

**THE EFFECTIVENESS
OF USING PICTURE WORD INDUCTIVE MODEL (PWIM)
ON STUDENTS' WRITING SKILLS OF THE NINTH GRADE
OF MTs NURUL AMIN JATIROTO**

THESIS



**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE EDUCATION
PROGRAM OF ENGLISH EDUCATION
JUNE 2023**

**THE EFFECTIVENESS
OF USING PICTURE WORD INDUCTIVE MODEL (PWIM)
ON STUDENTS' WRITING SKILLS OF THE NINTH GRADE
OF MTs NURUL AMIN JATIROTO**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements for Bachelor Degree of Education (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education



By:
Rohmatul Maulidiya
NIM: T20196053

**STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE EDUCATION
PROGRAM OF ENGLISH EDUCATION
JUNE 2023**

**THE EFFECTIVENESS
OF USING PICTURE WORD INDUCTIVE MODEL (PWIM)
ON STUDENTS' WRITING SKILLS OF THE NINTH GRADE
OF MTs NURUL AMIN JATIROTO**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements for Bachelor Degree of Education (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education



Approved by Advisor



Zahratul Maujudatul Mufidah, M.Pd.
NIP. 199201222019032009

**THE EFFECTIVENESS
OF USING PICTURE WORD INDUCTIVE MODEL (PWIM)
ON STUDENTS' WRITING SKILLS IN THE NINTH GRADE
OF MTs NURUL AMIN JATIROTO**

THESIS

Has been Examined and Approved
In Partial Fulfillment of the Requirements for Bachelor Degree of Education (S.Pd)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education

Day: Tuesday


Date: June 20th, 2023

The board of examiners

Chair


Dr. H. Mustajab, S.Ag, M.Pd.I
NIP. 197409052007101001

Secretary


Praptika Septi Remilia, M.Pd.
NUP. 20160390

Members

1. Dr. Suparwoto Sapto Wahono, M.Pd.

()

2. Zahratul Maujudatul Mufidah, M.Pd.

()

Approved by,
Dean of Tarbiyah and Teacher Training Faculty




Prof. Dr. Hj. Mukni'ah, M.Pd.I:
NIP. 196405111999032001

MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“1). Recite in the name of your lord who created, 2). Created man from a clinging substance, 3). Recite, and your lord is the most generous, 4). Who taught by the pen, 5). Taught man that which he knew not” (Q.S. Al-Alaq: 1-5)¹



¹ Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan, The Noble Qur'an English Translation of The Meanings and Commentary, 842.

DEDICATION

I respectfully dedicate this thesis for:

1. My parents, M. Hosin and Sunarsih, who have always supported me both financially and spiritually.
2. My grandmother and grandfather, Siti Qomariya and Samin, who has always accompanied and supported me to complete this thesis.



ACKNOWLEDGMENT

Alhamdulillahirobbil 'alamin, all praise be to the presence of Allah SWT, who always gives mercy, guidance, and health so that the writer can complete the process of writing this thesis as one of the requirements to get a good bachelor's degree. Sholawat and salam are always given to our prophet Muhammad SAW, while his human race is in the last period.

This thesis is for achieving Bachelor's Degree (S.Pd) in Faculty of Education and Teacher Training Department of Islamic Studies and Language Education Program of English Education of State Islamic University Kiai Haji Achmad Siddiq Jember. The undergraduate thesis entitled, “The Effectiveness of Using Picture Word Inductive Model (PWIM) on Students’ Writing Skills of The Ninth Grade of MTs Nurul Amin Jatiroto.”

The writer is fully aware that this thesis could be produced with the generous support and encouragement of others. Therefore, the writer especially wants to thank to:

1. Prof. Dr H. Babun Suharto, S.E, M.M. as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember, who has allowed me to study at this institution.
2. Prof. Dr. Hj. Mukni’ah, M.Pd. I. as a Dean of Tarbiyah and Teacher Training Faculty, who give approval signature for this thesis.
3. Dr. Rif’an Humaidi, M.Pd.I. as the coordinator of the Islamic Studies and Language Education Program who has provided support to the researcher to complete this thesis.

4. As'ari, M.Pd.I. as the coordinator of English Education Program who approve of this title.
5. Zahratul Maujudatul Mufidah, M.Pd. as my advisor who guided, supported, encouraged, and insightful suggestions to finish this thesis.
6. Gunawan, S.Pd. as headmaster of MTs Nurul Amin Jatiroto, who allowed me to conduct research.
7. Irwanto, S.Pd as English teacher of MTs Nurul Amin Jatiroto, who help me to finish my research.
8. The ninth grade students' of MTs Nurul Amin Jatiroto, especially classes IX A and IX C as my research participants, who helped me to accomplish the process of research.

The writer hopes may Allah SWT always bless you all. I realize this thesis might not be perfect, but I hope this thesis will be useful for future researchers and English teachers.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, June 20th 2023

Rohmatul Maulidiya
T20196053

ABSTRACT

Rohmatul Maulidiya, 2023: *The Effectiveness of using Picture Word Inductive Model (PWIM) on Students' Writing Skills of the Ninth Grade of MTs Nurul Amin Jatiroto.*

Keywords: Writing Skills, Picture Word Inductive Model

Writing is one of the important skills that must be mastered by students. Writing can help students convey thoughts and ideas to readers. However, students experienced several problems in writing skills, so they found it difficult in improving writing skills. Based on the preliminary study, there were some students who scored below KKM (70). A learning strategy is needed to solve this problem. The Picture Word Inductive Model (PWIM) strategy is expected to help students in improving writing skills.

The research question of this research, "Is there a significant effect of using Picture Word Inductive Model (PWIM) on students writing skills of the ninth grade of MTs Nurul Amin Jatiroto?". This research aimed to find out whether there is or not a significant effect of using Picture Word Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin Jatiroto.

This study used a quasi-experimental design. The population was a ninth grade of MTs Nurul Amin Jatiroto. The total sample in this research was 55 students from classes IX A and IX C. This study used two classes, namely the experimental class and the control class. The experimental class used Picture Word Inductive Model (PWIM), and the control class used the conventional method. The researcher used pre-test and post-tests to collect data. This study used an independent sample t-test for the hypothesis testing. Before testing the hypothesis, the researcher conducted a normality and homogeneity test as a prerequisite test.

The results of this study showed that the experimental class got an average pre-test score of 59.58 and a post-test score of 68.61. Meanwhile, the control class got an average pre-test score of 61.33 and a post-test score of 62.50. In hypothesis testing using an independent sample t-test got a significant value of $0.03 < 0.05$, which means that H_a is accepted and H_o is rejected. These results indicate that there is an average difference between the experimental class and the control class. It means the Picture Word Inductive Model (PWIM) effectively improved the students' writing skills of the ninth grade of MTs Nurul Amin Jatiroto.

TABLE OF CONTENTS

COVER	i
APPROVAL BY ADVISOR.....	ii
APPROVAL BY EXAMINERS.....	iii
MOTTO	iv
DEDICATION.....	v
ACKNOWLEDGMENT.....	vi
ABSTRACT	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I INTRODUCTION.....	1
A. Research Background	1
B. Research Question	6
C. Research Objective	6
D. Research Significances	6
E. Research Scope	7
F. Definition of Key Term	7
G. Research Assumption	8
H. Hypothesis	8
I. Systematic of the Research	9

CHAPTER II LITERATURE REVIEW	10
A. Previous Studies.....	10
B. Theoretical Framework.....	15
1. Writing Skill	15
a) Definition of Writing.....	15
b) Process of Writing	16
c) Purpose of Writing.....	17
d) Types of Writing.....	19
e) Components of Writing	20
2. Writing Report Text.....	22
a) Definition of Report Text	22
b) Generic Structure of Report Text	22
c) Language Features of Report Text	23
3. Teaching and Learning English Strategies	24
a) Definition of Teaching and Learning English Strategies	24
b) Kinds of Teaching and Learning English Strategies	25
4. Picture Word Inductive Model (PWIM).....	26
a) Definition of PWIM.....	26
b) Advantages and Disadvantages PWIM	27
c) Procedure of Teaching using PWIM	29
d) Teaching Report Text Using PWIM.....	30
CHAPTER III RESEARCH METHODOLOGY	32
A. Research Design.....	32

B. Population and Sample	33
C. Data Collection Method and Instrument.....	35
D. Data Analysis	40
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	43
A. Research Setting.....	43
B. The Description of Data.....	44
C. Analysis and Hypothesis Testing.....	54
D. Discussion.....	60
CHAPTER V CONCLUSION AND SUGGESTION	64
A. Conclusion	64
B. Suggestion.....	64
REFERENCES.....	66



LIST OF TABLES

Table 2.1 The Similarities and Differences of the Studies.....	13
Table 3.1 Research Design.....	33
Table 3.2 Sample of Ninth Grade of MTs Nurul Amin Jatiroto	34
Table 3.3 Scoring Rubric of Writing Test.....	37
Table 3.4 Kappa Coefficient Category.....	40
Table 4.1 Students' Pre-test Scores (Experimental Class).....	47
Table 4.2 Students' Post-test Scores (Experimental Class)	47
Table 4.3 Students' Frequency of Pre-test Score	48
Table 4.4 Students' Frequency of Post-test Score	49
Table 4.5 Analysis Descriptive Test of Experimental class	50
Table 4.6 Students' Pre-test Scores (Contro Class)	51
Table 4.7 Students' Post-test Scores (Control Class)	51
Table 4.8 Students' Frequency of Pre-test Score	52
Table 4.9 Students' Frequency of Post-test Score	53
Table 4.10 Analysis Descriptive Test of Control class	54
Table 4.11 Normality Test	55
Table 4.12 Homogeneity Test.....	56
Table 4.13 Paired Sample T-test	57
Table 4.14 Independent Sample T-test.....	59

LIST OF FIGURES

Figure 2.1 Example of Report Text.....	24
Figure 2.2 Example of Picture Word Inductive Model (PWIM)	27



LIST OF APPENDIXES

Appendix 1 Declaration of Aunthenticity	70
Appendix 2 Research Matrix	71
Appendix 3 Instrument Validity.....	73
Appendix 4 Reliability Test	83
Appendix 5 Students' Pre-test and Post-test Scores	91
Appendix 6 Lesson Plan.....	95
Appendix 7 Documentation of the Research	155
Appendix 8 Result of Students' Writing Test.....	157
Appendix 9 Result of Analysis Descriptive Test	163
Appendix 10 Result of Normality Test.....	164
Appendix 11 Result of Homogeneity Test.....	168
Appendix 12 Result of Paired Sample T-test.....	171
Appendix 13 Result of Independent Sample T-test	173
Appendix 14 Research Permit.....	175
Appendix 15 Journal of Research	176
Appendix 16 Letter of Finishing Research	177
Appendix 17 Autobiography.....	178

CHAPTER I

INTRODUCTION

A. Research Background

Language is one of the media used to transmit something from one person to another. There are thousands more languages worldwide, but the most widely used is English. English is very important in the current era because it is influential in many areas of everyday life, such as education, business, employment, and others.² In learning English, four skills must be mastered by students: reading, listening, speaking, and writing. These skills are categorized into two categories: receptive skills and productive skills. Reading and listening skills are receptive while speaking and writing skills are productive.³ As a productive skill, writing is a method used to produce language that comes from thoughts in written form. All ideas can be shared through writing on paper or electronic devices such as computers.⁴

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
Described in the Al-Qur'an, Q.S. Al-Alaq (4-5)

الَّذِي عَلَّمَ بِالْقَلَمِ ۗ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

² Lidiya Denta Graces Barus et al, "The Effect of Student Team Achievement Division to The Students' Writing Ability on Recount Text," *Journal of English Education on Teaching (JEET)* 4, no.4 (Desember, 2020): 536.

³ Ria Angraini, "The Effect of Using Picture Series on Students' Writing Recount Text at The Eight Grade Students' in SMPN 6 Jambi Academic Year 2018/2019," (Thesis, University of Batanghari, 2019), 1.

⁴ Purwo Haryono, and Tukiyo, "The Effect of Mobile Learning Based Team Games Tournament on Recount Text Writing Ability: The Role of Learning Styles as Variable Moderation", *Journal of English Education* 10, no.2 (June, 2022): 729.

Meaning: 1). Who has taught (the writing) by the pen, 2). He has taught man that which he knew not.⁵

The verse explains that qalam is important. Qalam is a great gift from Allah SWT to humans. People can write many good things about religion or general knowledge with qalam. The verse is also a response to the Prophet Muhammad's statement, "I cannot read." This verse explains God, who has taught man with qalam and taught things that were not known before.⁶ Writing can make people's knowledge not disappear because they forget or die. The work written can benefit the next generation so that they can continue and further develop the knowledge pioneered by the first author.⁷ Students not only need to be trained in speaking and reading skills but also in writing skills. With a piece of writing, the writer can let others know what doesn't know.

Based on the preliminary study conducted at MTs Nurul Amin, several ninth-grade students scored below the KKM in writing skills. One of the reasons is students find it difficult to express their ideas in phrases, sentences, and paragraphs. Students must master various language, vocabulary, and creativity elements to produce coherent writing. Besides that, the learning method is also one of the causes. Teacher too often

⁵ Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan, 842.

⁶ Sakban Lubus, and M.Roihan Nasution, "Nilai Pendidikan pada Surah Al-Alaq ayat 1-5 Menurut Quraish Shihab", *Al-Hadi* IV, no.2 (Januari-Juni, 2019): 928.

⁷ Muhammad Nasib Ar-Rifa'I, *Ringkasan Tafsir Ibnu Katsir Jilid 4*, (Jakarta: Gema Insani, 2021), 771.

teaches using the conventional method. So that students feel less enthusiastic about learning and have difficulties in writing.⁸

Generally, two factors cause students to dislike writing skills: internal and external.⁹ One example of internal factors that affect writing skills is a lack of vocabulary, motivation, understanding of grammar, and inability to compose sentences with the correct language elements. While external factors affect writing skills, namely the teacher's failure to use the right learning strategies in the learning process, the lack of motivation from the teacher, the lack of time given to the writing process, etc. The factors mentioned above determine the success or failure of students in developing writing skills. Students can develop their writing skills well if these factors can be overcome.

Teachers should be able to increase students' interest in learning to write. Teachers must be creative in choosing strategies to motivate students to write in English. The teacher must use the right writing strategy in teaching and learning. Because with the right strategy, the teacher will be easier to transfer material to students, and students will more easily accept the learning being taught.

The teacher needs an effective strategy to improve students' writing skills in the learning and teaching process. There are many strategies to teach writing skills, such as Picture Word Inductive Model (PWIM), Mind Mapping, Think Talk Write (TTW), etc. The researcher proposes

⁸ Burhan Nurgiyantoro, *Penilaian Pembelajaran Bahasa*, (Yogyakarta: Gadjah Mada University Press, 2012), 296.

⁹ Mudrajat Kuncoro, *Mahir Menulis*, (Jakarta: Erlangga, 2009), 7.

implementing Picture Word Inductive Model (PWIM) to improve students' writing skills.

The Picture Word Inductive Model (PWIM) is strategy that can help students get ideas and vocabulary.¹⁰ In this strategy, using visual media in the form of pictures, the teacher will facilitate and guide students in collecting the words in the picture from a collection of words arranged into a sentence or paragraph. Using the Picture Word Inductive Model (PWIM) can broaden students' knowledge of new words and meanings. Students can also use their imagination to write coherent and effective sentences about something in the picture.

According to the explanation above, there are several researchers who conduct research on students' writing skills using Picture Word Inductive Model (PWIM). The first research conducted by Rachel and Malmi Samban, entitled "Using the Picture Word Inductive Model (PWIM) to Write Descriptive Text". The results of their research show that the use of Picture Word Inductive Model (PWIM) is effective in improving students' writing skills in descriptive text. In addition, students are also active and enthusiastic in the learning and teaching process.¹¹

The second study conducted by Desy Oktafiani and Hendra Husnussalam, entitled "Improving Students' Writing Skills in Descriptive Text Using Picture Word Inductive Model (PWIM) Strategy". The results

¹⁰ Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999), 21.

¹¹ Rachel and Malmi Samban, "Using the Picture Word Inductive Model (PWIM) to Write Descriptive Text", *Ethical Lingua* 9, no. 1 (2022): 218.

of this study indicate that using the Picture Word Inductive Model (PWIM) strategy to improve students' skills in writing descriptive text has an effect.¹²

The last research conducted by Rizal Darmawan with the title "An Analysis of Students Perceptions toward the Implementation of Picture Word Inductive Model at the Seventh Grade of SMP Plus Daarul Ahgaff Poncol". Based on the study's results, it was shown that the use of the Picture Word Inductive Model (PWIM) made students enthusiastic, helped them open their imaginations, and increased their vocabulary in writing.¹³

Based on the previous study, the researcher is interested in using Picture Word Inductive Model (PWIM) to improve students' writing skills. The researcher chose the Picture Word Inductive Model (PWIM) developed by Calhoun (1999) to be implemented in this study. This strategy is expected to improve students' writing skills. The researcher expected that students could effectively express their ideas in writing using words from pictures. Based on the background of the problems above, the researcher conducted research entitled, "The Effectiveness of using Picture Word Inductive Model (PWIM) on Students' Writing Skills of the Ninth Grade of MTs Nurul Amin Jatiroto."

¹² Desy Oktafiani and Hendra Husnussalam, "Improving Students' Writing Skills in Descriptive Text Using Picture Word Inductive Model (PWIM) Strategy", *Professional Journal of English Education* 4, no. 3 (2021): 420.

¹³ Rizal Darmawan, "An Analysis of Students Perceptions toward the Implementation of Picture Word Inductive Model at the Seventh Grade of SMP Plus Daarul Ahgaff Poncol" (Thesis, State Institute for Islamic Studies (IAIN) Salatiga, 2021), 45.

B. Research Question

The research question of this research could be defined as follow:

Is there a significant effect of using Picture Word Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin Jatiroto?

C. Research Objective

The research objective of this research is to find out whether there is or not a significant effect of using Picture Word Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin Jatiroto.

D. Research Significances

1. Theoretical Significance

The result of this study is expected to provide new insights into teaching English writing skills using the Picture Word Inductive Model (PWIM).

2. Practical Significance

a) For Students

The result of this study is expected to help students by using Picture Word Inductive Model (PWIM) to fix their problems related to writing skills.

b) For Teachers

The result of this study is expected Picture Word Inductive Model (PWIM) can be adopted by the teacher to use in his or her writing class.

c) For Other Researchers

The result of this study is expected to be useful and be used as a reference for other researchers who conduct research with a similar focus.

E. Research Scope

1. Research Variables

In this study, there are two variables namely, the independent variable and the dependent variable. The independent variable in this study is the Picture Word Inductive Model (PWIM), and the dependent variable is writing skills.

2. Variables Indicators

The indicators of the research are obtained from the grand theory of variables. The indicator on the first variable is the Picture Word Inductive Model (PWIM), which identifies and labels the picture (put a line), reads and reviews, makes titles, and generates sentences into paragraphs. While the indicators for the second variable (writing skill) are the suitability of ideas (content), organization, the use of grammar, vocabulary, and proper language structure, as well as the use of good and correct spelling and writing (mechanics).

F. Definition of Key Term

1. Picture Word Inductive Model

The picture word inductive model is a strategy used to get vocabulary from a picture based on students' listening and speaking. In

this study, the researcher gave students pictures of animals and plants. Then the researcher guides students to identify, label the picture, read, review, and classify vocabulary. Students develop titles and arrange sentences to paragraphs correctly based on pictures.

2. Writing Skill

Writing is one of the skills needed by students. Students can express their ideas in writing. In this study, students write a report text about animals and plants, starting from the process of finding words to compiling them in the form of sentences or paragraphs. Besides that, students also write text reports according to the writing component.

G. Research Assumption

The researcher assumes that the results of this study show a significant difference between using and not using Picture Word Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin Jatiroto.

H. Hypothesis

Ha: There is a significant effect of using Picture Word Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin Jatiroto.

Ho: There is no significant effect of using Picture Word Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin Jatiroto.

I. Systematic of the Thesis

Thesis systematics is the elaboration of the thesis, starting from the introductory chapter to the closing chapter. It is used to make the reader understand the content of this research study. The systematic discussion is as follows:

Chapter I is an introduction. This chapter consists of the research background, research question, research objectives, research significance, research scope, definitions of key terms, research assumptions, and hypotheses.

