

**THE EFFECTIVENESS OF THE PICTURE WORD INDUCTIVE MODEL  
(PWIM) TOWARDS STUDENTS' WRITING SKILLS IN KURIKULUM  
MERDEKA**

(A Pre-Experimental Study at Seventh Grade of State Junior High School P2)

THESIS



By:

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF  
MALANG**

**2023**



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**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of  
the Requirement for the Degree of English Language Teaching (S.Pd.) in the English  
Education Department*



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MALANG**

**2023**

**APPROVAL SHEET**

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**LEGITIMATION SHEET**  
**THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL**  
**(PWIM) TOWARD STUDENTS' WRITING SKILL IN KURIKULUM**  
**MERDEKA**

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Accepted as the requirement of the Degree of English Language Teaching (S.Pd)  
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Assalamu'alaikum Wr. Wb

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Department	: English Education
Thesis	: The Effectiveness of Picture Word Inductive Model (PWIM) Toward Students' Writing Skill in Kurikulum Merdeka

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Wassalamualaikum Wr.Wb

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## APPROVAL

This is to certify that the thesis of Nanda Prastika Indraswari has been approved by the advisor for further approval by the board of examiners.

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### Declaration of Authorship

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Declare that:

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the result of any person.
3. Should it letter be found, that this thesis is product of plagiarism, I am willing to accept any legal consequences that maybe imposed on me.

Malang December 2023

The Researcher,



  
Nanda Prastika Indraswari  
NIM. 18180007



## MOTTO

وَوَجَدَكَ ضَالًّا فَهَدَىٰ

“And He found you lost and guided you”

(Surah Ad-Dhuhaa 93: Verse 7)

“The art of knowing is knowing what to ignore.” - Rumi

## **THESIS DEDICATION**

I dedicate this thesis to my mother, Niken Trimurtiningrum, my father, Ahmad Sya' Yudi, and my husband, Saifudin Zuhri, S. M. They have consistently supported me and never wavered in their encouragement throughout my academic journey. I am also grateful to those who have helped lift me from the depths of past humiliation. I express my sincere love and appreciation to each of you.

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Throughout the process of writing this thesis, the researcher gained valuable insights into the importance of hard work, perseverance, patience, consistent effort, resilience, and the true meaning of sincerity. Overcoming various challenges would not have been possible without the tremendous support and prayers from those who stood by the author. The author expresses sincere gratitude to all who contributed

1. In the name of Allah, the Most Gracious, the Most Merciful. By His mercy and grace, the author has been granted the opportunity to live in this world, undergo a challenging journey, and successfully complete the writing of this thesis, all while being bestowed with patience and fortitude. Sending blessings and peace, the author continually prays to the Prophet Muhammad (SAW), who serves as a guide for the followers on the path of Allah, namely Islam.
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The researcher acknowledges that there may be gaps and limitations in both the quality and quantity of the research materials presented. Recognizing these shortcomings, the author welcomes suggestions to enhance and refine the thesis. It is the author's aspiration that this work will contribute meaningfully to the realm of teaching and learning English in Indonesia.

Malang, December 22, 2023

Nanda Prastika Indraswari

## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Word

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = Kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ’
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

### B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

### C. Dipthong Vocal

أ = aw

إ = ay

ؤ = ŭ

إي = î

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## LIST OF ABBREVIATION

Abbreviations	Meaning
<b>AY</b>	Academic Year
<b>PWIM</b>	Picture Word Inductive Model
<b>EFL</b>	English as a Foreign Language
<b>KKM</b>	<i>Kriteria Ketuntasan Minimal</i>
<b>SMPN</b>	<i>Sekolah Menengah Pertama Negeri</i>
<b>CP</b>	<i>Capaian Pembelajaran</i>
<b>ATP</b>	<i>Alur Tujuan Pembelajaran</i>

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## **Abstract**

Indraswari, Nanda Prastika.2023. The Effectiveness of Picture Word Inductive Model (Pwim) Toward Students' Writing Skill in Kurikulum Merdeka (A Pre- Experimental study at sevenht Grade of SMP N P2). Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Farid Munfaati, M.Pd

**Key Words:** Picture Word Inductive Method (PWIM), Writing Sill, Kurikulum Merdeka

Writing is a receptive skill in the research of language, particularly when learning English as a Foreign Language within the framework of Kurikulum Merdeka. There are various types of texts, one of which is descriptive writing. Students require a learning model to assist them in improving their descriptive writing skills and achieving their learning objectives. To attain these goals, teachers invest significant effort in selecting the right learning process model.

