 – 57	2	20	54	108	2916	5832
58 – 64	8	28	61	488	3721	29768
65 – 71	5	33	68	340	4624	23120
i = 7	33	-	303	1655	16159	91153

5. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fi.xi}{\sum fi} \\ &= \frac{1655}{33} = 50.15\end{aligned}$$

6. Median

$$\begin{aligned}\text{Me} &= b + p \frac{\frac{1}{2} n - fk}{fi} \\ &= 43.5 + 10 \left(\frac{\frac{1}{2} 33 - 7}{11} \right) \\ &= 43.5 + 10 \left(\frac{16.5 - 7}{11} \right) \\ &= 43.5 + 10 (0.86) \\ &= 43.5 + 8.6 \\ &= 52.1\end{aligned}$$

7. Modus

$$\begin{aligned}\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 43.5 + 10 \left(\frac{10}{10 + 9} \right) \\ &= 43.5 + 10 \left(\frac{10}{19} \right) \\ &= 43.5 + 10 (0.52)\end{aligned}$$

$$= 43.5 + 5.2$$

$$= 48.7$$

8. Variant

$$S^2 = \frac{\sum fi .xi^2 - \left(\frac{\sum fi.xi}{n}\right)^2}{n-1}$$

$$= \frac{91153 - \left(\frac{1655}{33}\right)^2}{33-1}$$

$$= \frac{91153 - 2515.02}{32}$$

$$= \frac{88637}{32}$$

$$= 2769$$

9. Standard Derivation

$$S = \sqrt{s^2}$$

$$= \sqrt{2769}$$

$$= 52.62$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z- Score	Limit of Large of the Area	Large of Z-table	F_e	F_o	$(fo - fe)^2$
30 – 36	29.5	- 0.39	0.34827	- 0.5302	-1.74	6	59.90
37 – 43	36.5	- 0.25	0.40129	- 0.05095	-1.68	1	7.18
44 – 50	43.5	- 0.12	0.45224	- 0.04776	-1.57	11	158.00
51 – 57	50.5	- 0.00	0.50000	0.4483	14.79	2	163.58
58 – 64	57.5	- 0.13	0.0517	- 0.0547	-1.80	8	96.4
65 – 71	64.5	- 0.27	0.1054	- 0.0547	-1.80	5	46.24
-	282	- 0.36	1.8589	-0.29001	-	33	-

$$\begin{aligned}
X^2 &= \sum \frac{(fo-fe)^2}{fe} \\
&= \left(\frac{59.90}{-1.74}\right) + \left(\frac{7.18}{-1.68}\right) + \left(\frac{158.00}{-1.57}\right) + \left(\frac{163.58}{14.79}\right) + \left(\frac{96.4}{-1.80}\right) + \left(\frac{46.24}{-1.80}\right) \\
&= -34.42 + -4.27 + -100.63 + 11.06 + -53.55 + -25.68 \\
&= -207.49
\end{aligned}$$

Based on the table above, the researcher found $X^2_{\text{count}} = -207.49$ while $X^2_{\text{table}} = 12.592$, cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($-207.49 < 12.592$), with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$. So, distribution of experimental class (XI IPA-1) in pre-test was normal.

B. Result of Normality Test of Control Class (XI IPA-2)

1. The score of XI IPA-2 class in Pre-Test from low score to high score:

30	30	30	30	30	30	30	30
35	40	45	45	45	45	45	45
45	50	50	50	55	55	60	60
60	60	60	60	60	60	65	70
70	70	70					

2. High = 70

$$\text{Low} = 30$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 70 - 30$$

$$= 40$$

3. Total of classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (35)$$

$$= 1 + 3.3 (1.54)$$

$$= 1 + 5.08$$

$$= 6.08$$

$$= 6$$

$$4. \text{ Length of class} = \frac{\text{range}}{\text{total of class}} = \frac{40}{6.8} = 6.57 = 7$$

Interval class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
30 – 36	9	9	33	297	1089	9801
37 – 43	1	10	40	40	1600	1600
44 – 50	10	20	47	470	2209	22090
51 – 57	2	22	54	108	2916	5832
58 – 64	8	30	61	488	3721	29768
65 – 71	5	35	68	340	4624	23120
P=7	35		303	1743	16159	92211