Chapter II is a literature review. This chapter consists of previous studies, a theoretical framework, and a conceptual framework.

Chapter III is a research methodology. This chapter contains the research design, population and sample, research data collection techniques and instruments, data collection methods, and data analysis techniques.

Chapter IV contains research findings and discussion. This chapter consists of a description of the research object, data presentation, analysis and hypothesis testing, and discussion.

Chapter V is a conclusion and suggestion. This chapter contains conclusions from the research and suggestions for teachers, students, and future researchers.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

The researcher looked for several previous studies to examine whether there were similarities and differences between the previous studies and this research. The following are some related previous studies to this research:

The first previous study was conducted by Anisa Putri, entitled “The use of Picture Word Inductive Model (PWIM) on the Students Writing Descriptive Text in Second Grade of Junior High School Nuris Antirogo Summersari Jember.”¹⁴ The purpose of this study is to describe how to use, evaluate, and what the problems are in the learning and teaching process of writing descriptive texts in the second grade of SMP NURIS Antirogo Jember. This study uses the Picture Word Inductive Model (PWIM) to improve students' writing skills on descriptive text material using a qualitative method (case study). The result of this study: 1) students can arrange words for words into paragraphs using the Picture Word Inductive Model (PWIM). 2) Students use written tests to assess their abilities. 3) Students experience problems compiling descriptive texts because they only memorize a few vocabularies; the solution is to memorize all vocabulary after doing assignments. 4) Students have difficulty with grammar; the solution given is to explain in general if the majority of

¹⁴ Anisa Putri, “The Use of Picture Word Inductive Model (PWIM) on the Students Writing Descriptive Text in 2nd Grade of SMP NURIS Jember”, (Thesis, State Institute of Islamic Studies of Jember, July 2021).

students are wrong.

The second previous study was conducted by Rahmiaty.SN entitled “Enhancing Students’ Speaking Skill through Picture Word Inductive Model (PWIM) Media at The Eight Grade of SMP AL-Birru Parepare.”¹⁵ In this study, the researcher used the Picture Word Inductive Model (PWIM) to improve students' speaking skills. The method used in this research is a quantitative pre-experimental method, with one group being given a pre-test, treatment, and post-test. The population of this study was eighth-grade students at SMP Al-Birru Parepare, with a total sample of 22 students. The researcher chose descriptive text as the material for this study. The results of this study indicate that there is an increase in students' skills.

The third previous study was conducted by Roadatul Jannah, entitled “The Effectiveness of using Picture Word Inductive Model (PWIM) in improving the Students’ Vocabulary Mastery.”¹⁶ In this study, the researcher used the Picture Word Inductive Model (PWIM) to increase vocabulary mastery in students using a quantitative pre-experimental method. This study was carried out in the eighth grade, specifically eighth grade A, at SMP Tridarma Makassar Makassar academic year 2019-2020.

The research design consisted of a pre-test, treatment, and post-test. In this

¹⁵ Rahmiaty.SN, “Enhancing Students’ Speaking Skill through Picture Word Inductive Model (PWIM) Media at The Eight Grade of SMP AL-Birru Parepare”, (Thesis, State Islamic Institute Parepare, 2021).

¹⁶ Roadatul Jannah, “The Effect of Using Picture Word Inductive Model (PWIM) in Improving the Students’ Vocabulary Mastery”, (Thesis, University Muhammadiyah Makassar, 2020).

study, the researcher said that using the Picture Word Inductive Model (PWIM) as an effective medium for learning English could improve students' vocabulary mastery. The results of the tests conducted showed a significant difference between students' vocabulary mastery skills before and after using the Picture Word Inductive Model (PWIM).

The fourth previous study was conducted by Fuzi Inti Daroeni, entitled “Fostering Students’ Writing Descriptive Text through Picture Word Inductive Model.”¹⁷ Researcher used the Picture Word Inductive Model (PWIM) and focused on students' writing skills. The material used is descriptive text. This study uses Classroom Action Research (CAR). The purpose of this research was to find out whether students' skills in writing descriptive text could be improved by using the Picture Word Inductive Model (PWIM). The results of the interviews show that students and teachers are interested in using the Picture Word Inductive Model (PWIM) in the process of learning writing skills for descriptive texts. Meanwhile, the observation results show that the class situation during the teaching and learning process is very good and shows that there is an increase in students' writing descriptive texts. The results of interviews, observations, and student tests show the Picture Word Inductive Model (PWIM) can encourage students to write descriptive texts.

The last previous study was conducted by Malizha Erwinda Sari, entitled “The Implementation of Picture Word Inductive Model (PWIM)

¹⁷ Fuzi Inti Daroini, “Fostering Students Writing Descriptive Text Through Picture Word Inductive Model”, (Thesis, Syarif Hidayatullah State Islamic University Jakarta, 2020).

Learning Model in Teaching Descriptive Text to Improve Writing Skills (A Study toward 8th Grade Students of SMP Negeri 29 Bandung).”¹⁸ This research focuses on students' writing skills using the Picture Word Inductive Model (PWIM). The researcher chose descriptive text material to help students improve their writing skills. Mix method is the method used in this research. The researcher used observations, writing tests (pre-test and post-test), and interviews to collect data. The research results show that students are interested in learning by using the picture word inductive model (PWIM), which can improve their writing skills.

Table 2.1
The Similarities and Differences of the Studies

No	Title	Similarities	Differences
1	2	3	4
1	Anisa Putri (2021): “The Use of Picture Word Inductive Model (PWIM) on The Student Writing Descriptive Text in 2 nd Grade of SMP NURIS Jember.”	The researchers in both of these studies used the Picture Word Inductive Model (PWIM) to improve students' writing skills.	The differences between these studies are the previous study used qualitative method (a case study) and used Picture Word Inductive Model (PWIM) to improve students' writing skills in descriptive texts.
			While this research, the researcher used quantitative method (quasi-experimental) and used Picture Word Inductive Model (PWIM) to improve students' writing skills in report text.
2	Rahmiaty. SN (2021): “Enhancing Students' Speaking Skill Through	The researchers in both of these studies used Picture Word	The differences between these studies are the previous study

¹⁸ Malizha Erwinda Sari, “The Implementation of Picture Word Inductive Model (PWIM) Learning Model in Teaching Descriptive Text to Improve Writing Skills (A Study toward 8th Grade Students of SMP Negeri 29 Bandung)”, (Thesis, Pasundan University Bandung, 2023).

No	Title	Similarities	Differences
1	2	3	4
	Picture Word Inductive Model (PWIM) Media at The Eight Grade of SMP Al-Birru Parepare.”	Inductive Model (PWIM) and quantitative method (pre-experimental).	used Picture Word Inductive Model (PWIM) to improve students speaking skill on descriptive texts. While this research use Picture Word Inductive Model (PWIM) to improve students writing skill on report text.
3	Roadatul Jannah (2020): “The Effectiveness of using Picture Word Inductive Model (PWIM) in Improving The Students’ Vocabulary Mastery.”	The researchers in both of these studies used Picture Word Inductive Model (PWIM) and quantitative method (pre-experimental).	The differences between these studies are the Previous studies used Picture Word Inductive Model (PWIM) to improve students’ vocabulary mastery. While in this research used Picture Word Inductive Model (PWIM) to improve students writing skill.
4	Fuzy Inti Daroeni (2020): “Fostering Students’ Writing Descriptive Text Through Picture Word Inductive Model.”	The researchers in both of these studies used Picture Word Inductive Model (PWIM) to improve students writing skill.	The differences between these studies are the previous study used Classroom Action Research (CAR) and focus on students writing descriptive text. While, in this research use quantitative method (quasi-experimental) and focus on students writing report text.

No	Title	Similarities	Differences
1	2	3	4
5	Malizha Erwinda Sari (2023): “The Implementation of Picture Word Inductive Model (PWIM) Learning Model in Teaching Descriptive Text to Improve Writing Skills (A Study toward 8 th Grade Students of SMP Negeri 29 Bandung).”	The researchers both of these studies used Picture Word Inductive Model (PWIM) to improve students writing skill.	The differences between these studies are the previous study used mix method and focused on students writing descriptive text. While, this research used quantitative method and focused on students writing report text.

B. Theoretical Framework

1. Writing Skill

a. Definition of Writing

Writing is one of the skills learned in English. Writing is a form of communication used to send and express ideas indirectly.¹⁹ In learning to write, students must learn about content, organization, grammar, and vocabulary, and mechanics. The writing results convey the author's ideas to the reader. Writing is the interaction between writers and readers and fellow writers.²⁰ Subsequent authors will cite the results of the first author's writing by directly quoting, summarizing, or paraphrasing when using the first author's ideas.²¹

¹⁹ Jeremy Harmer, *the Practice of English Language Teaching*, (New York: Longman Handbooks for Language Teacher, 2001), 79.

²⁰ Supiah and Suzana, “The Use of Journal Writing in Teaching English Writing”, *Research Gate*, (2018): 6.

²¹ Donald Hall, *Writing Well*, (Boston: Little Brown and Company, 2001), 261

Writing is about how writers think of ideas, express imagination, and think about what and how to put ideas into writing.²² Writing skills can be improved with practice. Students can express themselves, increase their creativity and language skills, and strengthen their memory by writing. Writing skills are important because they can help students succeed in education, business, and employment. Through writing activities, students will gain a lot of experience and knowledge.

b. Process of Writing

Writing is a skill that requires a process to produce good results. According to Harmer, there are four stages in the writing process:²³

1) Planning

The first stage before writing is planning. Before writing or typing, the writer must think about what to write.

At the planning stage, the writer must pay attention to three things: the purpose of the writing, the intended audience, and the structure of the writing content.

²² Uswatun Khasanah, "Using TTW Strategy to Improve Students Writing Skill in Descriptive Text" (Thesis, IAIN Palopo, 2019): 7.

²³ Jeremy Harmer, 4-5.

2) Drafting

At this stage, the author determines the content and format of the work. The ideas that have been put forward at the planning stage will be followed up at this stage. Writers write initial drafts based on ideas without fear of making mistakes.

3) Editing (reflecting & revising)

The draft that has been made will be searched for errors and correctness. Errors and truths will be obtained from feedback from teachers, friends, or other writers. Revision is done to rearrange, add, or delete paragraphs, sentences, or words. This revision step is important because it can help authors correct and find errors in their writing.

4) Final Version

At this stage, authors rewrite the revised draft, changing what they think is necessary to produce the final version. The results of the final version will be different from the results of planning and drafting because, at this stage, many things have changed in the editing process. The author is ready to send the written text to the intended audience in the final version.

c. Purpose of Writing

Writing is not just stringing words together that come from ideas that are made into sentences or paragraphs. The author needs

to write with purpose carefully. There are several purposes for writing, as follows:

1) Informative

Informative means explaining actual information, news, events, knowledge, or ideas to convince others. The author develops new ideas meaningfully owned to explain an important object or topic to the reader.

2) Expressive

Expressive is sharing personal expression or imagination with others. The purpose of expressive writing is to entertain the reader. The writer uses imagination to express it in entertaining writing such as short stories, poetry, novels, and funny stories.²⁴

3) Persuasive

Persuasive is a text that contains words to convince the reader about what has been written in the text. In this case, writing aims to persuade readers to support and agree with the author's ideas, opinions, feelings, and actions. Therefore, the author uses a persuasive language style in order to convince the reader.

²⁴ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Longman, 1996), 137-138.

d. Types of Writing

In learning English, students will find several kinds of writing. Various kinds of writing were created according to their characteristics, benefits, and ways of writing.

1) Recount

A recount is a text that retells events that happened in the past. Stories are written in the form of the actions or activities of a writer before the writer writes the text. The purpose is to reconstruct past experiences by retelling events in their original order.

2) Procedure

A "procedure" is an instruction the writer gives to inform or help the reader about how to do something. It aims to show how a process or event is accomplished or how something is done.

3) Description

The description aims to explain imagined factual events and phenomena. The description includes the author's detailed explanation of the unique characteristics of objects or places.

4) Report

The purpose is to present factual information to readers about an object, usually by classifying them and then describing their characteristics. The information provided is

related to an object in the form of animals, places, or events in general and according to the facts of the object's condition.

5) Explanation

Explanation is a nonfiction text used to explain something. The author will explain how things can work and why things happen. The goal is to provide reasons for a situation or decision.²⁵

e. Components of Writing

In writing English, the writer must know what components are included in writing. There are five important components to writing: content, organization, grammar, vocabulary, and mechanics.²⁶

1) Content

Content is one component of writing to collect information creatively. The content contained in the writing must be clear so that the reader can get information and understand the message being conveyed. The ideas developed are adapted to the main idea and reflect the entire paragraph on a topic; don't include information that doesn't support it in order to get clear and easy-to-understand writing.

²⁵ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003) 20.

²⁶ Jacobs et al, *Testing ESL composition, a practical approach*, (Massachusetts: Newburg House, 1981), 31.

2) Organization

The organization is a way of organizing things related to writing, such as ideas, the appearance of writing, and so on. The ideas contained are easy to read because the paragraphs are organized. The organization is a writing component that tells about the flow of ideas and the systematics of ideas. Organization in writing involves spatial patterns, specific to general or general to specific sequences, coherence, and regularity.²⁷

3) Grammar

In writing, the writer must use language and grammatical patterns correctly and precisely. This refers to the use of correct grammatical patterns and syntax. The writer must use the correct language use in order to produce good writing.

4) Vocabulary

Vocabulary is one component that is considered important for expressing ideas in writing. Good writing uses the right words related to the topic being written. This aims to avoid misunderstandings among readers while reading.

²⁷ Saiddatunnur, "Improving Student's ability in Writing Descriptive Text using Personal Photograph at the Second Grade of SMP IT Al-Hijrah Serdang" (Thesis, University of North Sumatra, 2019), 9.

Vocabulary is a set of words that are well structured and fit in sentences or paragraphs.²⁸

5) Mechanics

Mechanics consist of correct punctuation, capitalization, layout, and spelling. This aspect is important to help the reader understand what the author meant. The mechanics must be understood by the writer so that it sounds good when read and easy to understand.

2. Writing Report Text

a. Definition of Report Text

Report text is a type of English writing that describes the details of an object from the results of observations, studies, or research on various events.²⁹ Report text contains scientifically proven facts that have been investigated and various scientific considerations before being described. Information presented comes from the results of systematic analysis or research. Report text describes an object in general. Report text aims to provide information to readers about an object.

b. Generic Structure of Report Text

The generic structure of the report text consists of text elements arranged according to their purpose. Generic structure in

²⁸ Niesya Ulul Azmi, "Error Analysis on Report Text Writing at the Fourth Semester Students' English Study Program of IAIN Palopo", (Thesis, State Islamic Institute of Palopo, 2021), p.28.

²⁹ Luky Tiasari, "Innovating Digital "J-SLATE" in Writing Report Text", *ELLIC Proceedings* 3, (2019): 197.

report text is divided into two, namely general classification and description.³⁰

The general classification is contained in the first paragraph, which contains the general classification of an object. Example of general classification includes grouping based on food, scientific name, and several other things related to the object being discussed.

The description section provides a deeper description of the phenomena or circumstances that occur in detail based on the research results or the author's observations. The descriptions in this section are explained in detail, such as habitat, function, physique, and others.

c. Language Features

Report text also has linguistic elements, which are commonly called language features. Language features of the report text are as follows:

- Using general nouns to refer to something in general.
- Using related verbs to describe features
- Using action verbs to describe behavior.
- Using technical terms, namely using terms related to the topic discussed.

³⁰ Ilham Sinaga, "Designing Teaching Learning Activities for Writing Report Text Based on Students Problem at Eleventh Grade MAN Batubara" (Thesis, State Islamic University of North Sumatra, 2019), 15.

- Use language that introduces a general object about the topic in paragraphs that aim to organize information.
- Use the simple present tense.³¹

Figure 2.1
The Example of Report Text

Title	Dengue Fever
General Classification	Dengue fever is one of the most dangerous diseases
Descriptions	Dengue fever is endemic in most tropical countries. This disease rapidly spreads in most tropical urban areas of the world. Dengue fever is caused by a virus transmitted into humans by mosquitoes, Aedes Aegypti. The disease is characterized by a high fever, severe headache, backache, joint and muscle pains

3. Teaching and Learning English Strategies

a) Definition of Teaching and Learning English Strategies

The teaching strategy is one way that must be done in the teaching process. Teaching strategies can influence the achievement of learning objectives. Teaching consists of designing, varying, and arranging activities that can convey learning skills to students.³² Teaching strategies have a strong relationship with learning objectives. Teachers can choose their teaching strategies that are considered appropriate and effective to achieve learning and formation goals for student ability. To facilitate the selection of teaching strategies, teachers must

³¹ Barker & Ray, *Literation Connection*, (New York: Longman, 2013), 87.

³² Ulfiatul Mustika, "An Analysis of Teacher's Strategies in Teaching English", *JEEP 2*, (2021):22.

understand the learning objectives and competencies students will possess.

A learning strategy systematically communicates the material to the students to achieve specific learning objectives. Learning strategies aim to deal with teaching problems so that educators and prospective educators can improve understanding and learning outcomes.³³ In the learning process, not everyone can learn easily and quickly. Therefore, it is important to know effective learning strategies to increase efficiency in learning.

b) Kinds of Teaching and Learning English Strategies

1) Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is a strategy that uses picture media. The teacher guides students to find words from pictures, increase word count in viewing and compiling vocabulary, determine phonetic standards and additions, and apply their perception and inquiry, considering reading and writing consistency.³⁴

2) Mind Mapping

Mind Mapping is an easy way to place information in the brain and extract data from the brain. When we learn grammar, we need writing and reading skills to analyze

³³ Ahmadi, A., & Prasetya, J. T., *Strategi belajar mengajar*, (Bandung: Pustaka Setia, 1997), 5.

³⁴ Andi Tenri Ampa, "The Effect of Picture Word Inductive Model (PWIM) o Students' Writing Achievement at Junior High School", *Exposure Jurnal* 10, (2021): 48.

grammatical material's structure.³⁵

3) Think Talk Write (TTW)

Think talk walk strategy is one technique to teach English, especially in writing in groups and individually, through combinations of three ways: first thinking, analyzing text, second speaking, discussing in groups, the third is writing, and the result.³⁶ Before writing, the way to do it first is to think and speak.

4. Picture Word Inductive Model (PWIM)

a) Definition of Picture Word Inductive Model (PWIM)

The picture word inductive model was developed by Emily F. Calhoun. The picture word inductive model is an inquiry-oriented language art strategy that uses pictures containing objects and actions to elicit words from students' listening and speaking.³⁷

This model can stimulate students to think specifically about a picture, which is then developed into a sentence.³⁸ The picture word inductive model is a learning strategy that can improve vocabulary. Vocabulary is one of the components of writing.³⁹

³⁵ Furqon Edi Wibowo, Mind Mapping: A Strategy to Enhance Students' Grammatical Structure", *Al-Lisan* 5, (2020):2016.

³⁶ Adelya Khairina, "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTs Negeri 4 Langkat Year 2019/2020, (Thesis, State Islamic University of North Sumatera Medan, 2020), 14.

³⁷ Calhoun, Emily F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Alexandria: Association for Supervision and Curriculum Development, 1999), 21.

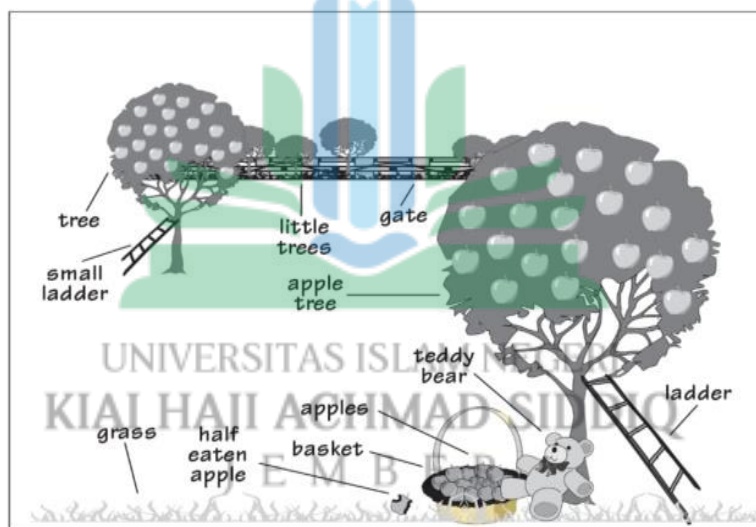
³⁸ Calhoun, Emily F, 21.