This pre-experimental research aims to investigate the effectiveness of the Picture Word Inductive Model (PWIM) on the writing skills of Class VII-B students at State Junior High School P2, within the framework of Kurikulum Merdeka. The research, conducted during the odd semester of the 2023/2024 academic year, employs the one-group pre-test and post-test design. The research sample consists of 32 students from Class VII-B.

The analysis, conducted using SPSS 25, reveals a significant improvement in students' writing skills. The pre-test average score of 65.4297 contrasts with the post-test average of 76.2813, indicating a noteworthy and statistically significant difference. This finding provides empirical support for the effectiveness of the PWIM in enhancing students' writing achievement. The research offers valuable insights for educators and policymakers seeking evidence-based strategies to promote writing skills within the context of Kurikulum Merdeka. Further research is encouraged to explore the broader applicability and sustainability of the PWIM approach in diverse educational settings.

## Abstrak

Indraswari, Nanda Prastika. (2023). "Efektivitas Model Induktif Gambar Kata (PWIM) terhadap Keterampilan Menulis Siswa dalam Kurikulum Merdeka" (Studi Pra-Eksperimental pada Kelas VII SMP N P2). Tesis, Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Farid Munfaati, M.Pd.

**Kata Kunci:** Metode Induktif Gambar Kata (PWIM), Keterampilan Menulis, Kurikulum Merdeka

Menulis adalah keterampilan reseptif dalam pembelajaran bahasa, khususnya saat belajar Bahasa Inggris sebagai Bahasa Asing dalam kerangka Kurikulum Merdeka. Ada berbagai jenis teks, salah satunya adalah menulis deskriptif. Siswa memerlukan model pembelajaran untuk membantu mereka meningkatkan keterampilan menulis deskriptif dan mencapai tujuan pembelajaran mereka. Untuk mencapai tujuan ini, guru memberikan upaya yang signifikan dalam memilih model proses pembelajaran yang tepat.

Penelitian pra-eksperimental ini bertujuan untuk mengetahui efektivitas *Picture Word Inductive Model* (PWIM) pada keterampilan menulis siswa Kelas VII-B di SMP Negeri P2, dalam kerangka Kurikulum Merdeka. Penelitian ini, dilaksanakan selama semester ganjil tahun akademik 2023/2024, menggunakan desain *pre-test* dan *post-test one-shot case study*. Sampel penelitian terdiri dari 32 siswa dari Kelas VII-B.

Analisis, yang dilakukan menggunakan SPSS 25, mengungkapkan peningkatan yang signifikan dalam keterampilan menulis siswa. Skor rata-rata *pre-test* sebesar 65,4297 kontras dengan skor rata-rata *post-test* sebesar 76,2813, menunjukkan perbedaan yang signifikan dan signifikan secara statistik. Temuan ini memberikan dukungan empiris terhadap efektivitas PWIM dalam meningkatkan prestasi menulis siswa. Penelitian ini memberikan wawasan berharga bagi pendidik dan pembuat kebijakan yang mencari model pembelajaran untuk meningkatkan keterampilan menulis dalam konteks Kurikulum Merdeka. Penelitian lebih lanjut dianjurkan untuk mengeksplorasi aplikabilitas dan keberlanjutan yang lebih luas dari PWIM dalam berbagai pengaturan pendidikan.

## مستخلص البحث

إندراسواري، ناندا فراستيكا. (2023). "فعالية النموذج الاستقرائي لصورة الكلمات (PWIM) على مهارة الكتابة لدى الطلبة في المناهج المستقلة" (دراسة ما قبل تجريبية في الفصل السابع بمدرسة المتوسطة الحكومية P2). البحث الجامعي، قسم تعليم اللغة الإنجليزية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: فاريد مونفاعاتي الماجستير.