5. Mean

$$\begin{aligned} \bar{x} &= \frac{\sum fi.xi}{\sum fi} \\ &= \frac{1.743}{35} = 49.8 \end{aligned}$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \frac{\frac{1}{2} n - fk}{fi} \\ &= 43,5 + 7 \left(\frac{\frac{1}{2} 35 - 9}{10} \right) \\ &= 43.5 + 7 \left(\frac{17,5 - 9}{10} \right) \\ &= 43.5 + 7 (0.85) \\ &= 43.5 + 5.95 \\ &= 49.45 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 43.5 + 7 \left(\frac{9}{9+8} \right) \end{aligned}$$

$$\begin{aligned}
&= 43.5 + 7 \left(\frac{9}{17} \right) \\
&= 43.5 + 7 (0.52) \\
&= 43.5 + 3.64 \\
&= 47.14
\end{aligned}$$

8. Variant

$$\begin{aligned}
S^2 &= \frac{\sum f_i .x_i^2 - \left(\frac{\sum f_i .x_i}{n} \right)^2}{n-1} \\
&= \frac{92211 - \left(\frac{1743}{35} \right)^2}{35-1} \\
&= \frac{92211 - 2465}{34} \\
&= \frac{89746}{34} \\
&= 2639
\end{aligned}$$

9. Standard Derivation

$$\begin{aligned}
S &= \sqrt{S^2} \\
&= \sqrt{2639} \\
&= 51.37
\end{aligned}$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z- Score	Limit of Large of the Area	Large of Z-table	F_e	F_o	$(f_o - f_e)^2$
30 – 36	29.5	-0.39	0.34827	0.01467	0.51	9	72.08
37 – 43	36.5	-0.43	0.33360	0.19574	6.85	1	34.22
44 – 50	43.5	-1.09	0.13786	0.13386	4.68	10	28.30
51 – 57	50.5	0.01	0.0040	-0.0517	-1.80	2	14.44
58 – 64	57.5	0.14	0.0557	-0.0546	-1.91	8	98.20
65 – 71	64.5	0.28	0.1103	-0.0546	-1.91	5	47.74
	282	-1.48	0.98973	0.18337		35	

$$\begin{aligned}
X^2 &= \sum \frac{(fo-fe)^2}{fe} \\
&= \frac{72.08}{0.51} + \frac{34.22}{6.85} + \frac{28.30}{4.68} + \frac{14.44}{-1.80} + \frac{98.20}{-1.91} + \frac{47.74}{-1.91} \\
&= 141.33 + 4.99 + 6.04 + -8.02 + -51.41 + -24.99 \\
&= 67.94
\end{aligned}$$

Based on the table above, the researcher found $X^2_{\text{count}} = 67.94$ while $X^2_{\text{table}} = 12.592$, cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($67.94 < 12.592$), with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$. So, distribution of control class (XI IPA-2) in pre-test was normal.

APPENDIX 13

RESULT OF NORMALITY TEST IN POST-TEST

C. Result of normality test of experimental class (XI IPA-1)

1. The score of XI IPA-1 class in post-test from low score to high score:

60	65	65	65	65	70	70	70
70	75	75	75	75	75	75	78
80	80	80	80	80	84	85	85
85	85	85	85	89	90	92	93
95							

2. High = 95

Low = 60

Range (R) = high – low

= 95 – 60

= 35

3. Total of classes (K) = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (33)$

= $1 + 3.3 (1.51)$

= $1 + 4.98$

= 5.98

= 6

4. Length of classes = $\frac{\text{range}}{\text{total of class}} = \frac{35}{6} = 5,83 = 6$

Interval class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
60 – 65	5	5	62.5	312.5	3906.25	19531.25
66 – 71	4	9	68.5	274	4692.25	18769
72 – 77	6	15	74.5	447	5550.25	33301.5
78 – 83	6	21	80.5	483	6480.25	38881.5
84 – 89	8	29	86.5	692	7482.25	59858
90 – 95	4	33	92.5	370	8556.25	34225
P = 6	33		465	2551.5	366675	204566.25

5. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fi.xi}{\sum fi} \\ &= \frac{2551.5}{33} = 77.31\end{aligned}$$

6. Median

$$\begin{aligned}\text{Me} &= 83.5 + 6 \frac{\frac{1}{2} n - fk}{fi} \\ &= 83.5 + 6 \left(\frac{\frac{1}{2} 33 - 5}{8} \right) \\ &= 83.5 + 6 \left(\frac{16,5 - 5}{10} \right) \\ &= 83.5 + 6 (1.15) \\ &= 83.5 + 6.9 \\ &= 90.4\end{aligned}$$