³⁹ Joyce, B., Weil, M., & Calhoun, *Models of teaching (8th ed)*, (Boston, MA: Pearson Education, 2009), 130.

The Picture Word Inductive Model is a strategy that makes students think inductively using pictures.⁴⁰ Students gain new knowledge from their thinking and reasoning to be independent without depending on the teacher. This does not make students forget quickly because the knowledge gained comes from their results.⁴¹ Usually, the teacher applies the picture word inductive model with the class, small groups, or individuals to lead students to identify and label the word picture charts.

Figure 2.2

Example of picture word inductive model (PWIM)



b) Advantages and Disadvantages of Picture Word Inductive Model (PWIM)

There are some advantages and disadvantages to using the Picture word inductive model (PWIM).

⁴⁰ Roadatul Jannah, *The Effectiveness*, 25.

⁴¹ Xuan Jiang, "Exploring Young English Learners' Perceptions of the Picture Word Inductive Model in China." *TESOL International Journal* 13, no.1 (2018), 67.

1) Advantages of Picture Word Inductive Model (PWIM)

- a. Students hear the words spoken correctly by the teacher.
Picture word charts are a direct reference for students; they can add to their vocabulary by sight.
- b. Students hear and see the letters identified and written.
Students also label pictures on a whiteboard or word bank.
- c. Students hear the words spelt correctly many times and follow the teacher's directions to spell the words together.
- d. In writing sentences, the language used is Standard English (the teacher will change the student's sentence if necessary), using the correct punctuation and mechanisms.⁴²

2) Disadvantages of Picture Word Inductive Model (PWIM)

- a. The pictures are less attractive, so students find it difficult to imagine and find ideas.⁴³
- b. Teachers must interestingly design their own teaching materials.
- c. Applying the picture word inductive model requires a lot of time.

⁴² Calhoun, 22.

⁴³ Fuzi Inti Daroini, *Fostering Students*, 21.

- d. Not all materials for learning English can use the picture word inductive model. One is that parts of songs, rhymes, and short paragraphs are difficult to teach using PWIM.
- c) The procedure of Teaching using the Picture Word Inductive Model (PWIM)
- 1) Choose a picture according to the topic.
 - 2) Ask students to identify what they see in the picture.
 - 3) Label the identified pictures (put a line on an identified object or image area, state the word, write it, and ask students to spell it out loud).
 - 4) Read and review the created word chart aloud.
 - 5) Instruct students to read the words on the chart and sort them into groups. Identify groups, such as by the first letter of a word or rhyme.
 - 6) Please read and review the word chart on the picture (say the word, spell it, and say it again).
 - 7) Add words, if necessary, to a picture word chart or a word bank.
 - 8) Ask students to create a title for the word picture chart. Students think about the information and what they want to say about the pictures.
 - 9) Ask students to make several sentences or paragraphs based on the words written on the word picture chart. Students must

identify sentence models according to placement so that become good paragraphs.

10) Read and review sentences or paragraphs.⁴⁴

d) Teaching Report Text using Picture Word Inductive Model (PWIM)

The use of Picture Word Inductive Model (PWIM) was carried out in the experimental class. The following are the steps for teaching report text using Picture Word Inductive Model (PWIM) based on Calhoun and some modifications by the researcher:

- 1) The teacher prepares pictures to be distributed in class. The pictures prepared by the teacher are interesting pictures according to the topic of the report text material.
- 2) The teacher asks students to identify what is seen in the picture.
- 3) The teacher labels the identified pictures or what students see in the pictures. The teacher asks the students to say and spell the word out loud.
- 4) The teacher instructs students to read the word based on the line indicated by the teacher. Students must be able to read according to the body and identify it in terms of language, pronunciation, meaning, and word groups.

⁴⁴ Pionera, Mutiara et al, Instructional Methods and Self-Regulated Learning in Writing, *International Journal of Instruction*, Vol.13 No.3, July 2020, p.48.

- 5) After identifying all, students are asked to make sentences and paragraphs according to the word chart pictures. Students must write sentences and paragraphs (report text) based on the word picture chart.
- 6) The final step is that the teacher reads, examines, and reviews sentences or paragraphs.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a quantitative research method with a quasi-experimental design. Quasi-experimental research is a research design used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions.⁴⁵ All variables in this study must be controlled so that no other variables than treatment affect the dependent variable. This study has a control class but does not fully function to control external variables that affect the implementation of the experiment.⁴⁶

The research design used in this study is the non-equivalent control group design. The researcher used two classes, the experimental and control classes.⁴⁷ The experimental class will be given a pre-test, and then treated using a Picture Word Inductive Model (PWIM), and after that, a post-test will be given. Both classes were given the same pre-test and post-test, but the control class was not given treatment using the picture word inductive model (PWIM).

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*, (Bandung: Alfabeta, 2021), 127.

⁴⁶ Sugiono, 136.

⁴⁷ Jhon W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2011).

The design used in this study is described in Table 3.1 as follows:

Table 3.1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental class	O ₁	X	O ₂
Control class	O ₁	-	O ₂

Notes: O₁: Pre-test experimental class

O₂: Post-Test experimental class

O₁: Pre-test control class

O₂: Post-test control class

X: Treatment use PWIM (Variable independent)⁴⁸

B. Population and Sample

1. Population

The population is the entire object of research consisting of humans, animals, objects or test scores.⁴⁹ The population is not only the number of objects or subjects but also includes all the characteristics of the subject or object. The population used in this study was students in ninth grades (IX A, IX B, and IX C) at MTs Nurul Amin Jatiroto for the 2022–2023 academic year, totalling 80 students.

⁴⁸ Sugiyono, *Metode Penelitian Pendidikan*, 138.

⁴⁹ Arikunto, *The Effect of Buzz Group Technique and Clustering Teaching in Teaching Writing Text at The First Grade of SMA HKBP 1 Tarutung*, (Medan: English Language Teaching, 2018), 371.

2. Sample

The sample is part of the number of population representatives to be studied.⁵⁰ If the population is large, and the researcher cannot study everything due to limitations in time, workforce, and funds, the researcher can use samples from the population. The selected sample must be truly representative.

In this study, the researcher used purposive sampling. Purposive sampling is a technique used to determine a sample based on certain considerations.⁵¹ A sampling was taken based on the consideration of the English teacher that the two classes have an understanding that tends to be the same in English lessons. Students' daily assignments and pre-test support this before treatment. The sample in this study consisted of students in grades IX A and IX C. In this study, class IX C as the experimental class used the Picture Word Inductive Model (PWIM) treatment, and class IX A as the control class, did not get treatment using the Picture Word Inductive Model (PWIM) or used conventional learning.

Table 3.2
Sample of Ninth Grade of MTs Nurul Amin Jatiroto

No	Group	Class	Total
1	Experimental class	IX C	27
2	Control class	IX A	28
Total			55

⁵⁰ Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rieneka Cipta, 2002), 96.

⁵¹ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif kualitatif dan R&D*, (Bandung: Alfabeta, 2010), 85.

C. Data Collection Method and Instrument

1. Data collection method

Data collection techniques are one of the steps needed in research. The researcher must know data collection techniques because if not, the researcher will not get data that meets the standards.⁵² This study used a data collection technique in the form of a test. The test is a way or procedure for giving and judging. The test is usually in the form of a task that the subject must do to produce a value as a measurement.⁵³ The research has two test stages, namely the pre-test and post-test.

1) Pre-test

A pre-test is a test that performed before treatment. The purpose of this pre-test is to find out students' writing skills before they are given treatment. In the pre-test process, students were tasked with writing a report text about animals and plants. The results of the pre-test will be used as an evaluation of the experimental class and the control class before treatment.

2) Post-test

After students receive treatment according to their respective classes, it will be followed by a post-test. The post-test results will be used to determine whether there is an effect on students' writing skills after being treated using the Picture Word

⁵² Moh. Nasir, *Metode Penelitian*, (Ciawi: Ghalia Indonesia, 2005), 174.

⁵³ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Rajawali Pers, 2015), 67.

Inductive Model (PWIM). In addition, the scores on the post-test will also be used as a comparison between the experimental and control classes to determine differences after being given different treatments.

2. Instrument

An instrument is a measuring tool that is usually used in research. Instruments in education are available and have been tested for validity and reliability, such as instruments for measuring IQ, attitudes, talent, and others.⁵⁴ The research instrument used in this study was a writing test used to measure students' writing skills before and after being given treatment.

In the pre-test and post-test, students were asked to write a report text by selecting one of the pictures provided. The pictures provided by the researcher in the pre-test, namely koi, Angora, rafflesia, and orange. While in the post-test, namely dolphin, cow, orchid, and mango. The researcher gave 60 minutes for the pre-test and post-test. Students took the test according to the writing indicators: content, organization, grammar, vocabulary, and mechanics. The researcher then assessed the results of the students' writing tests based on Brown's scoring rubric.⁵⁵

⁵⁴ Sugiyono, *Metode Penelitian Pendidikan*, 181.

⁵⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2007), 244-245.

Table 3.3
Scoring rubric of writing test

Aspect	Score	Description	Weighting
1	2	3	4
Content (C)	4	The topic is complete, clear, and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O)	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connective.	
	1	Identification is not complete and descriptions are arranged with few misuse of connective.	
Grammar (G)	4	Very few grammatical or agreement inaccuracies.	2x
	3	Very few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V)	4	Effective choice of words and word forms.	1,5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	

Aspect	Score	Description	Weighting
1	2	3	4
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.	1,5 x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown, 2007)

$$score = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

a) Validity Test

Validity is a metric that indicates how accurately a tool performs its function.⁵⁶ A validity test is a test used to measure what should be measured. In this study, researchers used content validity. Content validity is a validity test that measures the content's accuracy.⁵⁷ Before carrying out the validity test, the researcher made a writing test and an outline according to the syllabus. It aims to assess how far the test contents reflect the subject matter and the level of knowledge to be measured. Then the test will be validated by a judgment expert.

The researcher tested the validity of two experts, an English lecturer and an English teacher. The English lecturer is one of the experts in writing, while the English teacher is one of the teachers

⁵⁶ Donald Ary, Luci Jacobs, and Cris Sorensen, *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), 225.

⁵⁷ Syaifuddin Azwar, *Reliabilitas dan Validitas*, (Yogyakarta: Pustaka Belajar, 2003), 45.

who know the conditions of students and the process of teaching and learning English. The results of the instrument validity test received revisions related to the themes used in the test, the duration of the test, and the instructions for doing it. After the researcher revises, the validity test returns to the expert. After that, the instrument was declared valid and ready for the reliability test.

b) Reliability Test

A reliability test is used to measure the extent to which the results of a measurement can be trusted. A test is reliable if it always gives the same results when tested on the same group at different times and occasions.⁵⁸ The researcher uses inter-rater reliability to ensure constraints and avoid the author's subjectivity. In this inter-rater reliability test, two raters will estimate the test score independently. The two raters in this study are the teacher and the researcher.

Researchers tested the instrument on 20 students (IX B) at MTs Nurul Amin Jatiroto. The two raters then assessed the test results. The results will be analyzed using Cohen's kappa formula with the help of SPSS version 27. The categories of kappa coefficient values are as follows:⁵⁹

⁵⁸ Sugiyono, *Metode Penelitian Pendidikan*, 222.

⁵⁹ Landis, J. L., & Koch, G. G, The Measurement of Observer Agreement for Categorical Data (Biometrics, 1975), 651-659.

Table 3.4
Kappa Coefficient Value Category

< 0,00	Poor
0,00 – 0,20	Slight
0,21 – 0,40	Fair
0,41 – 0,60	Moderate
0,61 – 0,80	Good
0,81 – 1,00	Very good

The results obtained in the instrument trial were 0.63 on the pre-test and 0.68 on the post-test. The results of the reliability test can be seen in appendix 3. It can be concluded from these results that the pretest and posttest instruments based on the kappa coefficient value category are included in the good category. Instrumental tests on the pre-test and post-test can be used in research because they get good results.

D. Data Analysis

In quantitative research, after the data from all respondents or data sources has been collected, it will be followed by a data analysis process. In this case, the researcher grouped the data based on variables and types of respondents, presented data for each variable studied, performed calculations to answer the problem formulation, and performed calculations to test the hypotheses that had been proposed.⁶⁰ The researcher tested the hypothesis with the t-test, more precisely using the independent sample t-test.

⁶⁰ Sugiyono, *Metode Penelitian Pendidikan*, 241.

Before analysing parametric statistical data, the examiner must carry out a prerequisite test. The prerequisite tests carried out were the normality test and the homogeneity test. The researcher can use non-parametric statistical data analysis if these conditions are not met.

1. Normality Test

The normality test is used to see the distribution of research data and determine whether it is normally distributed or not.⁶¹ The purpose of this research is to measure whether the data in the experimental class and control class are normally distributed or not. In this study, the normality test used was the Shapiro-Wilk test using SPSS version 27.

2. Homogeneity Test

After doing the normality test and normal distribution, the researcher will continue to do a homogeneity test. The homogeneity test aims to determine whether the data is homogeneous. The researcher needs the variance homogeneity test before comparing two or more groups.⁶² In this study, the researcher used Levena test with SPSS (Statistical Package for the Social Sciences).

3. Hypothesis Testing

After the prerequisite test is normally distributed and the variance of the data is homogeneous, proceed with testing the hypothesis using the t-test. The t-test used in this study is the

⁶¹ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), 447.

⁶² Sianturi, "Uji Homogenitas Sebagai Syarat Pengujian Analisi), vol.8 no.1 2022 .jurnal pendidikan, sains sosial, dan agama.

independent sample t-test. The independent sample t-test compares two samples to determine the significant difference between the experimental and control classes' post-test.

The basis for decision-making in the Independent sample T-Test test is:

- 1) If the significance value (2-tailed) <0.05 , H_0 is rejected and H_a is accepted.
- 2) If the significance value (2-tailed) >0.05 , H_0 is accepted and H_a is rejected.⁶³

The hypothetical formulation can be written below:

H_a : There is a significant average difference between students' writing skills using the Picture Word Inductive Model (PWIM) and conventional method.

H_0 : There is no significant average difference between students' writing skills using the Picture Word Inductive Model (PWIM) and conventional method.

⁶³ Sahid Raharjo, "Cara Uji Independent Sample T-Test dan Interpretasi dengan SPSS," diakses 4 April 2022, <http://www.spssindonesia.com/2015/05/cara-uji-independent-sample-t-test-dan.html>.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research setting, the description of data, analysis and hypothesis testing, and discussion.

A. Research Setting

This research was conducted at MTs. Nurul Amin Jatiroto. This school is a private junior high school in Jatiroto, precisely at JL. Raya Rojopolo No. 4B, Rojopolo Village, Kec. Jatiroto, Lumajang. MTs Nurul Amin Jatiroto was founded in 1980 and had been operating since 1980. This school is under the LP Ma'arif NU foundation and has changed the school's name to MTs Ma'arif NU Nurul Amin, but in its operational permit, it still uses MTs Nurul Amin Jatiroto.

Teaching and learning activities at MTs. Nurul Amin Jatiroto starts in the morning at 07.00 WIB–13.30 WIB on Monday to Thursday, while Friday and Saturday start at 07.00 WIB–11.30 WIB. The number of teachers and staff at MTs Nurul Amin is 20, and the number of students is 227. Each class consists of 24–28 students.

MTs Nurul Amin has several supporting facilities to support the learning process and student learning at school. There are nine classrooms, consisting of 3 for class VII, 3 for class VIII, and 3 classrooms for class IX. This school also has a computer lab room, language lab room, library, student cooperative, student health unit, office, and principal's room. This

school also provides students with one hall to carry out events and two parking lots for teachers and students.

B. The Description of Data

In this session, the researcher presents the results of the research that has been done. This research was conducted to measure the writing skills of ninth grade at MTs Nurul Amin Jatiroto. The research was conducted over six meetings, four for treatment and two for pre-test and post-test. The researcher researched two classes, namely the experimental class (IX C) and the control class (IX A).

In the early stages of the research, the researcher gave a pre-test to students in the experimental and control classes in the form of a writing test on report text material, conducted on Saturday, March 11th, 2023. The test was given in the pre-test for the experimental and control classes, namely a writing report text test by choosing a theme about animals and plants. The researcher gave pictures (koi, Angora, orange, and rafflesia), and then continued with the treatment, which was carried out for four meetings. The treatment carried out in the experimental class used the Picture Word Inductive Model (PWIM), while the control class used the conventional method.

The first treatment for the experimental class was carried out on Friday, March 17th, 2023. The researcher gave treatment using Picture Word Inductive Model (PWIM) in writing report text material about animal (camel). The researcher and the students identify, and label the

picture (put a line), read and review it, create a title, and make sentences to paragraph (report text) according to the picture.

In the second treatment, the experimental class was carried out on Saturday, March 18th, 2023. The researcher gave treatment using Picture Word Inductive Model (PWIM) in writing report text material about animal (tiger). Then, the researcher formed groups into five groups, and each group made a report text according to the picture determined by the researcher.

The third treatment was carried out on Wednesday, April 5th, 2023. In the third treatment, the researcher gave the same treatment as in the first but with a different picture. The picture is about a plant (rose). The researcher and the students identify, label the picture (put a line), read and review, create a title, and make sentences to paragraph (report text) according to the picture.

The last treatment was carried out on Thursday, April 6th, 2023. In the last treatment, the researcher also formed groups, and each group made a report text about sunflower. Before writing a report text, students and the researcher identify, label the picture (put a line), read and review the vocabulary from the picture. Then, students make a title and sentence to paragraph (report text) with their group.

The treatment in the control class used a conventional method for four meetings. The first treatment was Friday, March 17th, 2023; the second was Saturday, March 18th, 2023; the third was Friday, March 31st,

2023; and the last was Saturday, April 1st, 2023. The treatment in the control class also used the same material, namely report text material about animals and plants. In addition, students in the control class were also made report text.