**الكلمات المفتاحية:** طريقة استقرائي صورة الكلمات (PWIM)، مهارة الكتابة، المناهج المستقلة.

الكتابة هي المهارة الاستقبالية في تعلم اللغة، خاصة عند تعلم اللغة الإنجليزية كلغة أجنبية في إطار المنهج المستقل. هناك أنواع مختلفة من النصوص، أحدها الكتابة الوصفية. يحتاج الطلبة إلى نماذج تعليمية لمساعدتهم على تحسين مهاراتهم في الكتابة الوصفية وتحقيق أهدافهم التعليمية. لتحقيق هذا الهدف، يبذل المعلم جهدا كبيرا في اختيار النموذج الصحيح لعملية التعلم.

يهدف هذا البحث قبل التجريبي إلى تحديد فعالية النموذج الاستقرائي للكلمة المصورة (PWIM) على مهارة الكتابة لدى طلبة الصف السابع-ب بمدرسة المتوسطة الحكومية P2 في إطار المنهج المستقل. استخدمت الباحثة لهذا البحث التي أجريت خلال الفصل الدراسي الفردي من العام الدراسي 2024/2023 ، تصميم دراسة حالة ما قبل الاختبار وما بعد الاختبار. تكونت عينة الدراسة من 32 طالبا من الصف السابع - ب.

كشف التحليل الذي تم إجراؤها باستخدام SPSS 25، عن تحسن كبير في مهارة الكتابة لدى الطلبة. يتناقض متوسط درجة ما قبل الاختبار البالغ 65.4297 مع متوسط درجة ما بعد الاختبار البالغ 76.2813 ، مما يشير إلى اختلاف كبير وذو دلالة إحصائية. توفر هذه النتائج دعما تجريبيا لفعالية PWIM في تحسين تحصيل الطلبة في الكتابة. يقدم هذا البحث رؤى قيمة للمعلمين وصانعي السياسات الذين يبحثون عن نماذج تعليمية لتحسين مهارة الكتابة في سياق المنهج المستقل. يوصى بإجراء مزيد من الأبحاث لاستكشاف قابلية التطبيق الأوسع والاستدامة ل PWIM في مجموعة متنوعة من البيئات التعليمية.

## **CHAPTER 1**

### **INTRODUCTION**

This chapter conceives the background of the study, research questions, study limitation, research objectives, and significance of the study.

#### **1.1 Background of The Research**

Learning English as a Foreign Language (EFL) has been developed in every aspect. The four skills listening, speaking, reading and writing are considered as the core points learner must have. As the natural human learning process, writing is the last skill that needed a complex thought. Because writing needs a deep brainstorm to arrange contents in appropriate way.

Thompson et al. (2016) said that writing is an expressive communication through the medium of print. The main problem of EFL learner is that they cannot express what in their mind into a sentence. They need a brainstorm to arrange words related to the topic. They needed a clue to start their writing.

Likewise, Jawas (2019) said that there is a term called as writing anxiety among Indonesian EFL students. The result of her research found that There are several factors contribute to writing anxiety. Students often experience negative impressions of writing due to teacher-assigned tasks, unengaging teaching models, or difficulty in understanding instructions. Writing in a foreign language can be particularly challenging, with concerns about grammar and text structure. Additionally, distinct language competence,



influenced by their native language, can lead to writing anxiety. This anxiety is exacerbated by the increased likelihood of making errors and struggling with proper language conventions in their compositions, ultimately compounding their writing-related stress.

The researcher considers that writing is a high order thinking skill. EFL learners need an effective model to motivate them learning writing.