7. Modus

$$\begin{aligned}\text{Mo} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 83.5 + 6 \left(\frac{2}{2+4} \right) \\ &= 83.5 + 6 \left(\frac{2}{6} \right) \\ &= 83.5 + 6 (0.33)\end{aligned}$$

$$= 83.5 + 0.05$$

$$= 83.55$$

8. Variant

$$S^2 = \frac{\sum fi . xi^2 - \left(\frac{\sum fi . xi}{n}\right)^2}{n-1}$$

$$= \frac{204566.25 - \left(\frac{2551.5}{33}\right)^2}{33-1}$$

$$= \frac{204566.25 - 5976.83}{32}$$

$$= \frac{198589.42}{32}$$

$$= 6205$$

9. Standard Derivation

$$S = \sqrt{s^2}$$

$$= \sqrt{6205}$$

$$= 78.77$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z- Score	Limit of Large of the Area	Large of Z-table	F_e	F_o	$(fo - fe)^2$
60 – 65	59.5	-0.22	0.41294	- 0.03139	-1.03	5	36.36
66 – 71	65.5	-0.14	0.44433	- 0.02379	-0.78	4	22.84
72 – 77	71.5	-0,08	0.46812	-0.03188	-1.05	6	49.70
78 – 83	77.5	0.00	0.50000	0.0279	0.92	6	25.80
84 – 89	83.5	0.07	0.47210	0.03172	1.04	8	48.44
90 – 95	89.5	0.15	0.44038	0.03172	1.04	4	8.76
	447	-0.22	2.73787	0.00428		33	

$$\begin{aligned}
X^2 &= \sum \frac{(fo-fe)^2}{fe} \\
&= \frac{36.36}{-1.03} + \frac{22.84}{-0.78} + \frac{49.70}{-1.05} + \frac{25.80}{0.92} + \frac{48.44}{1.04} + \frac{8.76}{1.04} \\
&= -35.30 + 29.28 + -47.33 + 28.04 + 46.57 + 8.42 \\
&= 29.68
\end{aligned}$$

Based on the table above, the researcher found $X^2_{count} = 29.68$ while $X^2_{table} = 11.070$, cause $X^2_{count} < X^2_{table}$ ($29.68 < 11.070$), with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$. So, distribution of experimental class (XI IPA-1) in post-test was normal.

D. Result of normality test of control class (XI IPA-2)

1. The score of XI IPA-2 class in post-test from low score to high score:

57	58	58	59	60	60	62	64
65	65	65	65	65	65	65	65
68	68	69	70	70	70	71	72
72	74	75	75	75	75	76	80
82	84	86					

2. High = 86

Low = 57

Range (R) = high score – low score

= 86 - 57

= 29

$$3. \text{ Total of classes (K)} = 1 + 3.3 \log (n)$$

$$= 1 + 3.3 \log (35)$$

$$= 1 + 3.3 (1.54)$$

$$= 1 + 5.08$$

$$= 6$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of class}} = \frac{29}{6} = 4,83 = 5$$

Interval class	Fi	Fk	Xi	Fi.xi	Xi ²	Fi.xi ²
55 – 59	4	4	57	228	4249	12996
60 – 64	4	8	62	248	3844	15376
65 – 69	11	19	67	737	4489	49379
70 – 74	7	26	72	504	5184	36288
75 – 79	5	31	77	385	5929	29645
80 – 84	3	34	82	246	6724	20172
85 – 89	1	35	87	87	7569	7569
P = 5	35		504	2435	36.988	171425

5. Mean

$$\bar{x} = \frac{\sum fi.xi}{\sum fi}$$

$$= \frac{2435}{35} = 69.57$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \frac{\frac{1}{2} n - fk}{fi} \\ &= 64.5 + 5 \left(\frac{\frac{1}{2} 35 - 8}{11} \right) \\ &= 64.5 + 5 \left(\frac{17,5 - 8}{11} \right) \\ &= 64.5 + 5 \left(\frac{9,5}{11} \right) \end{aligned}$$

$$= 64.5 + 5 (0.86)$$

$$= 64.5 + 4.3$$

$$= 68.8$$

7. Modus

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 64.5 + 5 \left(\frac{7}{7 + 4} \right)$$