After the experimental class and control class were given treatment, the researcher gave a post-test to both classes in the form of a writing test to find out the results of the learning process that had been carried out. The post-test was held on Saturday, April 8th, 2023. In the post-test of experimental and control classes, students were asked to choose animal or plant pictures (cow, dolphin, manga, and orchid) to write report text. The post-test results showed whether there is an effect in learning using the picture word inductive model (PWIM). Below is the value data from the pre-test and post-test from the experimental class and the control class:

1. Pre-test and post-test results in the experimental class

The pre-test is a test that aims to determine students' abilities before being given treatment or learning. The post-test is a test to determine students' ability after being given treatment. The pre-test and post-test values were from the experimental class (IX C) with 27 students. Data on the pre-test and post-test scores for the experimental class can be seen in the table below:

Table 4.1
Students' Pre-test Scores (Experimental Class)

NO	NAME	ASPECT OF WRITING					TOTAL	SCORE
		C	O	G	V	M		
1	ALF	6	4	4	3	3	20	50
2	ARF	9	6	4	6	4,5	29,5	73,75
3	CAN	6	4	6	6	4,5	26,5	66,25
4	DAN	6	6	4	6	3	25	62,5
5	DIA	6	4	4	6	4,5	24,5	61,25
6	DIK	3	4	4	4,5	3	18,5	46,25
7	EGA	3	4	2	3	3	15	37,5
8	ELI	6	8	4	6	6	30	75
9	ERV	6	6	4	4,5	3	23,5	58,75
10	FAR	6	4	4	4,5	4,5	23	57,5
11	FAT	6	8	6	4,5	6	30,5	76,25
12	FIT	6	4	4	4,5	3	21,5	53,75
13	ILH	3	4	6	4,5	4,5	22	55
14	KHO	3	6	6	4,5	4,5	24	60
15	MAU	6	6	4	4,5	3	23,5	58,75
16	MRA	9	6	4	6	4,5	29,5	73,75
17	MFR	6	4	4	3	3	20	50
18	MMI	3	4	4	4,5	3	18,5	46,25
19	MMM	3	4	6	4,5	4	21,5	53,75
20	MYP	6	4	4	6	4,5	24,5	61,25
21	NAD	9	8	6	6	3	32	80
22	PUT	9	6	6	6	4,5	31,5	78,75
23	RAG	3	4	4	4,5	4,5	20	50
24	RIS	6	2	2	4,5	4,5	19	47,5
25	SIT	9	4	6	6	6	31	77,5
26	SUC	6	4	2	6	4,5	22,5	56,25
27	WAH	3	4	2	4,5	3	16,5	41,25

Table 4.2
Students' Post-test Scores (Experimental Class)

NO	NAME	ASPECT OF WRITING					TOTAL	SCORE
		C	O	G	V	M		
1	ALF	6	4	4	6	4,5	24,5	61,25
2	ARF	12	4	6	4,5	4,5	31	77,5
3	CAN	6	8	6	6	3	29	72,5
4	DAN	9	6	4	4,5	4,5	28	70

5	DIA	6	6	6	4,5	3	25,5	63,75
6	DIK	9	6	4	4,5	3	26,5	66,25
7	EGA	3	6	4	4,5	3	20,5	51,25
8	ELI	9	4	6	6	6	31	77,5
9	ERV	9	6	4	4,5	4,5	28	70
10	FAR	9	6	4	3	4,5	26,5	66,25
11	FAT	9	6	6	4,5	4,5	30	75
12	FIT	6	6	6	6	3	27	67,5
13	ILH	6	4	4	4,5	4,5	23	57,5
14	KHO	9	6	4	4,5	4,5	28	70
15	MAU	9	6	4	4,5	4,5	28	70
16	MRA	9	6	6	4,5	4,5	30	75
17	MFR	6	6	4	6	3	25	62,5
18	MMM	6	4	2	4,5	4,5	21	52,5
19	MMI	9	6	4	6	4,5	29,5	73,75
20	MYP	9	6	4	4,5	4,5	28	70
21	NAD	9	8	6	6	4,5	33,5	83,75
22	PUT	9	6	8	6	3	32	80
23	RAG	9	6	4	4,5	4,5	28	70
24	RIS	6	4	4	4,5	3	21,5	53,75
25	SIT	9	8	6	6	3	32	80
26	SUC	9	6	4	4,5	4,5	28	70
27	WAH	9	6	2	6	3	26	65

Furthermore, the researcher described the data according to the categories or class intervals to find out in more detail the pre-test and post-test values of the experimental class.

Table 4.3
Students' Frequency of Pre-test Scores

Pre-test Experiment			
Classification	Interval	Frequency	%
Excellent	90-100		
Very good	80-89	1	4%
Good	70-79	6	22%
Fairly good	60-69	5	19%
Fair	50-59	10	37%
Poor	<50	5	19%
Total		27	100%

Based on the table above, the pre-test results in the experimental class show that none of the students got an excellent classification. There were 1 (4%) students getting a very good classification, 6 (22%) students getting a good classification, 5 (19%) students getting a fairly good classification, 10 (37%) students getting a fair classification, and 5 (19%) students getting a poor classification. In addition, when viewed from the KKM (70) the pre-test in the experimental class, there were 7 students who passed the KKM and 20 students did not pass the KKM.

Table 4.4
Students' Frequency of Post-test Scores

Post-test Experiment			
Classification	Interval	Frequency	%
Excellent	90-100		
Very good	80-89	3	11%
Good	70-79	13	48%
Fairly good	60-69	7	26%
Fair	50-59	4	15%
Poor	<50		
Total		27	100%

The data above is the post-test value data for the experimental class after being given treatment using the Picture Word Inductive Model (PWIM). The results of the post-test of the experimental class showed 3 (11%) students got a very good classification, 13 (48%) students got a good classification, 7 (26%) students got a fairly good classification, and 4 (15%) students got a fair classification. In the post-test of the experimental class, none of the students got excellent or poor classifications. From the number of frequencies presented, 16

students got a complete score or a score ≥ 70 , and 11 students had an incomplete score.

The researcher conducted a descriptive analysis test to find out the research data results in detail regarding the minimum score, maximum score, and mean. The descriptive analysis test was carried out using the SPSS version 27 application. The results of the descriptive analysis from the pre-test and post-test for the experimental class can be seen in the table below:

Table 4.5
Analysis Descriptive Test of Experimental Class

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	27	42.50	37.50	80.00	59.5833	12.06951
Post-test Eksperimen	27	32.50	51.25	83.75	68.6111	8.38764
Valid N (listwise)	27					

The table above shows that the pre-test in the experimental class obtained a minimum score of 37,50, a maximum score of 80,00, and a mean score of 59,58. While the post-test in the experimental class obtained a minimum value of 51,25, a maximum value of 83,75, and a mean score of 68,61.

2. Pre-test and post-test results in the control class

The following data is the score of the control class, namely class IX A, with 28 students. The pre-test and post-test data produced by the control class can be seen in the table below:

Table 4.6
Students' Pre-test Scores (Control Class)

NO	NAME	ASPECT OF WRITING					TOTAL	SCORE
		C	O	G	V	M		
1	ACH	6	4	4	4,5	3	21,5	53,75
2	ADI	3	4	4	4,5	3	18,5	46,25
3	AHM	6	4	4	6	4,5	24,5	61,25
4	AHJ	6	4	6	4,5	3	23,5	58,75
5	AHR	3	4	4	4,5	4,5	20	50
6	ALF	3	2	2	4,5	3	14,5	36,25
7	AND	9	8	6	4,5	4,5	32	80
8	ATI	9	6	2	4,5	4,5	26	65
9	DAV	6	6	4	4,5	4,5	25	62,5
10	DHF	9	4	4	4,5	6	27,5	68,75
11	DEV	6	6	6	4,5	4,5	27	67,5
12	DZI	9	6	6	6	4,5	31,5	78,75
13	FAR	9	6	6	4,5	4,5	30	75
14	FIK	6	4	4	4,5	4,5	23	57,5
15	HAB	6	4	4	3	3	20	50
16	I' A	6	6	6	4,5	4,5	27	67,5
17	IMR	3	2	2	4,5	3	14,5	36,25
18	IND	6	6	6	6	6	30	75
19	MHA	3	4	2	4,5	3	16,5	41,25
20	MFN	6	4	4	3	3	20	50
21	MRJ	3	6	6	3	4,5	22,5	56,25
22	MSO	6	6	6	6	4,5	28,5	71,25
23	RIV	6	4	4	4,5	4,5	23	57,5
24	SHE	9	6	4	4,5	3	26,5	66,25
25	SHE	9	8	6	6	3	32	80
26	SIN	3	4	6	4,5	4,5	22	55
27	SIT	9	6	6	4,5	4,5	30	75
28	TAS	9	6	6	4,5	4,5	30	75

Table 4.7
Students' Post-test Scores (Control Class)

NO	NAME	ASPECT OF WRITING					TOTAL	SCORE
		C	O	G	V	M		
1	ACH	6	4	4	4,5	3	21,5	53,75
2	ADI	3	4	4	4,5	3	18,5	46,25
3	AHM	6	4	4	6	4,5	24,5	61,25
4	AHJ	3	4	6	4,5	4,5	22	55

5	AHR	3	4	4	4,5	4,5	20	50
6	ALF	3	2	2	3	3	13	32,5
7	AND	9	6	6	6	6	33	82,5
8	ATI	9	6	4	4,5	3	26,5	66,25
9	DAV	6	6	4	4,5	3	23,5	58,75
10	DAV	3	6	6	6	6	27	67,5
11	DEV	9	6	4	4,5	4,5	28	70
12	DZI	9	6	4	4,5	4,5	28	70
13	FAR	6	8	8	6	3	31	77,5
14	FIK	6	4	4	4,5	4,5	23	57,5
15	HAB	6	2	2	6	3	19	47,5
16	I' A	6	6	6	4,5	4,5	27	67,5
17	IMR	3	2	2	4,5	3	14,5	36,25
18	IND	9	6	4	6	4,5	29,5	73,75
19	MHA	6	4	4	6	4,5	24,5	61,25
20	MFN	6	4	4	4,5	4,5	23	57,5
21	MRJ	3	6	6	4,5	4,5	24	60
22	MSO	6	8	6	4,5	4,5	29	72,5
23	RIV	6	4	4	6	4,5	24,5	61,25
24	SHE	9	4	4	4,5	4,5	26	65
25	SHE	9	6	6	6	6	33	82,5
26	SIN	3	6	6	6	4,5	25,5	63,75
27	SIT	6	6	6	6	6	30	75
28	TAS	6	8	8	4,5	4,5	31	77,5

The frequency obtained from the pre-test and post-test data for the control class can be seen in the following table:

Table 4.8
Students' Frequency of Pre-test Score

Pre-test Control			
Classification	Interval	Frequency	%
Excellent	90-100		
Very good	80-89	2	7%
Good	70-79	6	21%
Fairly good	60-69	7	25%
Fair	50-59	9	32%
Poor	<50	4	14%
Total		28	100%

Based on the results of the pre-test from the control class presented in the table above, it shows that no one student gets an excellent classification, 2 (7%) students get a very good classification, 6 (21%) students get a good classification, 7 (25%) students get a fairly good classification, 9 (32%) students get a fair classification, and 4 (14%) students get a poor classification. The results of the control class pre-test were the same as those of the experimental class, namely, 8 students who passed the KKM and 20 students who had not completed it.

Table 4.9
Students' Frequency of Post-test Score

Post-test Control			
Classification	Interval	Frequency	%
Excellent	90-100		
Very good	80-89	2	7%
Good	70-79	7	25%
Fairly good	60-69	9	32%
Fair	50-59	6	21%
Poor	<50	4	14%
Total		28	100%

The table above shows the frequency of the control class post-test data: none of the students got an excellent classification score, 2 (7%) students got a very good classification, 7 (25%) students got a good classification, 9 (32%) students got a fairly good classification, 6 (21%) students got a fair classification, and 4 (14%) students got a poor classification. The table above also shows that 9 students got a complete score, and 19 got an incomplete score or a score below 70.

Table 4.10
Analysis Descriptive Test of Control Class

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Kontrol	28	43.75	36.25	80.00	61.3393	12.83770
Post-test Kontrol	28	50.00	32.50	82.50	62.5000	12.56004
Valid N (listwise)	28					

The table above shows the results of the descriptive analysis of the pre-test and post-test in the control class. The table shows the pre-test in the control class obtained a minimum score of 36,20, a maximum score of 80,00, and a mean score of 61,33. Whereas in the post-test, the control class produced a minimum score of 32,50, a maximum score of 82,50, and a mean score of 62,50.

C. Analysis and Hypothesis Testing

1. Normality test

The normality test was carried out to determine whether the data obtained were normally distributed or not. Normal data is an absolute requirement before performing parametric statistical analysis, namely the paired sample t-test and the independent sample t-test. The normality test criteria are said to be normal if the significance value (sig) > 0,05 and abnormal if the significance value (sig) < 0,05.

Table 4.11
Normality Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil writing test siswa	Pre-test Eksperimen	.139	27	.194	.951	27	.222
	Post-test Eksperimen	.158	27	.080	.960	27	.379
	Pre-test Kontrol	.106	28	.200*	.955	28	.268
	Post-test Kontrol	.095	28	.200*	.968	28	.527

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table, it can be seen that the normality test from the Shapiro-Wilk column showed a significance value of $0,22 > 0,05$ for the pre-test for the experimental class, and the post-test in the experimental class gets a significance value of $0,37 > 0,05$. While the pre-test in the control class got a significance value of $0,26 > 0,05$, the post-test in the control class was $0,52 > 0,05$. Based on the data above, the normality test using Shapiro-Wilk in the pre-test and post-test of both classes has a significance value (sig) $> 0,05$, so it can be concluded that the data is normally distributed.

2. Homogeneity test

After carrying out the normality test, proceed with the homogeneity test. The homogeneity test was carried out using the Levene test with the help of the SPSS version 27 application. The homogeneity test was conducted to determine whether a data variance

is homogeneous. The data used for the homogeneity test in this study were post-test data from the experimental and control classes. The test criteria for the Levene test are based on mean; if (sig) > 0,05, the data variant is homogeneous, and if the value (sig) < 0,05, the data variant is not homogeneous.

Table 4.12
Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil writing test siswa	Based on Mean	3.376	1	53	.072
	Based on Median	3.703	1	53	.060
	Based on Median and with adjusted df	3.703	1	48.794	.060
	Based on trimmed mean	3.410	1	53	.070

Based on the homogeneity test results, it shows a significance value based on the mean of 0,07 > 0,05. It can be concluded that the variance of the post-test data from the experimental class and the control class is homogeneous. The results of the prerequisite test obtained were normally distributed and homogeneous; therefore, the researcher could use a statistical parametric to analyze the data.

3. Paired sample t-test

The paired sample t-test is one of the tests used to determine the mean difference between two paired samples. The data tested were pre-test and post-test data for the experimental class and the control class.

Decision-making on paired sample t-test has a significance level (sig) of 0.05. If sig. (2-tailed) < 0.05, there is an average difference between the pre-test and post-test. If sig. (2-tailed) > 0.05, there is no mean difference between the pre-test and post-test.

Table 4.13
Paired Sample T-test

Paired Samples Test

	Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)
			Mean	Std. Error			
Pair 1 Pre-test Eksperimen - Post-test Eksperimen	-9.02778	6.65363	1.28049	11.65987	-7.050	26	.000
Pair 2 Pre-test Kontrol - Post-test Kontrol	-1.16071	5.04526	.95347	3.11706	-1.217	27	.234

Based on the results of the paired sample t-test above, it is known that pair 1 (experimental class) obtained a sig. (2-tailed) $0,00 < 0,05$. Based on the paired sample t-test, the experimental class obtained a significance level of less than 0.05. So it can be seen in the experimental class there is an average difference between the pre-test and post-test using the Picture Word Inductive Model (PWIM).

In the control class (pair 2), the sig. (2-tailed) was $0.23 > 0.05$. The result of significance in the control class is greater than 0.05.

These results indicate no average difference using the conventional method between the pretest and posttest control classes.

Based on these results, it is clear that the experimental class experienced increased pre-test and post-test scores. Whereas in the control class, there was no difference in the average pre-test and post-test scores. So it shows that students' writing skills after being treated using the Picture Word Inductive Model (PWIM) are better than conventional method.

4. Hypothesis test

a) Independent sample t-test

After the prerequisite tests were met, the researcher continued to test the hypothesis using the independent sample t-test. An independent sample t-test aims to determine the difference in the mean of two unpaired samples, namely the experimental and control classes. An independent sample t-test was used to answer the formulation of the problem of whether there is a significant effect of using Picture Word Inductive Model (PWIM) on students' writing skills in ninth grade of MTs Nurul Amin Jatiroto.

In the independent sample t-test, the researcher uses SPSS version 27. The following is a hypothesis test using the independent sample t-test:

Ha : There is a significant average difference between using the Picture Word Inductive Model (PWIM) and the conventional method.

Ho : There is no significant average difference between using the Picture Word Inductive Model (PWIM) and the conventional method.

Decision-making on the independent sample t-test with a significance level (sig) 0,05:

- If the sig. (2-tailed) < 0,05, Ha is accepted and Ho is rejected.
- If the sig. (2-tailed) > 0,05, Ho is accepted and Ha is rejected.

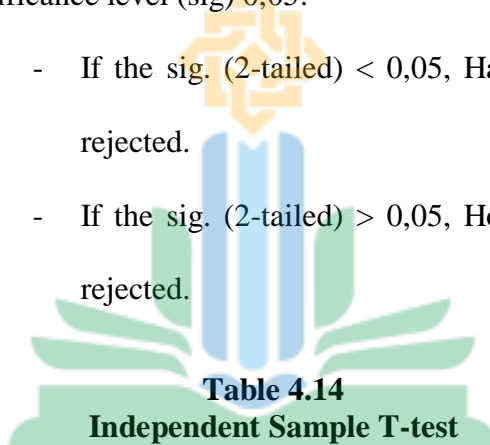


Table 4.14

Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil writing test siswa	Equal variances assumed	3.376	.072	2.1 14	53	.039	6.111 11	2.890 94	.3126 2	11.909 60
	Equal variances not assumed			2.1 29	47. 253	.039	6.111 11	2.870 50	.3372 4	11.884 99

Based on the results of the SPSS version 27 calculation above, the sig (2-tailed) $0,03 < 0,05$. The decision-making independent sample t-test regarding the hypothesis that H_a is accepted and H_o is rejected because the significance level is less than $0,05$. The analysis results showed a significant average difference between the use of the picture word inductive model (experimental class) and the conventional method (control class). It can be concluded that the picture word inductive model is effectively applied to writing skills in class IX C at MTs Nurul Amin Jatiroto.

D. Discussion

In this session, the researcher discussed the results obtained from the research to answer the problems in this study. The researcher proved whether there is or not the effect of using the Picture Word Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin Jatiroto. Writing tests is a data collection technique used by the researcher. The researcher divided the study into two classes: the experimental class, namely class IX C, and the control class, namely class IX A.

According to Patmawati, the use of the Picture Word Inductive Model (PWIM) is effective in terms of increasing students' achievement and improving their writing skills. Picture Word Inductive Model (PWIM)

guides students to make sentences creatively.⁶⁴ In this research, the researcher provided material about the report text. Then, the researcher asked students to write report text based on the vocabulary from a picture.

The researcher conducted pre-test and post-test on the students' writing scores before and after treatment. In the experimental class, the researcher gave treatment using Picture Word Inductive Model (PWIM), and the control class was treated using the lecturing method.

The data analysis used a descriptive test. It showed the mean value of the pre-test in the experimental class was 59.58. The data from the pre-test showed that 7 students had completed it and 20 students had not. The mean value in the control class was 61.33. Based on the completeness criteria, 8 students passed, and 20 did not complete it.

After the experimental and control classes treatment was completed, it was followed by a post-test. The mean of the experimental class was 68.61. It showed that 16 students passed, and 11 entered the incomplete category. In the control class, the mean value of the post-test was 62.50. it showed that 9 students completed it and 19 did not complete it.

Then the researcher conducted a test using an independent sample t-test to answer the problem formulation in this study. This test was conducted to see whether there was a significant difference or not in students' writing skills between using the picture word inductive model (PWIM) and the conventional method.

⁶⁴ Patmawati. "The Effect of Picture Word Inductive Model on the Student's English Writing Achievement at Junior High School Soppeng." Thesis, Muhammadiyah University of Makassar, 2021.

Hypothesis testing used the t-test with the independent sample t-test to answer the research question. Based on the hypothesis testing, H_a is accepted, and H_o is rejected if the significance value is $\text{sig. (2-tailed)} < 0.05$. Conversely, if the significance value is $\text{sig. (2-tailed)} > 0.05$, then H_o is accepted, and H_a is rejected. In the independent sample t-test, a significance value of $0.03 < 0.05$ was obtained, which means that H_a is accepted and H_o is rejected.

There was a finding that provides the result of this research conducted by Yadi Putra M.H. entitled, "The Implementation of PWIM (Picture Word Inductive Model): Its Effect on Student's Ability Writing Procedural Text at The State Junior High School Siak Hulu Kampar Regency." Yadi stated that Picture Word Inductive Model (PWIM) affected students writing skills and was very useful in improving students' writing skills.⁶⁵ Another study was also conducted by Tina Ernawati, entitled "The Effect of Picture Word Inductive Model (PWIM) on Students Achievement in Writing". Tina stated that using Picture Word Inductive Model (PWIM) had a significant effect on writing skills, and students are more active in the learning process than other methods.⁶⁶

Based on this study's results and previous research, Picture Word Inductive Model (PWIM) effectively improves students' writing skills. So, it can be concluded in this study there was a significant effect on students'

⁶⁵ Yadi Putra M.H. "The Implementation of PWIM(Picture Word Inductive Model): It's Effect on Students' Ability in Writing Procedural Text at the State Junior High School I Siak Hulu Kampar Regency." Thesis, State Islamic University of Sultan Syarif Kasim Riau, 2019.

⁶⁶ Tina Ernawati. "The Effect of Picture Word Inductive Model (PWIM) on the Students' Achievement." Thesis, University of Muhammadiyah Sumatra Utara, 2019.

writing skills in the ninth grade of MTs Nurul Amin Jatiroto by using Picture Word Inductive Model (PWIM).