Like Allah said in the Quran:

١٩٠ ۞ الْأَلْبَابِ لِأُولَىٰ لَيْلٍ وَالنَّهَارِ اللَّيْلِ وَالاخْتِلَافِ وَالْأَرْضِ السَّمُوتِ خَلْقٍ فِي إِنَّ

رَبَّنَا ۞ وَالْأَرْضِ السَّمُوتِ خَلْقٍ فِي وَيَتَفَكَّرُونَ جُنُودِهِمْ وَعَلَىٰ وَفُعُودًا قِيَامًا اللَّهُ يَذْكُرُونَ الَّذِينَ

١٩١ النَّارِ عَذَابٍ فَقِنَا سُبْحَانَكَ ۞ بَاطِلًا هَذَا خَلَقْتَ مَا

*"Indeed, in the creation of the heavens and the earth, and the alternation of the night and the day, there are signs for those of understanding. Those who remember Allah while standing, sitting, or lying on their sides and give thought to the creation of the heavens and the earth, saying, 'Our Lord, you did not create this aimlessly; exalted are You [above such a thing]; then protect us from the punishment of the Fire.'" Ali 'Imran (3:190-191)*

These verses give a glance of how the way human should give their mind a reviewing process. This process begins with *analysing* marked by the question

word *What*, continue with *identifying*, ended by *arranging*. It is aline with Picture word inductive model. PWIM has those sequences that build up learners' concept in writing.

Picture word Inductive Model is a teaching model that uses picture to engage students in the process of writing (Meliasari et al., 2018). This model involve several steps include; selecting picture, identifying words, adding word to write, developing writing skill, and encouraging inquiry. It is relatable with the factors of student's anxiety above. The students need a process that giving the clues to brainstorm some words to arrange a sustainable idea.

In a 2018 study conducted by Meliasari and her colleagues, it was found that the Picture Word Inductive Model (PWIM) was significantly more effective in teaching writing when students had a high level of interest. The research involved 52 students, with 26 in each of two classes. Students taught using PWIM achieved a higher average writing score (78.15) compared to those taught using the Controlled-Writing Model (CWS), who scored an average of 75.15. Moreover, the study revealed that students with a high level of interest in the subject outperformed those with lower interest. Specifically, students with high interest achieved a mean score of 78.77, while those with low interest scored an average of 74.54. This statistical data suggests that PWIM is a highly effective teaching model, particularly when combined with students' strong interest in the subject.

In a previous study conducted by Sepyanda and colleagues in 2013, the effect of the Picture Word Inductive Model (PWIM) model and students' self-

efficacy on their descriptive text writing skills was examined. The research involved 137 grade X students from SMA Negeri 1 IX Koto Sungai Lasi, with two classes, X1 and X2, selected as the sample. In X2, students were taught using the PWIM model, while X1 used the listing model.

The research aimed to compare the writing skills of these two groups and to explore the influence of self-efficacy on students' writing abilities. The findings showed that students taught with the PWIM outperformed those taught with the listing model in writing descriptive texts. The statistical data supported this, with a t-value of 1.900, exceeding the critical t-table value of 1.684. Consequently, the null hypothesis ( $H_0$ ) was rejected in favor of the alternative hypothesis ( $H_a$ ), confirming that students' writing skills significantly improved when instructed through the PWIM model.

In Siahaan's 2023 research, the impact of the Picture Word Inductive Model (PWIM) teaching model on eighth-grade students' descriptive writing skills was explored. The study aimed to assess how the PWIM approach enhances content and organization in student writing. It employed a quantitative research approach, specifically a quasi-experimental design, to gauge the effectiveness of the PWIM model in enhancing descriptive writing skills. The research involved 31 students, divided into an experimental class (VIII-1) and a control class (VIII-2), showing a total of 31 participants.

The research results demonstrated clear distinctions between the experimental and control groups. The experimental group's post-test mean

score was 89.06, while the control group had an average score of 71.58. The t-test result, which was 5.15, significantly exceeded the t-table value of 1.671 at a 0.05 level of significance. Consequently, it can be concluded that the Picture Word Inductive Model (PWIM) is a highly effective model for teaching descriptive writing and enhancing the writing proficiency of eighth-grade students at SMP Negeri 1 Jorlang Hataran. This teaching model employs visual aids, such as images, to improve vocabulary and composition skills, helping students construct more meaningful paragraphs and sentences. The engaging nature of PWIM also inspires and motivates students to advance their writing abilities.