$$= 64.5 + 5 \left(\frac{7}{11} \right)$$

$$= 64.5 + 5 (0.63)$$

$$= 64.5 + 3.15$$

$$= 67.65$$

8. Variant

$$S^2 = \frac{\sum fi .xi^2 - \left(\frac{\sum fi .xi}{n} \right)^2}{n-1}$$

$$= \frac{171425 - \left(\frac{2435}{35} \right)^2}{35-1}$$

$$= \frac{171425 - 4839.9849}{34}$$

$$= \frac{166585}{34}$$

$$= 4899$$

9. Standard Derivation

$$S = \sqrt{S^2}$$

$$= \sqrt{4899}$$

$$= 69.99$$

Table of Normality Test with Chi-Quadrate Formula

Interval of Score	Class Limit	Z- Score	Limit of Large of the Area	Large of Z-table	F_e	F_o	$(fo - fe)^2$
55 – 59	54.5	- 0.21	0.41683	- 0.0275	- 0.96	4	24.60
60 – 64	59.5	- 0.14	0.44433	- 0.02777	- 0.97	4	24.70
65 – 69	64.5	- 0.07	0.47210	- 0.0279	- 0.97	11	143.28
70 – 74	69.5	- 0.00	0.50000	- 0.4761	16.66	7	93.31
75 – 79	74.5	0.06	0.0239	- 0.0318	-1.11	5	37.33
80 – 84	79.5	0.14	0.0557	- 0.0275	- 0.96	3	15.68
85 – 89	84.4	0,21	0.0832	- 0.0275	- 0.96	1	3.84
	486.5	- 0.01	1.99606	0.30613		35	

$$X^2 = \sum \frac{(fo-fe)^2}{fe}$$

$$= \frac{24.60}{-0.96} + \frac{24.70}{-0.97} + \frac{143.28}{-0.97} + \frac{93.31}{16.66} + \frac{37.33}{-1.11} + \frac{15.68}{-0.96} + \frac{3.84}{-0.96}$$

$$= -25.62 + -25.45 + -147.71 + 5.60 + -33.63 + -16.33 + -4$$

$$= -247.14$$

Based on the table above, the researcher found $X^2_{\text{count}} = -247.14$ while $X^2_{\text{table}} = 9.488$, cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($-247.14 < 9.488$), with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$. So, distribution of control class (XI IPA-2) in post-test was normal.

APPENDIX 14

HOMOGENEITY TEST (PRE-TEST)

Homogeneity test was used to test the homogeneity of the data of experimental class (sample 1) and control class (sample 2) in pre-test by using this formula:

A. Variant of Experimental Class (XI IPA-2)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum f_i .x_i^2 - \left(\frac{\sum f_i .x_i}{n}\right)^2}{n-1} \\ &= \frac{91153 - \left(\frac{1655}{33}\right)^2}{33-1} \\ &= \frac{91153 - 2515.02}{32} \\ &= \frac{88637}{32} \\ &= 2769 \end{aligned}$$

2. Standard Derivation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{2769} \\ &= 52.62 \end{aligned}$$

B. Variant of control class (XI IPA-2)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum f_i .x_i^2 - \left(\frac{\sum f_i .x_i}{n}\right)^2}{n-1} \\ &= \frac{92211 - \left(\frac{1743}{35}\right)^2}{35-1} \\ &= \frac{92211 - 2465}{34} \end{aligned}$$

$$= \frac{89746}{34}$$

$$= 2639$$

2. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{2639}$$

$$= 51.37$$

Both of variants from experimental class and control class researcher used the formula to test the homogeneity between them with the formula below:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{2769}{2639}$$

$$= 1.04$$

From that calculation above researcher found $F_{\text{count}} = 1.04$. it had been compared to F_{table} with a 5% and dk numerator and dominator were ($n_1 = 33$ dk = $33 - 1 = 32$ and $n_2 = 35$, dk = $35 - 1 = 34$). From the distribution list F, researcher found that $F_{\text{table}} = 4.13$ so, $F_{\text{count}} < F_{\text{table}}$ ($1.04 < 4.13$). it could be conclude that there is no difference between experimental class and control class, then the variant in pre-test was homogenous.