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

There is a significant difference based on the research results on the effectiveness of using Picture Word Inductive Model (PWIM) on students' writing skills of the Ninth Grade of MTs Nurul Amin Jatiroto. It can be concluded from the descriptive analysis data for the experimental class that the pre-test value is 59,58, and the post-test average value is 68.61. Meanwhile, for the control class, the average pre-test score was 61.33, and the average post-test score was 62.50. These results show that the experimental class experienced a significant increase compared to the control class.

In the results of the hypothesis test using a comparison of two different variables, namely the independent sample t-test, the researcher obtained a significance value of $0.03 < 0.05$. As per the test rules, H_a is accepted, and H_o is rejected. These results show that there is a significant difference in the average post-test scores of the experimental class and the control class. It means Picture Word Inductive Model (PWIM) has an effect on students' writing skills.

B. Suggestion

Based on the conclusions of the research results, the researcher provides suggestions as follows:

1. To the English teacher

Research results show that using the Picture Word Inductive Model (PWIM) can affect or improve students' writing skills and make them more active in learning. So the researchers suggest that English teachers can use the picture word inductive model (PWIM) to improve students' writing skills.

2. To the next researcher

The researcher suggests to further researchers be able to use the results of this study as a reference. Other researchers can add empirical information using the Picture Word Inductive Model (PWIM) to improve or refine this research.



REFERENCES

- Anggraini, Ria. "The Effect of using Picture Series on Students' Writing Recount Text at the Eight Grade Students' in SMPN 6 Jambi Academic Year 2018/2019." Thesis, University of Batanghari, 2019.
- Ar-Rifa'i, Ar-Rifa'i, and Muhammad Nasib. *Ringkasan Tafsir Ibnu Katsir Jilid 4*. Jakarta: Gema Insani, 2021.
- Ary, Donald, Luci Jacobs, and Cris Sorensen. *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning, 2010.
- Azmi, Niesya Ulul. "Error Analysis on Report Text Writing at the Fourth Semester Students' English Study Program of IAIN Palopo." Thesis, State Islamic Institute of Palopo, 2021.
- Azwar, Syaifuddin. *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Belajar, 2003.
- Barker, Barker, and Ray Ray. *Literacy Connection*. New York: Longman, 20013.
- Barus, Lidiya Denta Grsces, and et al. "The Effect of Students Team Achievement Division to the Students' Writing Ability on Recount Text." *Journal of English Education on Teaching (JEET)* 4, no.4 (Desember 2020).
- Brown, Henry Douglas. *Language Assessment: Principles and Classroom Practices*. California: Longman, 2003.
- Cahoun, Emily F. *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*. USA: Alexandria: Association for Supervision and Curriculum Development, 1999.
- Creswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, 2011.
- Darmawan, Rizal. "An Analysis of Students Perceptions toward the Implementation of Picture Word Inductive Model at the Seventh Grade of SMP Plus Daarus Ahgaff Poncol". Thesis, State Institute of Islamic Studies (IAIN) Salatiga, 2021.
- Daroini, Fuzi Inti. "Fostering Students Writing Descriptive Text Through Picture Word Inductive Model." Thesis, Syarif Hidayatullah State Islamic University Jakarta, 2020.
- Elcom. *SPSS 18*. Yogyakarta: CV Andi Offset, 2010.
- Ernawati, Tina. "The Effect of Picture Word Inductive Model (PWIM) on the Students' Achievement". Thesis, University of Muhammadiyah Sumatra Utara, 2019.

- Hall, Donald. *Writing Well*. Boston: Little Brown and Company, 2001.
- Harmer, Jeremy. *The Practice of English Language Teaching*. New York: Longman Handbooks for Language Teacher, 2001.
- Haryono, Purwo, and Tukiyo Tukiyo. "The Effect of Mobile Learning Based Team Games Tournament on Recount Text Writing Ability: The Role of Learning Styles as Variable Moderation." *Journal of English Education* 10 no. 2 (June 2022).
- Hyland, Ken. *Second Language Writing*. New York: Cambridge University Press, 2003.
- O'Malley, J. Michael, and Lorraine Velde Pierce. *Authentic Assessment for English Language Learners*. London: Longman, 1996.
- Jacobs et al. *Testing ESL composition, a practical approach*. Massachusetts: Newburg House, 1981.
- Jannah, Roadatul. "The Effect of Using Picture Word Inductive Model (PWIM) in Improving the Students' Vocabulary Mastery." Thesis, University Muhammadiyah Makassar, 2020.
- Jiang, Xuan. "Exploring Young English Learners' Perceptions of the Picture Word Inductive Model in China." *TESOL International Journal* 13, no. 1(2018).
- Joyce, B., and Emily F. Calhoun. *Models of teaching (8th ed)*. Boston: MA: Pearson Education, 2009.
- Kuncoro, Mudrajad. *Mahir Menulis*. Jakarta: Erlangga, 2009.
- Lubus, Sakban, and M. Roiha Nasution. "Nilai Pendidikan pada Surah Al-Alaq ayat 1-5 Menurut Quraish Shihab." *Al-Hadi* 4, no. 2 (2019, Januari-Juni).
- M.H, Yadi Putra. "The Implementation of PWIM (Picture Word Inductive Model): It's Effect on Students' Ability Writing Procedural Text at The State Junior High School Siak Hulu Kampar Regency." Thesis, State University of Sultan Syarif Kaim Riau Pekanbaru, 2019.
- Nasir, Moh. *Metode Penelitian*. Ciawi: Ghalia Indonesia, 2005.
- Nurgiyantoro, Burhan. *Penilaian Pembelajaran Bahasa*. Yogyakarta: Gadjah Mada University Press, 2012.
- Oktafiani, Dessy, and Hendra Husnussalam. "Improving Students' Writing Skills in Descriptive Text Using Picture Word Inductive Model (PWIM) Strategy." *Professional Journal Education* 4, no. 3 (2021).

- Patmawati, Patmawati. "The Effect of Picture Word Inductive Model on Students English Writing Achievement at Junior High School Soppeng." Thesis, Muhammadiyah University of Makassar, 2021.
- Pionera, Pionera, and Mutiara et al. "Instructional Methods and Self-Regulated Learning in Writing." *International Journal of Instruction* 13, no. 3 (July 2020).
- Putri, Anisa. "The Use of Picture Word Inductive Model (PWIM) on the Students Writing Descriptive Text in 2nd Grade of SMP NURIS Jember." Thesis, State of Islamic Studies of Jember, 2021.
- Rachel, Rachel, and Malmi Samban. "Using The Picture Word Inductive Model (PWIM) to Write Descriptive Text." *Ethical Lingua* 9 no. 1 (2022).
- Saiddatunnur. Improving Student's ability in Writing Descriptive Text using Personal Photograph at the Second Grade of SMP IT Al-Hijrah Serdang. Thesis, University of North Sumatra, 2019.
- Sari, Malizha Erinda. "The Implementation of Picture Word Inductive Model (PWIM) Learning Model in Teaching Descriptive Text to Improve Writing Skills (A Study Toward 8th Grade Students of SMP Negeri 29 Bandung)." Thesis, Pasundan University Bandung, 2023.
- Sinaga, Ilham. "Designing Teaching Learning Activities for Writing Report Text Based on Students Problem at Eleventh Grade MAM Batubara." Thesis, State Islamic University of North Sumatra, 2019.
- SN, Rahmiaty. "Enchancing Students' Speaking Skill through Picture Word Inductive Model (PWIM) Media at The Eight Grade of SMP AL-Birru Parepare." Thesis, State Islamic Institute Parepare, 2021.
- Sudijono, Anas. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada, 2008.
- Sudjana, Sudjana. *Metode Statistika*. Bandung: Tarsito, 2005.
- Sugiyono. *Metode Penelitian Pendidikan (Kuantitative, Kualitative, Kombinasi, R&D dan Penelitian Pendidikan)*. Bandung: Alfabeta, 2021.
- Supiah, Supiah, and Suzana Suzana. The Use of Journal Writing in Teaching English Writing. *Research Gate*, (2018).
- Syafii, M.Lukman, Miftah, and M.Zaini. "Venn-diagram Strategy in EFL Class to Enhance Learners' Writing Skill and Motivation." *Journal on English as a Foreign Language* 10 no. 1 (2020).
- Syaifuddin, Azwar. *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Belajar, 2003.

Tiasari, Luky. "Innovating Digital "J-SLATE" in Writing Report Text." *ELLIC Proceeding* 3 (2019).



Appendix 1**DECLARATION OF AUTHENTICITY**

The undersigned below, I am:

Name : Rohmatul Maulidiya
NIM : T20196053
Major : English Education Program
Faculty : Tarbiyah and Teacher Training
Institute : UINKHAS Jember

States that the thesis entitled "The Effectiveness of using Picture Word Inductive Model (PWIM) on Students' Writing Skills of the Ninth Grade of MTs Nurul Amin Jatiroto" and the results of this research do not contain elements of research plagiarism or scientific work that has been carried out or made by others, except those cited in writing this manuscript and mentioned in the sources of quotations and references. If it turns out that the results of this research prove that there is an element of plagiarism and claims from other people at a later date, I am willing to be processed based on applicable law.

Thus, I made this statement truthfully and without coercion from anyone.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jember, June 14th, 2023

The Writer



Rohmatul Maulidiya
T20196053

Appendix 2

RESEARCH MATRIX

Title	Variable	Sub Variable	Indicator	Research focus	Source of Data	Research Method	Hypothesis
The Effectiveness of using Picture Word Inductive Model (PWIM) on Students' Writing Skills of the Ninth Grade of MTs Nurul Amin Jatiroto	1. Picture Word Inductive Model (PWIM)	a. The definition of Picture Word Inductive Model (PWIM) b. The steps of Picture Word Inductive Model (PWIM) c. Advantages and disadvantages of Picture Word Inductive Model (PWIM)	a. Identify b. Label the picture (give a line) c. Read and review d. Create titles e. Make sentences into paragraphs.	Is there a significant effect of using Picture Word Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin?	He ninth Grade Students of MTs Nurul Amin Jatiroto	<p>Research design: Quasi-Experimental</p> <p>Population and Sample: - The population is Ninth Grade Students of MTs Nurul Amin Jatiroto. - The sample used was class IX A and IX C with a total sample of 55 students.</p> <p>Data Collection Method: Pre-test and Post-test</p> <p>Data Analysis Technique: - Normality test - Homogeneity test</p>	<p>Ha: There is a significant effect of using Picture Word Inductive Model (PWIM) on students' writing skills at the ninth grade of MTs Nurul Amin.</p> <p>Ho: There is no a significant effect of using Picture Word</p>
	2. Writing Skill	a. Definition of Writing					

		b. The writing process c. Components of writing	a. Content b. Language use c. Grammar d. Vocabulary e. Mechanics			- T-test	Inductive Model (PWIM) on students' writing skills of the ninth grade of MTs Nurul Amin.
--	--	--	--	--	--	----------	--

Appendix 3

INSTRUMENT VALIDITY

Kisi-kisi Soal Pre-test dan Post-test

Nama Sekolah : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IX/ II
 Jumlah Soal : 1
 Bentuk Soal : Essai/uraian



UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
KI3 Memahami dan menerapkan pengetahuan faktual, konseptual, reportal, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata..	3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.	Report Text	Pada pre-test dan post-test, siswa diminta untuk menuliskan report text sesuai dengan generic structure yaitu mencakup; general classification dan descriptions. Siswa diminta untuk memilih salah satu tema report text tentang hewan dan tumbuhan; <ul style="list-style-type: none"> - pre-test (angora, koi, raflesia, and orange) - Post-test (cow, dolphin, mango, and orchid).
KI4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan	4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan		

<p>komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori</p>	<p>tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>		
--	--	--	--

Pre-test

Subject : Report Text

Time Allocation : 60 Minutes

Instruction:

1. Write your name and class
2. Write a report text about animals. Please choose one picture about animal or plant below!

	
<p>Angora</p>	<p>Koi</p>
	
<p>Rafflesia</p>	<p>Orange</p>

Note:

- Allowed to use a dictionary
- Write at least three sentences

Angora	Koi
Ankara, Turki Felis Catus Mammal Carnivora Pets 50-60 cm /3,5-5 kg (M) and 2,5-4 (F)	Cyprinus Rubrofuscus East Asia, Japan 1804-1830 (Niigata mountain village) Live about 2 years 14 kg (max) 80 cm
Rafflesia	Orange
Bengkulu, Indonesia (1821) Puspa Nusa Louis Anguste Deschamp Rafflesia Arnoldi (taxonmi) Tropis and subtropis -+10 kg	Citrus Rutalacae (family) East asia and southeast asia Tropis Types: citrus Sinesis (sweet) and Citrus Aurantium (bitter) Vitamin C

Post-test

Subject : Report Text

Time Allocation : 60 Minutes

Instruction:

3. Write your name and class
4. Write a report text about animals. Please choose one picture about animal or plant below!

 <p>Cow</p>	 <p>Dolphin</p>
 <p>Mango</p>	 <p>Orchid</p>

Note:

- Allowed to use a dictionary
- Write at least three sentences

Cow	Dolphin
Bos Taurus Mammal Herbivore Tame animal (since 10 thousand) Bull calf (M) and Hafer calf (F) 720 (F) nad 1.100 (M)	Delphinidae Mammal Carnivore Smart animal Cetacean (ordo) +- 50 kg
Mango	Orchid
Magnivera Indica Border of India and Burma Alexander Agung (327 SM) Tropis fruit Southeast asia (1500 years ago) 100-110 calories	Orchidacea Rare plant Java and Sumatera Types: Ephytis, Semi Ephytis, Terrestris Known since 200 years ago Ornamental fower

Scoring Rubric

Aspect	Score	Description	Weighting
Content (C)	4	The topic is complete, clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O)	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connective.	
	1	Identification is not complete and descriptions are arranged with few misuse of connective.	
Grammar (G)	4	Very few grammatical or agreement inaccuracies.	2x
	3	Very few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V)	4	Effective choice of words and word forms.	1,5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.	1,5 x
	3	It has occasional errors of spelling,	

		punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

(Adapted from Brown, 2007)

$$score = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$



VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom “ya” bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom “tidak” bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Catatan
1	Apakah instrumen sesuai dengan kompetensi inti dan kompetensi dasar pada kelas IX?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek writing skill yang terdiri dari content, organization, grammar, vocabulary, dan mechanics?	✓		
4	Apakah petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan?	✓		Untuk lembar soal dibedakan antara pre-test dan post-test.
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		
7	Apakah pedoman peskoran sesuai dengan rubric penilaian yang ditetapkan?	✓		

Jember, 06 Maret 2023

Validator (English Lecture



Dr. Ninuk Indrayani, M.Pd.
NIP.197802102009122002

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom “ya” bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom “tidak” bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Catatan
1	Apakah instrumen sesuai dengan kompetensi inti dan kompetensi dasar pada kelas IX?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek writing skill yang terdiri dari content, organization, grammar, vocabulary, dan mechanics?	✓		
4	Apakah petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		
7	Apakah pedoman peskoran sesuai dengan rubric penilaian yang ditetapkan?	✓		

Lumajang, 08 Maret 2023

Validator (English Teacher)



Irwanto, S.Pd

Appendix 4

RELIABILITY TEST

1. Students' Pre-test Scores

Rater 1 (English teacher)

NO	NAME	ASPECT OF WRITING						TOTAL	SCORE
		C	O	G	V	M			
1	ABD	6	4	4	4,5	4,5	23	57,5	
2	AFR	3	2	4	3	3	15	37,5	
3	AHF	6	6	4	3	6	25	62,5	
4	AIN	3	4	2	3	3	15	37,5	
5	ALI	3	4	4	4,5	4,5	20	50	
6	ALY	6	2	2	1,5	3	14,5	36,25	
7	ANG	6	4	4	3	4	21	52,5	
8	AUL	9	6	6	4,5	4,5	30	75	
9	DAF	6	6	6	6	4,5	28,5	71,25	
10	FAJ	6	4	4	3	6	23	57,5	
11	FAK	6	8	6	6	4,5	30,5	76,25	
12	FEL	3	4	4	4,5	4,5	20	50	
13	FIK	6	4	4	3	4	21	52,5	
14	FIK	3	2	4	3	3	15	37,5	
15	MDS	6	4	4	6	4,5	24,5	61,25	
16	MGP	3	4	4	4,5	4,5	20	50	
17	MSA	3	6	6	6	6	27	67,5	
18	NAD	6	4	4	6	4,5	24,5	61,25	
19	SUC	6	4	2	4,5	4,5	21	52,5	
20	ULI	9	6	4	6	6	31	77,5	

Rater 2 (Researcher)

NO	NAME	ASPECT OF WRITING						TOTAL	SCORE
		C	O	G	V	M			
1	ABD	6	4	4	4,5	4,5	23	57,5	
2	AFR	3	2	4	4,5	3	16,5	41,25	
3	AHF	6	6	4	3	6	25	62,5	
4	AIN	3	4	2	3	3	15	37,5	
5	ALI	3	4	4	4,5	4,5	20	50	
6	ALY	6	2	2	1,5	3	14,5	36,25	
7	ANG	6	4	4	3	4,5	21,5	53,75	
8	AUL	9	6	6	3	6	30	75	
9	DAF	6	6	6	6	4,5	28,5	71,25	
10	FAJ	6	4	4	4,5	4,5	23	57,5	
11	FAK	6	8	6	6	4,5	30,5	76,25	
12	FEL	3	4	4	4,5	4,5	20	50	
13	FIK	6	4	4	3	4	21	52,5	
14	FIK	3	2	4	3	3	15	37,5	
15	MDIS	6	4	6	4,5	4,5	25	62,5	
16	MGP	6	4	2	4,5	4,5	21	52,5	
17	MSA	6	6	4	6	4,5	26,5	66,25	
18	NAD	6	4	4	6	4,5	24,5	61,25	
19	SUC	6	4	4	4,5	3	21,5	53,75	
20	ULI	9	6	6	6	4,5	31,5	78,75	

Total	1	2	1	2	2	2	2	2	1	2	1	1	1	1	1	20
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.622	.112	10.096	.000
N of Valid Cases		20			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.



3. Students' Post-test Scores

Rater 1 (English teacher)

NO	NAME	ASPECT OF WRITING						
		C	O	G	V	M	TOTAL	SCORE
1	ABD	6	4	4	4,5	4,5	23	57,5
2	AFR	3	4	4	4,5	4,5	20	50
3	AHF	9	6	6	6	4,5	31,5	78,75
4	AIN	3	2	4	4,5	3	16,5	41,25
5	ALI	6	6	4	3	6	25	62,5
6	ALY	3	4	2	3	3	15	37,5
7	ANG	6	4	4	3	4	21	52,5
8	AUL	9	6	6	3	6	30	75
9	DAF	9	6	6	3	6	30	75
10	FAJ	6	6	6	4,5	4,5	27	67,5
11	FAK	9	6	6	3	6	30	75
12	FEL	6	6	4	3	6	25	62,5
13	FIK	6	6	6	6	4,5	28,5	71,25
14	FIK	3	6	6	6	6	27	67,5
15	MDS	6	6	4	4,5	3	23,5	58,75
16	MGP	6	4	2	4,5	4,5	21	52,5
17	MSA	6	4	4	6	4,5	24,5	61,25
18	NAD	9	6	4	6	6	31	77,5
19	SUC	6	4	2	4,5	4,5	21	52,5
20	ULI	6	8	6	4,5	6	30,5	76,25

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Rater 2 (Researcher)

NO	NAME	ASPECT OF WRITING						TOTAL	SCORE
		C	O	G	V	M			
1	ABD	6	6	4	4,5	3	23,5	58,75	
2	AFR	3	4	4	4,5	4,5	20	50	
3	AHF	9	6	4	6	6	31	77,5	
4	AIN	3	2	4	4,5	3	16,5	41,25	
5	ALI	6	6	4	3	6	25	62,5	
6	ALY	3	4	2	3	3	15	37,5	
7	ANG	6	4	4	3	4	21	52,5	
8	AUL	9	6	4	6	6	31	77,5	
9	DAF	9	6	6	3	6	30	75	
10	FAJ	6	6	4	6	4,5	26,5	66,25	
11	FAK	9	6	6	3	6	30	75	
12	FEL	6	6	4	3	6	25	62,5	
13	FIK	6	8	6	6	3	29	72,5	
14	FIK	3	6	6	6	6	27	67,5	
15	MDS	6	6	4	4,5	3	23,5	58,75	
16	MGP	6	4	4	3	4	21	52,5	
17	MSA	6	4	4	6	4,5	24,5	61,25	
18	NAD	9	6	6	6	4,5	31,5	78,75	
19	SUC	6	4	2	4,5	4,5	21	52,5	
20	ULI	6	8	6	4,5	6	30,5	76,25	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

4. Result of Reliability Test (Post-test)

Crosstabs

[DataSet0]

Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater1 * Rater2	20	100.0%	0	0.0%	20	100.0%

Rater1 * Rater2 Crosstabulation

Count

		Rater2														Total
		37.5 0	41.2 5	50.0 0	52.5 0	58.7 5	61.2 5	62.5 0	66.2 5	67.5 0	72.5 0	75.0 0	76.2 5	77.5 0	78.7 5	
Rater1	37.50	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	41.25	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
	50.00	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
	52.50	0	0	0	3	0	0	0	0	0	0	0	0	0	0	3
	57.50	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
	58.75	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
	61.25	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
	62.50	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
	67.50	0	0	0	0	0	0	0	1	1	0	0	0	0	0	2
	71.25	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
	75.00	0	0	0	0	0	0	0	0	0	0	2	0	1	0	3
	76.25	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1

77. 50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
78. 75	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Total	1	1	1	3	2	1	2	1	1	1	2	1	2	1	2	20

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.675	.108	10.735	.000
N of Valid Cases		20			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.