Zidan and Qomariyah (2023), said that nowadays curriculum implemented in Indonesia has some alignment with English learning. Independent concept of Kurikulum Merdeka also contributes in EFL learning process. especially in learning writing. The writing skill is combined with presenting skill. It is called as writing-presenting learning outcomes. The curriculum is intended to promote some values such as nationalism, unity, and social justice. It is called as *Profil Pelajar Pancasila*. In which it is enrich student literature in four skills especially in writing. Students are ordered to elaborate their knowledge based on the themes provided by the curriculum.

In a nutshell, Picture Word Inductive Model is the model to help the EFL students feel confident to write in English. It is containing clues that covered with attractive picture as the media. PWIM also aligned with the concept of Kurikulum Merdeka that ask the student to be more critical. Because PWIM is

a structured model to help student elaborate their ideas and write it into an appropriate paragraph.

## **1.2 Research Question**

Drawing from the study's background, the researcher has formulated the following research questions:

1. How is the process of teaching writing using Picture Word Inductive Model toward students writing skill in Kurikulum Merdeka?
2. How is the effectiveness of Picture Word Inductive Model toward students writing skill in Kurikulum Merdeka?

## **1.3 Research Objective**

According to the research question, this research objectives are to find out:

1. To know how is the student's writing achievement before and after the researcher conducting Picture Word Inductive Modele toward students writing skill in Kurikulum Merdeka.
2. To know how is the effectiveness of Picture Word Inductive Modele toward students writing skill in Kurikulum Merdeka.

## **1.4 Research Limitation**

The study limitations of this research are arranged into two aspects. First, the subject of this research is the seventh-grade students in State Junior High School P2 of the 2023/2024 school year. In the seventh-grade junior high school student learn about writing descriptive text. Second, the object of this research is Student writing achievement by using Picture Word

Inductive model (PWIM) in Kurikulum Merdeka. This limitation aims to find the effectiveness of PWIM toward students writing skill in Kurikulum Merdeka.

### **1.5 Significance of the Research**

When the research objectives are achieved, this research will be significant for the future research and teaching writing. This research will be needed by the future research as the resource. It also used as comparison to find the better strategies in teaching writing. Additionally, this research become the treasure of knowledge to develop the next research in teaching writing especially aligned with the implementation of Kurikulum Merdeka.

The significance to the teaching writing activities. The teacher needs a reference to arrange a model that proven successfully to increase student's achievement in writing skill. The student also assists to elaborate deepest thought that they need to deliver it in the form of writing. Ultimately, this study has the potential to enhance the quality of English language education at the secondary level in Indonesia.

### **1.6 Definition of Key Terms**

Preventing misunderstandings related to the terminology in this study, the subsequent explanations of these terms will be beneficial.

1. PWIM is a learning model that will be implemented in State Junior High School P2 by the research to find its' effectiveness toward students' writing skill in Kurikulum Merdeka.

2. This research will focus on students' ability to write descriptive text. Where the texts is the type of text that must be studied in phase-D in the Kurikulum Merdeka. The descriptive text also the current subject learned in State Junior High School P2 in the seventh-grade student. So, the research activity will not distract the schedule of the learning process.
3. Kurikulum Merdeka has been implemented in State Junior High School P2 since 2022. Muslim and Sumarni (2022), stated The English language curriculum in Kurikulum Merdeka is a standard-based curriculum that prioritizes learning outcomes.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter provides the relevant theoretical background that assists the researcher in addressing the research question. It includes explanations of the Picture Word Inductive Model (PWIM), writing skills, and Kurikulum Merdeka. Additionally, it explores how this model operates by reviewing previous research findings.

#### **2.1 Picture Word Inductive Model**

In this part, the researcher presenting some explanations about definition, advantages, and the use of PWIM in teaching writing.