APPENDIX 15

HOMOGENEITY TEST OF POST TEST

Homogeneity test was used to test the homogeneity of the data of experimental class (sample 1) and control class (sample 2) in post-test by using this formula:

A. Variant of Experimental Class (XI IPA-1)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum f_i .x_i^2 - \left(\frac{\sum f_i .x_i}{n}\right)^2}{n-1} \\ &= \frac{204566.25 - \left(\frac{2551.5}{33}\right)^2}{33-1} \\ &= \frac{204566.25 - 5976.83}{32} \\ &= \frac{198589.42}{32} \\ &= 6205 \end{aligned}$$

2. Standard Derivation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{6205} \\ &= 78.77 \end{aligned}$$

B. Variant of Control Class (XI IPA-2)

1. Variant

$$\begin{aligned} S^2 &= \frac{\sum f_i .x_i^2 - \left(\frac{\sum f_i .x_i}{n}\right)^2}{n-1} \\ &= \frac{171425 - \left(\frac{2435}{35}\right)^2}{35-1} \end{aligned}$$

$$= \frac{171425 - 4839.9849}{34}$$

$$= \frac{166585}{34}$$

$$= 4899$$

2. Standard Derivation

$$S = \sqrt{s^2}$$

$$= \sqrt{4899}$$

$$= 69.99$$

Both of variants from experimental class and control class researcher used the formula to test the homogeneity between them with the formula below:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{6205}{4899}$$

$$= 1.26$$

From that calculation above researcher found $F_{\text{count}} = 1.26$. it had been compared to F_{table} with a 5% and dk numerator and dominator were ($n_1 = 33$ dk = $33 - 1 = 32$ and $n_2 = 35$, dk = $35 - 1 = 34$). From the distribution list F, researcher found that $F_{\text{table}} = 4.13$ so, $F_{\text{count}} < F_{\text{table}}$ ($1.26 < 4.13$). It could be conclude that there is no difference between experimental class and control class, then the variant in post-test was homogenous.

APPENDIX 16

T-test of Both Averages in Pre-test

Researcher used the averages of experimental class and control class in pre-test to analyze the hypothesis stated that there is no difference between both classes before doing treatment. To answer the hypothesis, researcher used T-test formulas as follows:

$$\begin{aligned}t' &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S^2_A}{n_A} + \frac{S^2_B}{n_B}}} = \frac{50.15 - 49.8}{\sqrt{\left(\frac{2639}{33} + \frac{2769}{35}\right)}} \\ &= \frac{0,35}{\sqrt{79.96 + 79.11}} \\ &= \frac{0.35}{\sqrt{0.85}} \\ &= \frac{0,35}{0.92} \\ &= 0.38\end{aligned}$$

Based on the calculation of the result of homogeneity test from both averages, researcher found $t_{\text{count}} = 0.38$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 33 + 35 - 2 = 66$, $t_{\text{table}} = 1.66827$ so $t_{\text{count}} < t_{\text{table}}$ ($0,38 < 1.66827$), it means that no difference between both averages of experimental class (XI IPA-1) and control class (XI IPA-2) in Pre-test.

APPENDIX 17

T-test of Both Averages in Post-Test

Researcher used the averages of experimental class and control class in pre-test to analyze that there is a difference between both classes. It could prove the hypothesis stated that there is a significant effect of using Picture Word Inductive Model (PWIM) Method after doing treatment. To answer the hypothesis researcher used T-test formula as follows:

$$\begin{aligned}\frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S^2_A + S^2_B}{n_A + n_B}}} &= \frac{77.31 - 69.57}{\sqrt{\left(\frac{6205}{33} + \frac{4899}{35}\right)}} \\ &= \frac{7,74}{\sqrt{188.03 + 139.97}} \\ &= \frac{7.74}{\sqrt{48.06}} \\ &= \frac{7.74}{6.93} \\ &= 3.49\end{aligned}$$

Based on the calculation of the result of homogeneity test from both averages, researcher found $t_{\text{count}} = 1.11$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 33 + 35 - 2 = 66$, $t_{\text{table}} = 1.66827$ so $t_{\text{count}} < t_{\text{table}}$ ($3.49 < 1.66827$), it means that no difference between both averages of experimental class (XI IPA-1) and control class (XI IPA-2) in Post-test.