Appendix 5

STUDENTS' PRE-TEST AND POST-TEST SCORES

1. Pre-test Scores (Experimental Class)

NO	NAME	ASPECT OF WRITING					TOTAL	SCORE
		C	O	G	V	M		
1	ALF	6	4	4	3	3	20	50
2	ARF	9	6	4	6	4,5	29,5	73,75
3	CAN	6	4	6	6	4,5	26,5	66,25
4	DAN	6	6	4	6	3	25	62,5
5	DIA	6	4	4	6	4,5	24,5	61,25
6	DIK	3	4	4	4,5	3	18,5	46,25
7	EGA	3	4	2	3	3	15	37,5
8	ELI	6	8	4	6	6	30	75
9	ERV	6	6	4	4,5	3	23,5	58,75
10	FAR	6	4	4	4,5	4,5	23	57,5
11	FAT	6	8	6	4,5	6	30,5	76,25
12	FIT	6	4	4	4,5	3	21,5	53,75
13	ILH	3	4	6	4,5	4,5	22	55
14	KHO	3	6	6	4,5	4,5	24	60
15	MAU	6	6	4	4,5	3	23,5	58,75
16	MRA	9	6	4	6	4,5	29,5	73,75
17	MFR	6	4	4	3	3	20	50
18	MMI	3	4	4	4,5	3	18,5	46,25
19	MMM	3	4	6	4,5	4	21,5	53,75
20	MYP	6	4	4	6	4,5	24,5	61,25
21	NAD	9	8	6	6	3	32	80
22	PUT	9	6	6	6	4,5	31,5	78,75
23	RAG	3	4	4	4,5	4,5	20	50
24	RIS	6	2	2	4,5	4,5	19	47,5
25	SIT	9	4	6	6	6	31	77,5
26	SUC	6	4	2	6	4,5	22,5	56,25
27	WAH	3	4	2	4,5	3	16,5	41,25

2. Post-test Scores (Experimental Class)

NO	NAME	ASPECT OF WRITING					TOTAL	SCORE
		C	O	G	V	M		
1	ALF	6	4	4	6	4,5	24,5	61,25
2	ARF	12	4	6	4,5	4,5	31	77,5
3	CAN	6	8	6	6	3	29	72,5
4	DAN	9	6	4	4,5	4,5	28	70
5	DIA	6	6	6	4,5	3	25,5	63,75
6	DIK	9	6	4	4,5	3	26,5	66,25
7	EGA	3	6	4	4,5	3	20,5	51,25
8	ELI	9	4	6	6	6	31	77,5
9	ERV	9	6	4	4,5	4,5	28	70
10	FAR	9	6	4	3	4,5	26,5	66,25
11	FAT	9	6	6	4,5	4,5	30	75
12	FIT	6	6	6	6	3	27	67,5
13	ILH	6	4	4	4,5	4,5	23	57,5
14	KHO	9	6	4	4,5	4,5	28	70
15	MAU	9	6	4	4,5	4,5	28	70
16	MRA	9	6	6	4,5	4,5	30	75
17	MFR	6	6	4	6	3	25	62,5
18	MMM	6	4	2	4,5	4,5	21	52,5
19	MMI	9	6	4	6	4,5	29,5	73,75
20	MYP	9	6	4	4,5	4,5	28	70
21	NAD	9	8	6	6	4,5	33,5	83,75
22	PUT	9	6	8	6	3	32	80
23	RAG	9	6	4	4,5	4,5	28	70
24	RIS	6	4	4	4,5	3	21,5	53,75
25	SIT	9	8	6	6	3	32	80
26	SUC	9	6	4	4,5	4,5	28	70
27	WAH	9	6	2	6	3	26	65

3. Pre-test Scores (Control Class)

NO	NAME	ASPECT OF WRITING					TOTAL	SCORE
		C	O	G	V	M		
1	ACH	6	4	4	4,5	3	21,5	53,75
2	ADI	3	4	4	4,5	3	18,5	46,25
3	AHM	6	4	4	6	4,5	24,5	61,25
4	AHJ	6	4	6	4,5	3	23,5	58,75
5	AHR	3	4	4	4,5	4,5	20	50
6	ALF	3	2	2	4,5	3	14,5	36,25
7	AND	9	8	6	4,5	4,5	32	80
8	ATI	9	6	2	4,5	4,5	26	65
9	DAV	6	6	4	4,5	4,5	25	62,5
10	DHF	9	4	4	4,5	6	27,5	68,75
11	DEV	6	6	6	4,5	4,5	27	67,5
12	DZI	9	6	6	6	4,5	31,5	78,75
13	FAR	9	6	6	4,5	4,5	30	75
14	FIK	6	4	4	4,5	4,5	23	57,5
15	HAB	6	4	4	3	3	20	50
16	I' A	6	6	6	4,5	4,5	27	67,5
17	IMR	3	2	2	4,5	3	14,5	36,25
18	IND	6	6	6	6	6	30	75
19	MHA	3	4	2	4,5	3	16,5	41,25
20	MFN	6	4	4	3	3	20	50
21	MRJ	3	6	6	3	4,5	22,5	56,25
22	MSO	6	6	6	6	4,5	28,5	71,25
23	RIV	6	4	4	4,5	4,5	23	57,5
24	SHE	9	6	4	4,5	3	26,5	66,25
25	SHE	9	8	6	6	6	32	80
26	SIN	3	4	6	4,5	4,5	22	55
27	SIT	9	6	6	4,5	4,5	30	75
28	TAS	9	6	6	4,5	4,5	30	75

4. Post-test Scores (Control Class)

NO	NAME	ASPECT OF WRITING					TOTAL	SCORE
		C	O	G	V	M		
1	ACH	6	4	4	4,5	3	21,5	53,75
2	ADI	3	4	4	4,5	3	18,5	46,25
3	AHM	6	4	4	6	4,5	24,5	61,25
4	AHJ	3	4	6	4,5	4,5	22	55
5	AHR	3	4	4	4,5	4,5	20	50
6	ALF	3	2	2	3	3	13	32,5
7	AND	9	6	6	6	6	33	82,5
8	ATI	9	6	4	4,5	3	26,5	66,25
9	DAV	6	6	4	4,5	3	23,5	58,75
10	DAV	3	6	6	6	6	27	67,5
11	DEV	9	6	4	4,5	4,5	28	70
12	DZI	9	6	4	4,5	4,5	28	70
13	FAR	6	8	8	6	3	31	77,5
14	FIK	6	4	4	4,5	4,5	23	57,5
15	HAB	6	2	2	6	3	19	47,5
16	I' A	6	6	6	4,5	4,5	27	67,5
17	IMR	3	2	2	4,5	3	14,5	36,25
18	IND	9	6	4	6	4,5	29,5	73,75
19	MHA	6	4	4	6	4,5	24,5	61,25
20	MFN	6	4	4	4,5	4,5	23	57,5
21	MRJ	3	6	6	4,5	4,5	24	60
22	MSO	6	8	6	4,5	4,5	29	72,5
23	RIV	6	4	4	6	4,5	24,5	61,25
24	SHE	9	4	4	4,5	4,5	26	65
25	SHE	9	6	6	6	6	33	82,5
26	SIN	3	6	6	6	4,5	25,5	63,75
27	SIT	6	6	6	6	6	30	75
28	TAS	6	8	8	4,5	4,5	31	77,5

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Experimental class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 1
 Materi : Report Text

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa inggin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX. - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX secara benar.
2. Peserta didik dapat mengidentifikasi bagian-bagian struktur teks report dengan tepat.
3. Peserta didik dapat Membuat teks information report terkait mata pelajaran lain di Kelas IX dengan benar

D. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<ul style="list-style-type: none"> • Peserta didik melakukan pre-test dengan membuat report text tentang binatang atau tumbuhan (angora cat/ aloe vera) pada lembar kerja peserta didik.
Kegiatan Penutup (10 Menit)
<ul style="list-style-type: none"> • Guru membuat kesimpulan tentang materi yang sudah dipelajari. • Guru melakukan evaluasi tentang materi yang sudah dipelajari. • Guru memberikan refleksi pada proses pembelajaran bersama peserta didik. • Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya.

- Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

E. Penilaian

Buatlah report text dengan memilih salah satu tema tentang animal/plant (angora, koi, raflesia, orange)!

Lumajang, 11 Maret 2023

Guru Bahasa Inggris

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/II (Experimental class)
Alokasi Waktu : 2 x 40 Menit
Pertemuan Ke : 2
Materi : Report Text

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX. - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX.
2. Peserta didik dapat mengidentifikasi bagian-bagian struktur teks report.
3. Peserta didik dapat mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda.

D. Materi Pembelajaran

a. Definition

Report text is a text that presents detailed information about something in general based on research.

b. Fungsi Sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif

c. Struktur Text

Dapat mencakup:

- Jenis golongan, spesies dari obyek secara umum
- Unsur-unsur rincian deskripsi tentang obyek pada umumnya

d. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Picture Word Inductive Model

F. Media Pembelajaran dan Alat/ Bahan

Media : Lembar kerja peserta didik (LKPD)

Alat/ Bahan : Spidol, Papan tulis, gambar

G. Sumber Belajar

Buku guru dan siswa : LKS Bahasa Inggris Kelas IX, Bahasa Inggris
When English Rings the Bell kelas VII,

Kementerian Pendidikan dan Kebudayaan. Jakarta:
Kementrian Pendidikan dan Kebudayaan, 2016.

H. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati sebuah gambar • Peserta didik mencari informasi yang luas tentang tema/ topic materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang report text berdasarkan pengetahuan yang diketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi, generic structure, language features, dan contoh pada materi report trest. • Guru menerapkan PWIM dengan menunjukkan sebuah gambar

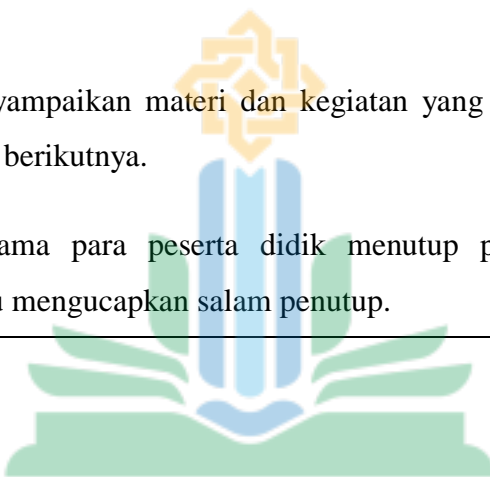
tentang hewan(camel) yang ditempel dipapan tulis.

- Guru meminta peserta didik untuk mengidentifikasi apa yang mereka lihat pada gambar.
 - Guru meminta siswa untuk menyebutkan kosakata yang mereka temukan pada gambar tersebut secara bersama-sama.
 - Guru meminta siswa untuk melabeli bagian-bagian gambar yang sudah diidentifikasi.
 - Guru membaca kosakata yang terdapat pada gambar dengan diikuti oleh peserta didik secara berulang-ulang.
 - Guru dan peserta didik mengklasifikasikan kata tersebut kedalam kelompok secara bersama-sama.
 - Guru meminta peserta didik untuk membaca dan mengulanginya dengan menyebutkan kosakata, mengeja, dan mengatakannya lagi.
 - Guru menambahkan kosakata yang belum ditemukan oleh peserta didik.
 - Guru dan peserta didik menciptakan judul yang sesuai dengan gambar yang diberikan.
 - Peserta didik membuat report text tentang animal (camel) berdasarkan gambar dipapan secara bersama-sama.
 - Guru mendengarkan dan menuliskan kalimat yang dibuat peserta didik.
- Konfirmasi:**
- Guru membimbing dan mengontrol aktifitas peserta didik

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap hasil kerja peserta didik.

Kegiatan Penutup (10 Menit)

- Guru menyimpulkan materi yang sudah dipelajari.
- Guru melakukan evaluasi tentang materi yang sudah dipelajari.
- Guru memberikan refleksi pada proses pembelajaran bersama peserta didik.
- Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya.
- Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.



Lumajang, 17 Maret 2023

Guru Bahasa Inggris

Peneliti

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Irwanto, S.Pd

Rohmatul Maulidiya

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/II (Experimental class)
Alokasi Waktu : 2 x 40 Menit
Pertemuan Ke : 3
Materi : Report Text

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX. - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mengidentifikasi cara penggunaa teks report melalui contoh.
2. Peserta didik dapat membuat teks information report terkait mata pelajaran lain di Kelas IX.
3. Peserta didik dapat menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang.

D. Materi Pembelajaran

a. Definition

Report text is a text that presents detailed information about something in general based on research.

b. Fungsi Sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif

c. Struktur Text

Dapat mencakup:

- Jenis golongan, spesies dari obyek secara umum
- Unsur-unsur rincian deskripsi tentang obyek pada umumnya

d. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Picture Word Inductive Model

F. Media Pembelajaran dan Alat/ Bahan

Media : Lembar kerja peserta didik (LKPD)

Alat/ Bahan : Spidol, Papan tulis, gambar

G. Sumber Belajar

Buku guru dan siswa : LKS Bahasa Inggris Kelas IX, Bahasa Inggris
When English Rings the Bell kelas VII,

Kementerian Pendidikan dan Kebudayaan. Jakarta:
Kementrian Pendidikan dan Kebudayaan, 2016.

H. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati sebuah gambar • Peserta didik mencari informasi yang luas tentang tema/ topic materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang report text berdasarkan pengetahuan yang diketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi, generic structure, language features, dan contoh pada materi report trest. • Guru membagi peserta didik menjadi 5 kelompok • Guru menerapkan PWIM dengan menunjukkan sebuah gambar tentang hewan (Lion) yang ditempel dipapan tulis. • Guru meminta peserta didik untuk mengidentifikasi apa yang mereka

lihat pada gambar.

- Guru meminta siswa untuk menyebutkan kosakata yang mereka temukan pada gambar tersebut secara bersama-sama.
- Guru meminta siswa untuk melabeli bagian-bagian gambar yang sudah diidentifikasi.
- Guru membaca kosakata yang terdapat pada gambar dengan diikuti oleh peserta didik secara berulang-ulang.
- Guru dan peserta didik mengklasifikasikan kata tersebut kedalam kelompok secara bersama-sama.
- Guru meminta peserta didik untuk membaca dan mengulangnya dengan menyebutkan kosakata, mengeja, dan mengatakannya lagi.
- Guru menambahkan kosakata yang belum ditemukan oleh peserta didik.
- Guru dan peserta didik menciptakan judul yang sesuai dengan gambar yang diberikan.
- Peserta didik membuat report text tentang animal (tiger) berdasarkan gambar dipapan bersama kelompok masing-masing.
- Peserta didik mempresentasikan hasil kerja kelompok didepan temannya.
- Guru dan peserta didik yang lain mendengarkan presentasi salah-satu kelompok.

Konfirmasi:

- Guru membimbing dan mengontrol aktifitas peserta didik
- Guru meminta siswa mengumpulkan hasil kerja kelompok setelah presentasi.
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap hasil kerja peserta didik.

Kegiatan Penutup (10 Menit)

- Guru menyimpulkan materi yang sudah dipelajari.
- Guru melakukan evaluasi tentang materi yang sudah dipelajari.

- Guru memberikan refleksi pada proses pembelajaran bersama peserta didik.
- Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya.
- Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

I. Penilaian

Buatlah report text tentang animal (lion)!



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Experimental class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 4
 Materi : Report Text

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX. - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX.
2. Peserta didik dapat mengidentifikasi bagian-bagian struktur teks report.
3. Peserta didik dapat mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda.

D. Materi Pembelajaran

a. Definition

Report text is a text that presents detailed information about something in general based on research.

b. Fungsi Sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif

c. Struktur Text

Dapat mencakup:

- Jenis golongan, spesies dari obyek secara umum
- Unsur-unsur rincian deskripsi tentang obyek pada umumnya

d. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Picture Word Inductive Model

F. Media Pembelajaran dan Alat/ Bahan

Media : Lembar kerja peserta didik (LKPD)

Alat/ Bahan : Spidol, Papan tulis, gambar

G. Sumber Belajar

Buku guru dan siswa : LKS Bahasa Inggris Kelas IX, Bahasa Inggris
When English Rings the Bell kelas VII,
Kementerian Pendidikan dan Kebudayaan. Jakarta:
Kementrian Pendidikan dan Kebudayaan, 2016.

H. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati sebuah gambar • Peserta didik mencari informasi yang luas tentang tema/ topic materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang report text berdasarkan pengetahuan yang diketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi, generic structure, language features, dan contoh pada materi report text.

- Guru menerapkan PWIM dengan menunjukkan sebuah gambar tentang tumbuhan (Rose) yang ditempel dipapan tulis.
- Guru meminta peserta didik untuk mengidentifikasi apa yang mereka lihat pada gambar.
- Guru meminta siswa untuk menyebutkan kosakata yang mereka temukan pada gambar tersebut secara bersama-sama.
- Guru meminta siswa untuk melabeli bagian-bagian gambar yang sudah diidentifikasi.
- Guru membaca kosakata yang terdapat pada gambar dengan diikuti oleh peserta didik secara berulang-ulang.
- Guru dan peserta didik mengklasifikasikan kata tersebut kedalam kelompok secara bersama-sama.
- Guru meminta peserta didik untuk membaca dan mengulangnya dengan menyebutkan kosakata, mengeja, dan mengatakannya lagi.
- Guru menambahkan kosakata yang belum ditemukan oleh peserta didik.
- Guru dan peserta didik menciptakan judul yang sesuai dengan gambar yang diberikan.
- Peserta didik membuat report text tentang tumbuhan (rose) berdasarkan gambar dipapan secara bersama-sama.
- Guru mendengarkan dan menuliskan kalimat yang dibuat peserta didik.

Konfirmasi:

- Guru membimbing dan mengontrol aktifitas peserta didik
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap hasil kerja peserta didik.

Kegiatan Penutup (10 Menit)

- Guru menyimpulkan materi yang sudah dipelajari.

- Guru melakukan evaluasi tentang materi yang sudah dipelajari.
- Guru memberikan refleksi pada proses pembelajaran bersama peserta didik.
- Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya.
- Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

Guru Bahasa Inggris

Lumajang, 05 April 2023

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/II (Experimental class)
Alokasi Waktu : 2 x 40 Menit
Pertemuan Ke : 5
Materi : Report Text

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX. - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mengidentifikasi cara penggunaan teks report melalui contoh.
2. Peserta didik dapat membuat teks information report terkait mata pelajaran lain di Kelas IX.
3. Peserta didik dapat menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang.