##### **2.1.1 Definition of Picture word Inductive model**

Meliasari and friends (2018) have found that The Picture Word Inductive Model (PWIM) is an instructional approach that emphasizes inquiry-based learning in the teaching of writing. It involves the use of pictures featuring familiar objects to prompt students to explore words, integrate words into their writing, and eventually create titles, sentences, and paragraphs related to the image. PWIM serves as a model for teaching language that aids students in enhancing their vocabulary, grammar, phonetics, mechanics, and spelling skills in written texts. It can be implemented with entire classes, small groups, pairs, or individual students and is



effective for learners of various ages. PWIM facilitates learning from authentic materials and fosters active engagement in the learning process.

In line with Jiang and Perkins (2013), the primary objective of the Picture Word Inductive Model (PWIM) is to foster the development of vocabulary, word concepts, and the structure of paragraphs and sentences across different subjects such as mathematics, reading, science, and social science. PWIM employs visuals and words to encourage students to engage in inductive thinking and derive generalizations based on structural and phonetic analysis. It follows a systematic instructional sequence that encompasses tasks such as identifying objects in pictures, labeling them, reading and reviewing the picture word chart, classifying words, adding words to the chart, and generating sentences or paragraphs related to the chart. The PWIM model aligns with Bruner's concepts of learning, particularly the structure of learning, spiral curriculum, and discovery learning, and takes into consideration the Cognitive Load Theory to manage the cognitive demands placed on students.

Jiang and Perkins (2013) said that The Picture Word Inductive Model (PWIM) aligns closely with Jerome Bruner's cognitivist perspective on learning in several key ways.

Firstly, PWIM incorporates Bruner's concept of structure in learning by presenting a general picture that helps learners connect new information to their existing mental frameworks or schema. This aids in the assimilation and integration of new knowledge.

Secondly, PWIM adheres to Bruner's spiral curriculum approach, which involves revisiting and reinforcing instructional content in a cyclical manner. This approach recognizes that learners may not fully grasp concepts during their initial exposure and benefit from repeated encounters with the material over time.

Lastly, PWIM is rooted in discovery learning, as it encourages learners to actively use their preexisting knowledge and experiences to discover facts and relationships within the context of the lesson. This aligns with Bruner's emphasis on learners taking an active role in constructing their understanding.

In terms of instructional sequences within PWIM, there are some modifications to the model, as observed in the research conducted by Gu and Lornklang (2019). The typical instructional sequence in PWIM involves selecting a picture, prompting students to identify elements within the picture, labeling those elements, reading and reviewing a picture-word chart, classifying words into different groups, revisiting the chart, and potentially adding more words. The process concludes with students creating a title for the picture-word chart and reflecting on the information it contains.

Moreover, the adaptability and flexibility of the Picture Word Inductive Model make it a practical and cost-effective teaching approach that can be tailored to accommodate students of varying ability levels. Additionally, it can be easily aligned with curriculum-related values and objectives.

### **2.1.2 Advantages and Disadvantages of PWIM**

Gu and Lornklang (2019) underscore several advantages associated with the picture-word inductive model:

**Memorable Vocabulary Acquisition:** The utilization of colorful pictures in this model serves as a powerful tool for helping students, particularly those at lower proficiency levels, to vividly and memorably acquire new vocabulary. The visual element enhances the retention and recall of words.

**Inductive Teaching Approach:** The model promotes an inductive teaching approach, which encourages learners to actively acquire knowledge by engaging in the learning process themselves. Instead of passively receiving information directly from the teacher, students are guided to share their thoughts, engage in discussions, and participate in activities that enhance their motivation to learn. This learner-centered approach fosters a deeper understanding of the material.

Enhanced Learning Motivation: By encouraging students to actively participate and collaborate in the learning process, the picture-word inductive model increases students' intrinsic motivation to learn. This collaborative and participatory approach taps into students' curiosity and desire to explore, making learning a more engaging and enjoyable experience.

Proven Effectiveness: Past studies have shown favourable results when employing the picture-word inductive model for language instruction. These studies have indicated the model's effectiveness in promoting vocabulary learning and language acquisition. This empirical evidence underscores its utility as an instructional tool.

Overall, the picture-word inductive model offers a multifaceted approach to language instruction, combining visual learning, active engagement, and collaborative learning strategies to enhance vocabulary acquisition and overall language learning outcomes.