APPENDIX 18

Table Chi Square

dk	Tarf Signifikansi					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2.706	3.481	6.635
2	0.139	2.408	3.219	3.605	5.591	9.210
3	2.366	3.665	4.642	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9.488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.017	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.19	16.985	19.812	22.368	27.688
14	13.332	16.222	18.151	21.064	23.685	29.141
15	14.339	17.322	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.337	19.511	21.615	24.785	27.587	33.409
18	17.338	20.601	22.760	26.028	28.869	34.805
19	18.338	21.689	23.900	27.271	30.144	36.191
20	19.337	22.775	25.038	28.514	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.337	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.194	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45.642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.027	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.775	50.892

APPENDIX 19

Z – Table

Z	0,00	0,01	0,02	0,03	0,04	0,05	0,06	0,07	0,08	0,09
-3,8	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,7	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,6	0,0002	0,0002	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001	0,0001
-3,5	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002	0,0002
-3,4	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0003	0,0002
-3,3	0,0005	0,0005	0,0005	0,0004	0,0004	0,0004	0,0004	0,0004	0,0004	0,0003
-3,2	0,0007	0,0007	0,0006	0,0006	0,0006	0,0006	0,0006	0,0005	0,0005	0,0005
-3,1	0,0010	0,0009	0,0009	0,0009	0,0008	0,0008	0,0008	0,0008	0,0007	0,0007
-3,0	0,0013	0,0013	0,0013	0,0012	0,0012	0,0011	0,0011	0,0011	0,0010	0,0010
-2,9	0,0019	0,0018	0,0018	0,0017	0,0016	0,0016	0,0015	0,0015	0,0014	0,0014
-2,8	0,0026	0,0025	0,0024	0,0023	0,0023	0,0022	0,0021	0,0021	0,0020	0,0019
-2,7	0,0035	0,0034	0,0033	0,0032	0,0031	0,0030	0,0029	0,0028	0,0027	0,0026
-2,6	0,0047	0,0045	0,0044	0,0043	0,0041	0,0040	0,0039	0,0038	0,0037	0,0036
-2,5	0,0062	0,0060	0,0059	0,0057	0,0055	0,0054	0,0052	0,0051	0,0049	0,0048
-2,4	0,0082	0,0080	0,0078	0,0075	0,0073	0,0071	0,0069	0,0068	0,0066	0,0064
-2,3	0,0107	0,0104	0,0102	0,0099	0,0096	0,0094	0,0091	0,0089	0,0087	0,0084
-2,2	0,0139	0,0136	0,0132	0,0129	0,0125	0,0122	0,0119	0,0116	0,0113	0,0110
-2,1	0,0179	0,0174	0,0170	0,0166	0,0162	0,0158	0,0154	0,0150	0,0146	0,0143
-2,0	0,0228	0,0222	0,0217	0,0212	0,0207	0,0202	0,0197	0,0192	0,0188	0,0183
-1,9	0,0287	0,0281	0,0274	0,0268	0,0262	0,0256	0,0250	0,0244	0,0239	0,0233
-1,8	0,0359	0,0351	0,0344	0,0336	0,0329	0,0322	0,0314	0,0307	0,0301	0,0294
-1,7	0,0446	0,0436	0,0427	0,0418	0,0409	0,0401	0,0392	0,0384	0,0375	0,0367
-1,6	0,0548	0,0537	0,0526	0,0516	0,0505	0,0495	0,0485	0,0475	0,0465	0,0455
-1,5	0,0668	0,0655	0,0643	0,0630	0,0618	0,0606	0,0594	0,0582	0,0571	0,0559
-1,4	0,0808	0,0793	0,0778	0,0764	0,0749	0,0735	0,0721	0,0708	0,0694	0,0681
-1,3	0,0968	0,0951	0,0934	0,0918	0,0901	0,0885	0,0869	0,0853	0,0838	0,0823
-1,2	0,1151	0,1131	0,1112	0,1093	0,1075	0,1056	0,1038	0,1020	0,1003	0,0985
-1,1	0,1357	0,1335	0,1314	0,1292	0,1271	0,1251	0,1230	0,1210	0,1190	0,1170
-1,0	0,1587	0,1562	0,1539	0,1515	0,1492	0,1469	0,1446	0,1423	0,1401	0,1379
-0,9	0,1841	0,1814	0,1788	0,1762	0,1736	0,1711	0,1685	0,1660	0,1635	0,1611
-0,8	0,2119	0,2090	0,2061	0,2033	0,2005	0,1977	0,1949	0,1922	0,1894	0,1867
-0,7	0,2420	0,2389	0,2358	0,2327	0,2296	0,2266	0,2236	0,2206	0,2177	0,2148
-0,6	0,2743	0,2709	0,2676	0,2643	0,2611	0,2578	0,2546	0,2514	0,2483	0,2451
-0,5	0,3085	0,3050	0,3015	0,2981	0,2946	0,2912	0,2877	0,2843	0,2810	0,2776
-0,4	0,3446	0,3409	0,3372	0,3336	0,3300	0,3264	0,3228	0,3192	0,3156	0,3121
-0,3	0,3821	0,3783	0,3745	0,3707	0,3669	0,3632	0,3594	0,3557	0,3520	0,3483
-0,2	0,4207	0,4168	0,4129	0,4090	0,4052	0,4013	0,3974	0,3936	0,3897	0,3859
-0,1	0,4602	0,4562	0,4522	0,4483	0,4443	0,4404	0,4364	0,4325	0,4286	0,4247
0,0	0,5000	0,5040	0,5080	0,5120	0,5160	0,5199	0,5239	0,5279	0,5319	0,5359