D. Materi Pembelajaran

a. Definition

Report text is a text that presents detailed information about something in general based on research.

b. Fungsi Sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif

c. Struktur Text

Dapat mencakup:

- Jenis golongan, spesies dari obyek secara umum
- Unsur-unsur rincian deskripsi tentang obyek pada umumnya

d. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

Picture Word Inductive Model

F. Media Pembelajaran dan Alat/ Bahan

Media : Lembar kerja peserta didik (LKPD)

Alat/ Bahan : Spidol, Papan tulis, gambar

G. Sumber Belajar

Buku guru dan siswa : LKS Bahasa Inggris Kelas IX, Bahasa Inggris
When English Rings the Bell kelas VII,

Kementerian Pendidikan dan Kebudayaan. Jakarta:
Kementrian Pendidikan dan Kebudayaan, 2016.

H. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati sebuah gambar • Peserta didik mencari informasi yang luas tentang tema/ topic materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang report text berdasarkan pengetahuan yang diketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi, generic structure, language features, dan contoh pada materi report trest. • Guru membagi peserta didik menjadi 5 kelompok • Guru menerapkan PWIM dengan menunjukkan sebuah gambar tentang tumbuhan (Sunflower) yang ditempel dipapan tulis. • Guru meminta peserta didik untuk mengidentifikasi apa yang mereka lihat pada gambar.

- Guru meminta siswa untuk menyebutkan kosakata yang mereka temukan pada gambar tersebut secara bersama-sama.
 - Guru meminta siswa untuk melabeli bagian-bagian gambar yang sudah diidentifikasi.
 - Guru membaca kosakata yang terdapat pada gambar dengan diikuti oleh peserta didik secara berulang-ulang.
 - Guru dan peserta didik mengklasifikasikan kata tersebut kedalam kelompok secara bersama-sama.
 - Guru meminta peserta didik untuk membaca dan mengulanginya dengan menyebutkan kosakata, mengeja, dan mengatakannya lagi.
 - Guru menambahkan kosakata yang belum ditemukan oleh peserta didik.
 - Guru dan peserta didik menciptakan judul yang sesuai dengan gambar yang diberikan.
 - Peserta didik membuat report text tentang tumbuhan (sunflower) berdasarkan gambar dipapan bersama kelompok masing-masing.
 - Peserta didik mempresentasikan hasil kerja kelompok didepan temannya.
 - Guru dan peserta didik yang lain mendengarkan presentasi salah-satu kelompok.
- Konfirmasi:**
- Guru membimbing dan mengontrol aktifitas peserta didik
 - Guru meminta siswa mengumpulkan hasil kerja kelompok setelah presentasi.
 - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap hasil kerja peserta didik.

Kegiatan Penutup (10 Menit)

- Guru menyimpulkan materi yang sudah dipelajari.
- Guru melakukan evaluasi tentang materi yang sudah dipelajari.
- Guru memberikan refleksi pada proses pembelajaran bersama peserta

didik.

- Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya.
- Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

I. Penilaian

Buatlah report text tentang tumbuhan (sunflower)!

Guru Bahasa Inggris

Lumajang, 06 April 2023

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Experimental class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 6
 Materi : Report Text

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial,	- Mendeskripsikan beberapa

<p>struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>teks information report terkait mata pelajaran lain di Kelas IX.</p> <ul style="list-style-type: none"> - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Pseserta didik dapat mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX secara benar.

2. Peserta didik dapat mengidentifikasi bagian-bagian struktur teks report dengan tepat.
3. Peserta didik dapat Membuat teks information report terkait mata pelajaran lain di Kelas IX dengan benar

D. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<ul style="list-style-type: none"> • Peserta didik melakukan post-test dengan membuat report text tentang binatang atau tumbuhan (cow/ orchid) pada lembar kerja peserta didik.
Kegiatan Penutup (10 Menit)
<ul style="list-style-type: none"> • Guru membuat kesimpulan tentang materi yang sudah dipelajari. • Guru melakukan evaluasi tentang materi yang sudah dipelajari. • Guru memberikan refleksi pada proses pembelajaran bersama peserta didik. • Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya. • Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

E. Penilaian

Buatlah report text dengan memilih salah satu tema tentang animal/plant (cow, dolphin, mango, orchid)!

Lumajang, 08 April 2023

Guru Bahasa Inggris

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Control class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 1
 Materi : Report Text

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur	- Mendeskripsikan beberapa teks information report

<p>kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>terkait mata pelajaran lain di Kelas IX.</p> <ul style="list-style-type: none"> - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Pseserta didik dapat mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX secara benar.
2. Peserta didik dapat mengidentifikasi bagian-bagian struktur teks report dengan tepat.

3. Peserta didik dapat Membuat teks information report terkait mata pelajaran lain di Kelas IX dengan benar

D. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<ul style="list-style-type: none"> • Peserta didik melakukan pre-test dengan membuat report text tentang binatang atau tumbuhan (angora cat/ aloe vera) pada lembar kerja peserta didik.
Kegiatan Penutup (10 Menit)
<ul style="list-style-type: none"> • Guru membuat kesimpulan tentang materi yang sudah dipelajari. • Guru melakukan evaluasi tentang materi yang sudah dipelajari. • Guru memberikan refleksi pada proses pembelajaran bersama peserta didik. • Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya. • Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

E. Penilaian

Buatlah report text dengan memilih salah satu tema tentang animal/plant (angora, koi, raflesia, orange)!

Lumajang, 11 Maret 2023

Guru Bahasa Inggris

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Control class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 2
 Materi : Report Text

I. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial,	- Mendeskripsikan beberapa

<p>struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>teks information report terkait mata pelajaran lain di Kelas IX.</p> <ul style="list-style-type: none"> - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

K. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX.
2. Peserta didik dapat mengidentifikasi bagian-bagian struktur teks report.

3. Peserta didik dapat mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda.

L. Materi Pembelajaran

e. Definition

Report text is a text that presents detailed information about something in general based on research.

f. Fungsi Sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif

g. Struktur Text

Dapat mencakup:

- Jenis golongan, spesies dari obyek secara umum
- Unsur-unsur rincian deskripsi tentang obyek pada umumnya

h. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

M. Metode Pembelajaran

Lecturing method

N. Media Pembelajaran dan Alat/ Bahan

Media : Lembar kerja peserta didik (LKPD)

Alat/ Bahan : Spidol, Papan tulis, gambar

O. Sumber Belajar

Buku guru dan siswa : LKS Bahasa Inggris Kelas IX, Bahasa Inggris When English Rings the Bell kelas VII, Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016.

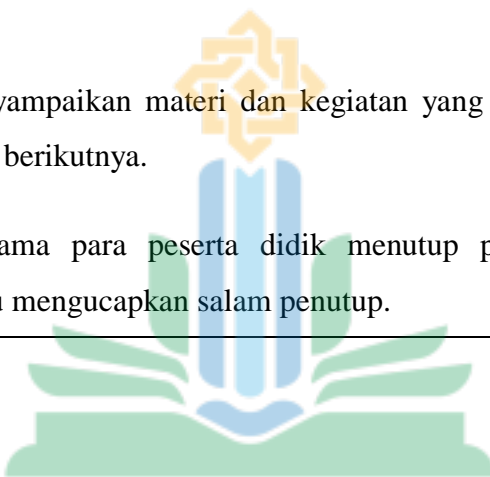
P. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati sebuah gambar • Peserta didik mencari informasi yang luas tentang tema/ topic materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang report text berdasarkan pengetahuan yang diketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi, generic structure, language features, dan contoh pada materi report trest. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru membimbing dan mengontrol aktifitas peserta didik

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap hasil kerja peserta didik.

Kegiatan Penutup (10 Menit)

- Guru menyimpulkan materi yang sudah dipelajari.
- Guru melakukan evaluasi tentang materi yang sudah dipelajari.
- Guru memberikan refleksi pada proses pembelajaran bersama peserta didik.
- Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya.
- Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.



Lumajang, 17 Maret 2023

Guru Bahasa Inggris

Peneliti

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Irwantu, S.Pd

Rohmatul Maulidiya

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Control class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 3
 Materi : Report Text

J. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial,	- Mendeskripsikan beberapa

<p>struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>teks information report terkait mata pelajaran lain di Kelas IX.</p> <ul style="list-style-type: none"> - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

L. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mengidentifikasi cara penggunaa teks report melalui contoh.

2. Peserta didik dapat membuat teks information report terkait mata pelajaran lain di Kelas IX.
3. Peserta didik dapat menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang.

M. Materi Pembelajaran

e. Definition

Report text is a text that presents detailed information about something in general based on research.

f. Fungsi Sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif

g. Struktur Text

Dapat mencakup:

- Jenis golongan, spesies dari obyek secara umum
- Unsur-unsur rincian deskripsi tentang obyek pada umumnya

h. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

N. Metode Pembelajaran

Lecturing method

O. Media Pembelajaran dan Alat/ Bahan

Media : Lembar kerja peserta didik (LKPD)

Alat/ Bahan : Spidol, Papan tulis, gambar

P. Sumber Belajar

Buku guru dan siswa : LKS Bahasa Inggris Kelas IX, Bahasa Inggris When English Rings the Bell kelas VII, Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016.

Q. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati sebuah gambar • Peserta didik mencari informasi yang luas tentang tema/ topic materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang report text berdasarkan pengetahuan yang diketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi, generic structure, language features, dan contoh pada materi report text. • Guru membagi peserta didik menjadi 5 kelompok • Peserta didik membuat report text tentang animal (tiger) bersama kelompok masing-masing. • Peserta didik mempresentasikan hasil kerja kelompok didepan temannya. • Guru dan peserta didik yang lain mendengarkan presentasi salah-satu kelompok.

<p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru membimbing dan mengontrol aktifitas peserta didik • Guru meminta siswa mengumpulkan hasil kerja kelompok setelah presentasi. • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap hasil kerja peserta didik.
<p>Kegiatan Penutup (10 Menit)</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi yang sudah dipelajari. • Guru melakukan evaluasi tentang materi yang sudah dipelajari. • Guru memberikan refleksi pada proses pembelajaran bersama peserta didik. • Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya. • Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

R. Penilaian

Buatlah report text tentang animal (lion)!

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lumajang, 18 Maret 2023

Guru Bahasa Inggris

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Control class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 4
 Materi : Report Text

I. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
------------------	-----------

<p>3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - Mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX. - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

K. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX.

2. Peserta didik dapat mengidentifikasi bagian-bagian struktur teks report.
3. Peserta didik dapat mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda.

L. Materi Pembelajaran

e. Definition

Report text is a text that presents detailed information about something in general based on research.

f. Fungsi Sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif

g. Struktur Text

Dapat mencakup:

- Jenis golongan, spesies dari obyek secara umum
- Unsur-unsur rincian deskripsi tentang obyek pada umumnya

h. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

M. Metode Pembelajaran

Lecturing method

N. Media Pembelajaran dan Alat/ Bahan

Media : Lembar kerja peserta didik (LKPD)

Alat/ Bahan : Spidol, Papan tulis, gambar

O. Sumber Belajar

Buku guru dan siswa : LKS Bahasa Inggris Kelas IX, Bahasa Inggris When English Rings the Bell kelas VII, Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016.

P. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mangaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati sebuah gambar • Peserta didik mencari informasi yang luas tentang tema/ topic materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang report text berdasarkan pengetahuan yang diketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi, generic structure, language features, dan contoh pada materi report trext. • Peserta didik membuat report text tentang tumbuhan (rose) secara bersam-sama. <p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru membimbing dan mengontrol aktifitas peserta didik

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap hasil kerja peserta didik.

Kegiatan Penutup (10 Menit)

- Guru menyimpulkan materi yang sudah dipelajari.
- Guru melakukan evaluasi tentang materi yang sudah dipelajari.
- Guru memberikan refleksi pada proses pembelajaran bersama peserta didik.
- Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya.
- Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

Guru Bahasa Inggris

Lumajang, 31 Maret 2023

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Control class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 5
 Materi : Report Text

J. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial,	- Mendeskripsikan beberapa

<p>struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>teks information report terkait mata pelajaran lain di Kelas IX.</p> <ul style="list-style-type: none"> - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

L. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Peserta didik dapat mengidentifikasi cara penggunaan teks report melalui contoh.

2. Peserta didik dapat membuat teks information report terkait mata pelajaran lain di Kelas IX.
3. Peserta didik dapat menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang.

M. Materi Pembelajaran

e. Definition

Report text is a text that presents detailed information about something in general based on research.

f. Fungsi Sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif

g. Struktur Text

Dapat mencakup:

- Jenis golongan, spesies dari obyek secara umum
- Unsur-unsur rincian deskripsi tentang obyek pada umumnya

h. Unsur Kebahasaan

- Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

N. Metode Pembelajaran

Lecturing method

O. Media Pembelajaran dan Alat/ Bahan

Media : Lembar kerja peserta didik (LKPD)

Alat/ Bahan : Spidol, Papan tulis, gambar

P. Sumber Belajar

Buku guru dan siswa : LKS Bahasa Inggris Kelas IX, Bahasa Inggris When English Rings the Bell kelas VII, Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016.

Q. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<p>Eksplorasi:</p> <ul style="list-style-type: none"> • Guru mengajak peserta didik untuk mengamati sebuah gambar • Peserta didik mencari informasi yang luas tentang tema/ topic materi yang akan dipelajari • Guru menggali pengetahuan siswa tentang report text berdasarkan pengetahuan yang diketahui <p>Elaborasi:</p> <ul style="list-style-type: none"> • Guru menjelaskan definisi, generic structure, language features, dan contoh pada materi report text. • Guru membagi peserta didik menjadi 5 kelompok • Peserta didik membuat report text tentang tumbuhan (sunflower) bersama kelompok masing-masing. • Peserta didik mempresentasikan hasil kerja kelompok didepan teman-temannya. • Guru dan peserta didik yang lain mendengarkan presentasi salah-satu kelompok.

<p>Konfirmasi:</p> <ul style="list-style-type: none"> • Guru membimbing dan mengontrol aktifitas peserta didik • Guru meminta siswa mengumpulkan hasil kerja kelompok setelah presentasi. • Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap hasil kerja peserta didik.
<p>Kegiatan Penutup (10 Menit)</p> <ul style="list-style-type: none"> • Guru menyimpulkan materi yang sudah dipelajari. • Guru melakukan evaluasi tentang materi yang sudah dipelajari. • Guru memberikan refleksi pada proses pembelajaran bersama peserta didik. • Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya. • Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

R. Penilaian

Buatlah report text tentang tumbuhan (sunflower)!

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Lumajang, 01 April 2023

Guru Bahasa Inggris

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MTs Nurul Amin Jatiroto
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : IX/II (Control class)
 Alokasi Waktu : 2 x 40 Menit
 Pertemuan Ke : 6
 Materi : Report Text

F. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

G. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial,	- Mendeskripsikan beberapa

<p>struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>teks information report terkait mata pelajaran lain di Kelas IX.</p> <ul style="list-style-type: none"> - Mengidentifikasi bagian-bagian struktur teks report. - Mengidentifikasi cara penggunaa teks report melalui contoh.
<p>4.9 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX.</p> <p>4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> - Mengidentifikasi makna beberapa teks lain lagi dengan topik yang berbeda. - Membuat teks information report terkait mata pelajaran lain di Kelas IX. - Menampilkan dan mempresentasikan teksnya kepada teman-teman yang mendatang. - Menuliskan booklet tentang flora fauna lokal.

H. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Pseserta didik dapat mendeskripsikan beberapa teks information report terkait mata pelajaran lain di Kelas IX secara benar.

2. Peserta didik dapat mengidentifikasi bagian-bagian struktur teks report dengan tepat.
3. Peserta didik dapat Membuat teks information report terkait mata pelajaran lain di Kelas IX dengan benar

I. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam dan mengajak berdoa bersama. • Guru memeriksa kehadiran peserta didik. • Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang sudah dipelajari. • Guru memberikan apersepsi kepada peserta didik dengan mengaitkan materi/tema pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema sebelumnya. • Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas dan penilaian.
Kegiatan Inti (60 Menit)
<ul style="list-style-type: none"> • Peserta didik melakukan post-test dengan membuat report text tentang binatang atau tumbuhan (cow/ orchid) pada lembar kerja peserta didik.
Kegiatan Penutup (10 Menit)
<ul style="list-style-type: none"> • Guru membuat kesimpulan tentang materi yang sudah dipelajari. • Guru melakukan evaluasi tentang materi yang sudah dipelajari. • Guru memberikan refleksi pada proses pembelajaran bersama peserta didik. • Guru menyampaikan materi dan kegiatan yang akan dipelajari pada pertemuan berikutnya. • Guru bersama para peserta didik menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.

J. Penilaian

Buatlah report text dengan memilih salah satu tema tentang animal/plant (cow, dolphin, mango, orchid)!

Lumajang, 08 April 2023

Guru Bahasa Inggris

Peneliti

Irwanto, S.Pd

Rohmatul Maulidiya



Appendix 7**DOCUMENTATION OF THE RESEARCH**

1. Experimental Class



2. Control Class



Pre-test



Treatment 1



Treatment 2



Treatment 3



Treatment 4



Post-test

Appendix 8

RESULT OF STUDENTS' WRITING TEST

1. Experimental Class

TANGGAL / DATE :	SUBJECT :
HARI / DAY :	
TAHUN / YEAR :	

Nama : Danda Bin Yusuf
 Kelas : IXc

Cow

Cow is animal Carnivora, Scientific (miah) name cow is Bos taurus, cow is animal carnivora. The child cow name calf. From 10 thousand ago cow is animal beign. cow usually for cattle by people. cow produce milk and meat. People use cow for work in field.

Weight cow is 1-100 kg for cow boy, and 700 kg for girl cow. many color cow like black and white, brown, orange, grey. cow have 2 horn, 2 ear, 2 eyes. Body is big, grass is eat cow. cow have 4 foot. The skin cow bite fire. Tail cow long and there is hair. milk cow use for milk.

TANGGAL / DATE :
 HARI / DAY :
 TAHUN / YEAR :

SUBJECT :

Nama : Arfia Ayu Wanda

Kelas : IXc

Orchid

Orchid is famous flower since 200 year ago. Orchid is parasit⁵
 Orchid is ornamental flower. the types of orchid there are
 epiphyts, semi epiphyts, and terrastris. Orchid is rare in in
 Indonesia.

Orchid have petals, many color of petals, there are red¹⁰
 pink, purple, blue, white, black. Orchid have leaf. the
 color is green. shape of leaf is oval, stem color is brown
 Orchid ~~is~~^{grow} in land. in Indonesia there is in Sumatra
 and Java. Orchid live in forest and in garden.
 Orchid is expensive flower.¹⁵

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

20

25

TANGGAL / DATE :
 HARI / DAY :
 TAHUN / YEAR :

SUBJECT :

Nama : Putra Agung Pratama

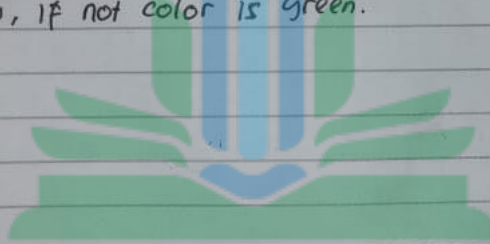
Kelas : IX^c

MANGO

MANGO originate from India. MANGO have many types. In Indonesia manalagi MANGO is famous.

MANGO is name from English and Spanish. In Indonesia MANGO is mangga or in Javanese is pelem.

MANGO is favorite fruit. The fruit is smooth and fresh. The taste sweet and sour. MANGO is big size. Have seed inside the fruit. The skin is fine. MANGO peeled use knife. The color skin is orange, yellow, green. The flesh MANGO ripe color is orange or yellow, if not color is green.



UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

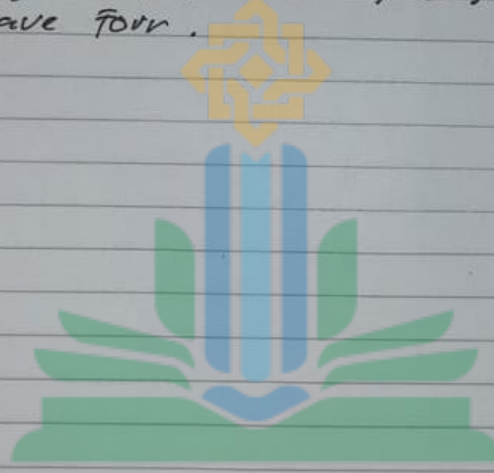
2. Control Class

TANGGAL / DATE :	SUBJECT :
HARI / DAY :	
TAHUN / YEAR :	

Nama : Davin Hadi Febriansyah
Kelas : 1xA

Cow mamalia, Herbivora. Cow tame animal
milk drink humans.