Again Meliasari (2018) said, related to writing skills, the Picture Word Inductive Model (PWIM) offers several advantages, such as vocabulary development, active learning, improved writing skills, increased student engagement, and adaptability to different learning settings. By incorporating PWIM into English language teaching, teachers can create a more effective and engaging learning experience for their students.

However, Meliasari and friends (2018) has warn that there are several disadvantages of Picture Word Inductive Model that teacher should be aware of. It is associated with the media used and the practice of the strategies. The urgent problems potentially happen are student dependency on visuals, limited focus on grammar and mechanic, and uninteresting with the repetitive model.

**Potential Overreliance on Visuals:** PWIM heavily relies on visual stimuli, which may limit students' ability to develop their writing skills independently. Students may become dependent on the pictures to generate ideas and may struggle to generate their own ideas without visual prompts.

**Limited Focus on Grammar and Mechanics:** PWIM primarily emphasizes the development of ideas and vocabulary, which may result in limited attention to grammar and mechanics. Students may not receive sufficient instruction and practice in areas such as sentence structure, punctuation, and grammar rules.

**Potential Lack of Engagement for Some Students:** While PWIM can be engaging for many students, it may not appeal to all learners. Some students may find the model repetitive or uninteresting, which could affect their motivation and engagement in the writing process.

Overall, while PWIM has its benefits in teaching writing, it is important for teachers to consider these potential disadvantages and

supplement the model with other instructional approaches to ensure a well-rounded writing curriculum.

### **2.1.3 PWIM in Teaching Writing**

Jian and Perkins (2013), Since the use of Picture Word Inductive Model in introducing vocabularies and phonetics to K6 grade learners, PWIM has modified to use in emphasizing students' inquiry in all skills. The Picture Word Inductive Model (PWIM) is a teaching model used to improve students' writing skills. It involves using pictures as a visual aid to stimulate students' creativity and help them generate ideas for their writing. The PWIM approach encourages students to observe and analyze the pictures, allowing them to make connections between the visual elements and the descriptive text they are writing. This model has been found to be effective in enhancing students' motivation, interest, and confidence in writing, as well as improving their overall writing abilities.

Likewise, Emirta and friends (2019) found in their research, the use of PWIM in the teaching-learning process has shown positive results, with students becoming more active, enthusiastic, and engaged in the writing process. Teaching writing need a clear instruction according to the values if writing skill that students need to learn. PWIM present an interactive package of how to write. It also contains of picture as the authentic media.

The implementation of the Picture Word Inductive Model (PWIM) in writing involves several steps (Emrita, et al., 2019). First, the teacher selects a familiar image that relates to the topic or material being taught. Then, the students identify and label the different parts of the image, helping them to learn new words and phrases.

Next, the students read and review the labeled words, practicing their vocabulary and comprehension skills. They then add more words to the image, expanding their understanding of the topic.

Afterwards, the students give a title to the picture, helping them to organize their thoughts and focus on the main idea. They then use the labeled words and the picture to create sentences and paragraphs, applying their knowledge in a meaningful way.

Finally, the students read and review their sentences or paragraphs, refining their writing and ensuring that it meets the desired criteria.

Overall, the implementation of PWIM in writing aims to improve students' vocabulary acquisition, sentence structure, and overall writing skills. It provides concrete visuals, promotes active participation, and helps students feel more motivated and confident in their writing abilities.

## **2.2 Writing skill**

In this part, the researcher present the definition, practice, and assessment of writing.

### **2.2.1 Definition of Writing skill**

English writing skill encompasses the capacity to convey ideas, thoughts, and information proficiently through written means using the English language(Farahani, et al., 2020). This skill entails the progression of writing in terms of complexity, accuracy, and fluency.

Writing Complexity: This dimension pertains to the use of intricate structures and linguistic sophistication in written expression. It involves the incorporation of complex sentence structures, vocabulary, and literary devices.

Accuracy: Accuracy relates to the extent to which written content adheres to the norms and conventions of the target language. It concerns proper grammar usage, correct spelling, and precise vocabulary selection.