APPENDIX 20

TABLE *t*

Titik Persentase Distribusi *t* (df = 1 – 40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX 21

Table F

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94	1.91	1.89
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93	1.91	1.88
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93	1.90	1.88
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93	1.90	1.88
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92	1.89	1.87
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91	1.89	1.86
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90	1.88	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86	1.83	1.81
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85	1.83	1.80
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.83	1.80
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.82	1.80
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85	1.82	1.80
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.80
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.82	1.79
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.81	1.79
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.90	1.87	1.84	1.81	1.79
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.79
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.78
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83	1.81	1.78
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.86	1.83	1.81	1.78
89	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.90	1.86	1.83	1.80	1.78

APPENDIX 22

DOCUMENTATION

A. Pre-test

1. Doing Writing-test in Experimental Class before Treat by Using PWIM



2. Doing Writing-test Control Class without a Treatment



B. Treatment with PWIM in Experimental Class



C. Post-test

1. Doing writing test in Experimental Class

2. Writing Test in Control Class





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022

Nomor : B4062/Un.28/E.1/PP.00.9/12/2022

6 Desember 2022

Lamp : -

Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Yth.

1. Dr. Eka Sustris Harida, M.Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

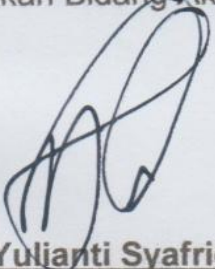
Nama : Rohana Jelita
NIM : 18 203 00039
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Picture Word Inductive Model (PWIM) on Writing Ability at Grade XI Students SMA N 1 Angkola Selatan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpunan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
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Nomor: B-2368 /In.14/E.1/TL.00/08/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

10 Agustus 2022

Yth. Kepala SMA N 1 Angkola Selatan
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

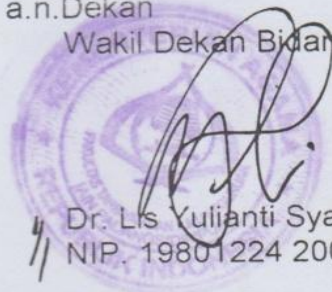
Nama : Rohana Jelita
NIM : 1820300039
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Pangurabaan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Picture Word Inductive Model (PWIM) Method on Students' Ability in Writing Descriptive Text at XI Grade of SMA N 1 Angkola Selatan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 ANGKOLA SELATAN

Alamat : Jl. Marpinggan Kel Napa, Kec Angkola Selatan Kode Pos : 22737

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SURAT KETERANGAN

Nomor : 420/481 /SMAN.1/2022

Yang bertanda tangan dibawah ini :

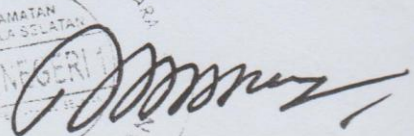
Nama : Drs. M. TAUFIK HDAYAH
NIP : 19660801 1994 12 001
Pangkat/Gol : Pembina Tk. I/IVb
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Angkola Selatan

Dengan ini menerangkan :

Nama : ROHANA JELITA
NIM : 1820300039
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Pangurabaan

Adalah benar telah melakukan Penelitian/Riset di SMA Negeri 1 Angkola Selatan dengan judul :
"THE EFFECT OF PICTURE WORD INDUCTIVE MODEL (PWIM) METHOD ON
STUDENTS' WRITING ABILITY AT XI GRADE OF SMA N 1 ANGKOLA SELATAN"

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Simarpinggan, 24 Agustus 2022
Kepala Sekolah

Drs. M. TAUFIK HIDAYAH
Pembina Tk. I
NIP. 19660801 1994 12 001