Cow big, eat grass. Have two ear, eyes,
tail long. weight 1.100 kg boy. girl 720 kg
foot have four.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

TANGGAL / DATE :
HARI / DAY :
TAHUN / YEAR :

SUBJECT :

Nama : Dzihrina

Kelas : 1x^A

Mango

Mango is plant. Indonesia there is mango arum manis, mahalagi, felur. From India. For Jus and Food.

Tree big. leaf green. color mango green & yellow. mango nice.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

TANGGAL / DATE :

HARI / DAY :

TAHUN / YEAR :

SUBJECT :

Nama : Lanatus sholeha

Kelas : 1x^A

Mango From India have color green and yellow.
Round. big tree. types manalagi, telur stem many⁵
Stem many. Color brown. land leaf green. Sweet.
Fur skin.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

10

15

20

25

Appendix 9

RESULT OF ANALYSIS DESCRIPTIVE TEST

1. Experimental Class

```
DESCRIPTIVES VARIABLES=PreEks PostEks
/STATISTICS=MEAN STDDEV RANGE MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	27	42.50	37.50	80.00	59.5833	12.06951
Post-test Eksperimen	27	32.50	51.25	83.75	68.6111	8.38764
Valid N (listwise)	27					

2. Control Class

```
DESCRIPTIVES VARIABLES=PreKon PostKon
/STATISTICS=MEAN STDDEV RANGE MIN MAX.
```

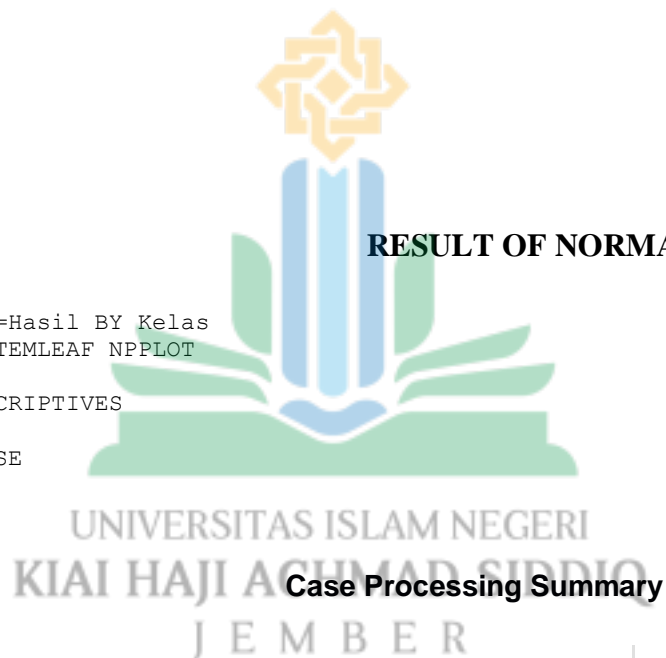
Descriptives

[DataSet0]

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Kontrol	28	43.75	36.25	80.00	61.3393	12.83770
Post-test Kontrol	28	50.00	32.50	82.50	62.5000	12.56004
Valid N (listwise)	28					

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 10



```
EXAMINE VARIABLES=Hasil BY Kelas
/PLOT BOXPLOT STEMLEAF NPLOT
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
```

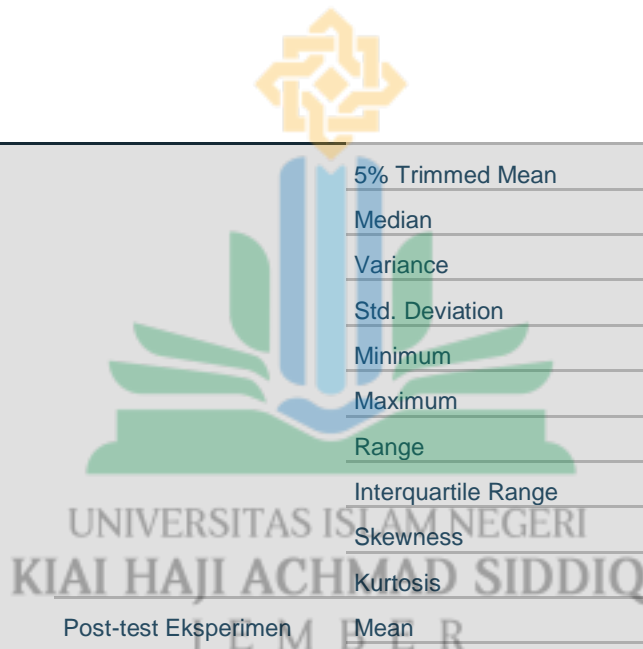
Explore Kelas

Case Processing Summary

Kelas	Valid		Cases Missing		Total		
	N	Percent	N	Percent	N	Percent	
Hasil writing test siswa	Pre-test Eksperimen	27	100.0%	0	0.0%	27	100.0%
	Post-test Eksperimen	27	100.0%	0	0.0%	27	100.0%
	Pre-test Kontrol	28	100.0%	0	0.0%	28	100.0%
	Post-test Kontrol	28	100.0%	0	0.0%	28	100.0%

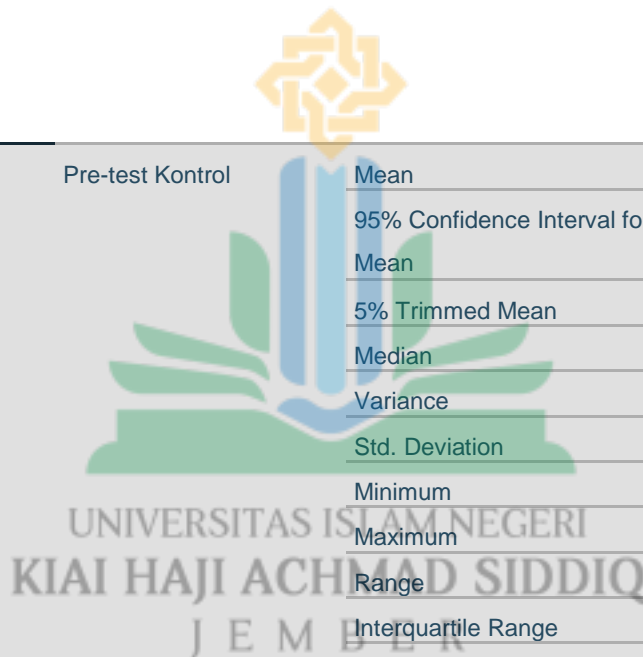
Descriptives

Kelas	Statistic	Std. Error		
Hasil writing test siswa	Pre-test Eksperimen	Mean	59.5833	2.32278
	95% Confidence Interval for	Lower Bound	54.8088	
		Upper Bound	64.3579	



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

5% Trimmed Mean		59.6399	
Median		58.7500	
Variance		145.673	
Std. Deviation		12.06951	
Minimum		37.50	
Maximum		80.00	
Range		42.50	
Interquartile Range		23.75	
Skewness		.213	.448
Kurtosis		-.887	.872
Post-test Eksperimen	Mean	68.6111	1.61420
	95% Confidence Interval for Lower Bound	65.2931	
	Mean Upper Bound	71.9292	
	5% Trimmed Mean	68.7706	
	Median	70.0000	
	Variance	70.353	
	Std. Deviation	8.38764	
	Minimum	51.25	
	Maximum	83.75	
	Range	32.50	
	Interquartile Range	11.25	
	Skewness	-.445	.448
	Kurtosis	-.146	.872



Pre-test Kontrol	Mean		61.3393	2.42610
	95% Confidence Interval for Mean	Lower Bound	56.3613	
		Upper Bound	66.3172	
	5% Trimmed Mean		61.6964	
	Median		61.8750	
	Variance		164.807	
	Std. Deviation		12.83770	
	Minimum		36.25	
	Maximum		80.00	
	Range		43.75	
	Interquartile Range		23.13	
	Skewness		-.339	.441
	Kurtosis		-.719	.858
	Post-test Kontrol	Mean		62.5000
95% Confidence Interval for Mean		Lower Bound	57.6297	
		Upper Bound	67.3703	
5% Trimmed Mean			62.9960	
Median			62.5000	
Variance			157.755	
Std. Deviation			12.56004	
Minimum			32.50	
Maximum			82.50	
Range			50.00	



Interquartile Range	16.25	
Skewness	-.560	.441
Kurtosis	.204	.858

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Hasil writing test siswa	Pre-test Eksperimen	.139	27	.194	.951	27	.222
	Post-test Eksperimen	.158	27	.080	.960	27	.379
	Pre-test Kontrol	.106	28	.200*	.955	28	.268
	Post-test Kontrol	.095	28	.200*	.968	28	.527

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

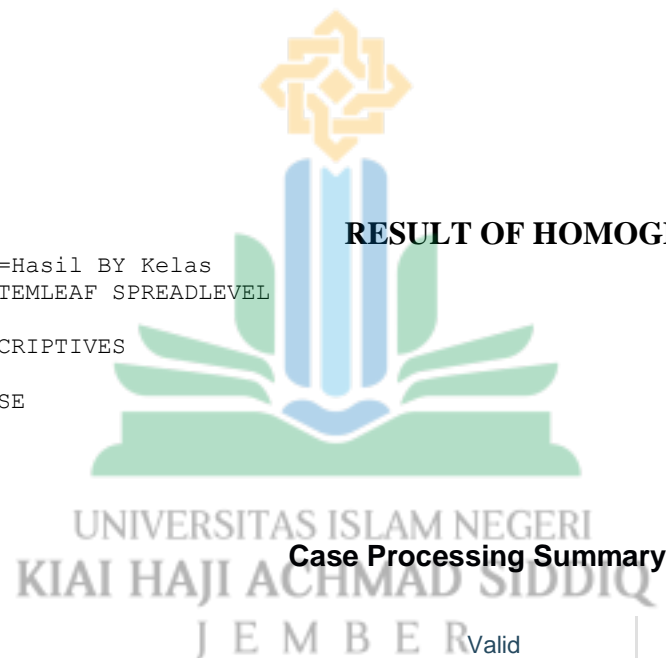
Appendix 11

```
EXAMINE VARIABLES=Hasil BY Kelas
/PLOT BOXPLOT STEMLEAF SPREADLEVEL
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
```

Explore

[DataSet0]

Kelas



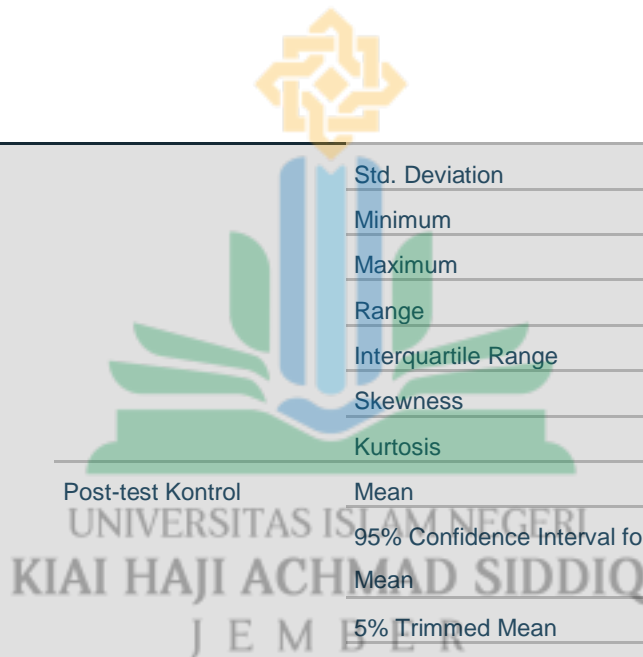
RESULT OF HOMOGENEITY TEST

Case Processing Summary

	Kelas	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Hasil writing test siswa	Post-test Eksperimen	27	100.0%	0	0.0%	27	100.0%
	Post-test Kontrol	28	100.0%	0	0.0%	28	100.0%

Descriptives

Hasil writing test siswa	Kelas		Statistic	Std. Error
			Mean	68.6111
95% Confidence Interval for Mean		Lower Bound	65.2931	
		Upper Bound	71.9292	
		5% Trimmed Mean	68.7706	
		Median	70.0000	
		Variance	70.353	



	Std. Deviation		8.38764	
	Minimum		51.25	
	Maximum		83.75	
	Range		32.50	
	Interquartile Range		11.25	
	Skewness		-.445	.448
	Kurtosis		-.146	.872
Post-test Kontrol	Mean		62.5000	2.37362
	95% Confidence Interval for	Lower Bound	57.6297	
	Mean	Upper Bound	67.3703	
	5% Trimmed Mean		62.9960	
	Median		62.5000	
	Variance		157.755	
	Std. Deviation		12.56004	
	Minimum		32.50	
	Maximum		82.50	
	Range		50.00	
	Interquartile Range		16.25	
	Skewness		-.560	.441
	Kurtosis		.204	.858

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Hasil writing test siswa	Based on Mean	3.376	1	53	.072
	Based on Median	3.703	1	53	.060
	Based on Median and with adjusted df	3.703	1	48.794	.060
	Based on trimmed mean	3.410	1	53	.070

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 12

RESULT OF PAIRED SAMPLE T-TEST

```
T-TEST PAIRS=PreEks PreKon WITH PostEks PostKon (PAIRED)
/ES DISPLAY(TRUE) STANDARDIZER(SD)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.
```

T-Test

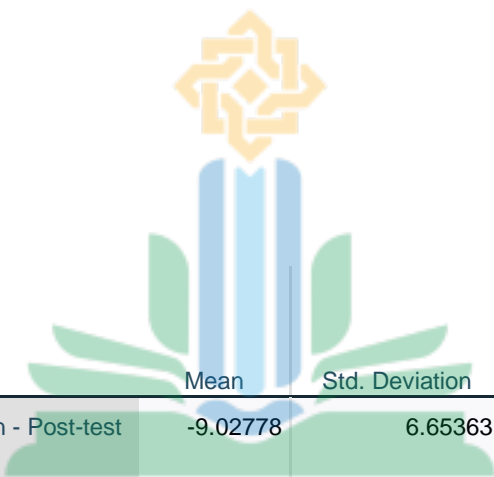
[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Eksperimen	59.5833	27	12.06951	2.32278
	Post-test Eksperimen	68.6111	27	8.38764	1.61420
Pair 2	Pre-test Kontrol	61.3393	28	12.83770	2.42610
	Post-test Kontrol	62.5000	28	12.56004	2.37362

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Eksperimen & Post-test Eksperimen	27	.848	.000
Pair 2	Pre-test Kontrol & Post-test Kontrol	28	.921	.000



Paired Samples Test

		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pre-test Eksperimen - Post-test Eksperimen	-9.02778	6.65363	1.28049	-11.65987	-6.39569	-7.050	26	.000
Pair 2	Pre-test Kontrol - Post-test Kontrol	-1.16071	5.04526	.95347	-3.11706	.79564	-1.217	27	.234

Paired Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval		
				Lower	Upper	
Pair 1	Pre-test Eksperimen - Post-test Eksperimen	Cohen's d	6.65363	-1.357	-1.876	-.824
		Hedges' correction	6.75156	-1.337	-1.849	-.812
Pair 2	Pre-test Kontrol - Post-test Kontrol	Cohen's d	5.04526	-.230	-.603	.147
		Hedges' correction	5.11672	-.227	-.595	.145

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

Appendix 13



RESULT OF INDEPENDENT SAMPLE T-TEST

```
T-TEST GROUPS=Kelas (1 2)
/MISSING=ANALYSIS
/VARIABLES=Hasil
/ES DISPLAY (TRUE)
/CRITERIA=CI (.95).
```

T-Test
[DataSet0]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Group Statistics

Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil writing test siswa				
Post-test Eksperimen	27	68.6111	8.38764	1.61420
Post-test Kontrol	28	62.5000	12.56004	2.37362

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil writing test siswa	Equal variances assumed	3.376	.072	2.114	53	.039	6.11111	2.89094	.31262	11.90960

Equal variances not assumed				2.129	47.	.039	6.11111	2.87050	.33724	11.88499
					25					
					3					

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Hasil writing test siswa	Cohen's d	10.71812	.570	.028	1.107
	Hedges' correction	10.87283	.562	.028	1.091
	Glass's delta	12.56004	.487	-.062	1.027

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Appendix 14



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.tanjember@gmail.com

Nomor : B-0914/In.20/3.a/PP.009/03/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Nurul Amin Jatiroto

Jalan Raya Rojopolo No.4B Desa Rojopolo Kec. Jatiroto - Kab. Lumajang.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196053
Nama : ROHMATUL MAULIDIYA
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effectiveness of Picture Word Inductive Model (PWIM) on Students' Writing Skill in Ninth Grade of MTs Nurul Amin Jatiroto " selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Gunawan, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Maret 2023

Dekan,

Makhluk Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER



Appendix 15

JOURNAL OF RESEARCH



No	Time	Research Subject	Activity	Signature
1	March 2 nd , 2023	Headmaster of MTs Nurul Amin Jatiroto	Submission of Research Permit	
2	March 4 th , 2023	English Teacher	Schedule Consultation	
3	March 11 th , 2023	Students (Experimental Class and Control Class)	Pre-test	
4	March 17 th , 2023	Students (Experimental Class and Control Class)	Treatment 1	
5	March 18 th , 2023	Students (Experimental Class and Control Class)	Treatment 2	
6	March 31 st , 2023	Students (Control Class)	Treatment 3	
7	April 1 st , 2023	Students (Control Class)	Treatment 4	
8	April 5 th , 2023	Students (Experimental Class)	Treatment 3	
9	April 6 th , 2023	Students (Experimental Class)	Treatment 4	
10	April 8 th , 2023	Students (Experimental Class and Control Class)	Post-test	

Lumajang, April 8th, 2023
Headmaster of MTs Nurul Amin
Jatiroto,

Gunawan, S.Pd.



Appendix 16

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH MA'ARIF NU NURUL AMIN
JATIROTO – LUMAJANG – JAWA TIMUR
 Akta Notaris : MUNYATI SULLAM, SH; MA NOMOR : AHU-119.AH.01.08, Tahun 2013
 Alamat : Jl. Rojopolo No. 48 Jatiroto Lumajang 67355 phone:085335400409mail: mts.na558@gmail.com

SURAT PERNYATAAN
 No. 029– A3/S.P/MTs. NA/ V / 2023

*Bismillahirrohmanirohiimi
Assalammualaikum Wr. Wb*


Salam silaturahmi kami sampaikan teriring do'a semoga kita selalu dalam lindungan Allah SWT. Sehingga kita masih dapat melaksanakan kewajiban kita masing – masing dalam keadaan sehat wal afiat Amin.

Menindaklanjuti Surat Ijin Penelitian dari Universitas Islam Negeri Kiai Haji Achmad Siddiq (UIN KHAS) Jember No : B-0914/In.20/3.a/PP.009/03/2023 Kepada Kepala MTs. Nurul Amin Jatiroto dalam rangka menyelesaikan tugas skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, menyatakan bahwa :


Nama	: ROHANTUL MAULIDIYA
NIM	: T20196053
Semester	: Semester Delapan
Program Studi	: TADRIS BAHASA INGGRIS

Telah mengadakan Penelitian / Riset mengenai The Effectiveness of Picture Word Inductive Model (PWIM) on Students Writing Skill in Ninth Grade of MTs. Nurul Amin Jatiroto selama 30 hari mulai tgl 11 Maret s/d 8 April 2023.
Demikian surat pernyataan ini kami buat, dan dapat digunakan sebagaimana mestinya.

Jatiroto, 29 Mei 2023
 Kepala MTs. Ma'arif NU Nurul Amin



GUNAWAN, S.Pd



Appendix 17**AUTOBIOGRAPHY**

Name : Rohmatul Maulidiya
NIM : T20196053
Place and Date of Birth : June 19th, 2001
Gender : Female
Address : Sukosari - Jatiroto - Lumajang
E-mail : r.maulidiya19@gmail.com
Faculty : Tarbiyah and Teacher Training
Program : English Education Program
Educational Background : - MI Nurul Islam (2007 – 2013)
- MTs Nurul Amin (2013 – 2016)
- MA Syarifuddin (2016 – 2019)
- State Islamic University of Kiai Haji Achmad
Siddiq Jember (2019 – 2023)