Fluency: Fluency gauges the extent and smoothness of written production. It considers the ability to generate content efficiently without interruptions or hesitations, as well as the capacity to sustain coherent and cohesive text.

The development of English writing skill is a vital component of language proficiency and is influenced by a range of factors.



These factors include individual motivation, one's history of language learning experiences, and the exposure to the English language within educational settings. Mastery of this skill is crucial for effective communication and expression in both academic and professional contexts.

Writing in EFL (English as a Foreign Language) involves more than just language accuracy (Gabrielatos, 2002). It requires the development of writing skills, which includes aspects such as grammar, vocabulary, syntax, and spelling. Comprehensive English as a Foreign Language (EFL) writing program places equal emphasis on both the final written work (product) and the steps taken to produce it (process). The process involves task analysis, planning, writing the first draft, evaluating and improving the first draft, and addressing language problems versus writing problems. To effectively develop writing skills in EFL learners, it is important to provide special writing lessons that raise awareness, offer support, provide opportunities for practice, and offer feedback.

### **2.2.2 Teaching writing**

In his articles, Matsuda (2003) challenges the assumption that the field of second language writing studies originated primarily in the 1960s. He highlights the interdisciplinary nature of this field, emphasizing its connections with composition studies and second

language studies. Matsuda's work sheds light on the historical roots and diverse influences that have shaped the study of second language writing. The development of teaching writing is discussed in the paper through the exploration of the historical neglect of writing in second language studies. It highlights how writing was not considered important in language teaching until fairly recently. The paper also discusses the shift towards a process-based approach in teaching writing, which emphasizes the development of organization and meaning in writing. Additionally, it mentions the increasing visibility of second language writing issues in conferences and the availability of coursework and specialization in second language writing in professional preparation programs.

The paper concludes by noting the existence of Meta disciplinary discourse and the availability of professional preparation programs in second language writing. Meta disciplinary discourse refers to self-conscious inquiries into the nature and history of second language writing (Matsuda, 2003). It involves discussions on modelology, history, interdisciplinary relations, ideological and political issues, and personal reflections on professional growth. It provides a platform for specialists from various related fields to come together and discuss common issues and concerns in the field of second language writing.

In recent years, there has been an increase in the availability of professional preparation programs in TESOL that offer coursework in second language writing or writing in general. The Directory of Professional Preparation Programs in TESOL in the United States and Canada, 1999-2001, indicates that a growing number of programs have indicated the availability of coursework in second language writing. Some programs even offer a specialization in second language writing that integrates coursework in both composition studies and second language studies. This indicates the growing recognition and importance of second language writing as a field of study.

While Ariyanti (2016) present her perspective of how does teaching writing Indonesia proceed. She found that teaching writing in Indonesia faces several challenges, including the differences between Bahasa and English in terms of structure, grammar, and style. Students often struggle with translating or transforming meaning from Bahasa to English, resulting in awkward and nonsensical writing. Additionally, the seriousness of teaching writing proficiency in the early grades is often neglected, leading to difficulties in mastering writing skills. However, there is a growing recognition of the importance of teaching writing, and new techniques are being developed to improve students' writing outcomes.

The process of teaching English as a Foreign Language (EFL) writing in Indonesia needed more than traditional activity. It mentions the steps involved in evaluating students' essay writing, such as sharing writing rules, providing a text for analysis, and giving feedback on students' papers (Arianti, 2016). Additionally, it highlights various activities that teachers can use to guide students' writing, including copying model sentences, answering specific questions, and writing dialogues. Teacher should emphasize the importance of integrating language form and cultural context in students' writing and the need for teachers to provide feedback and allow time for drafting and revising.

### **2.2.3 Writing assessment**

Writing assessment refers to the process of evaluating and scoring written compositions or essays (Brown et al, 2016). It is an essential component of educational systems, particularly in the context of large-scale national assessments. The accuracy of scoring in writing assessments is crucial to ensure the reliability and validity of the results.

There are three main ways to assess the accuracy of scoring in writing evaluations: consensus estimates, consistency estimates, and measurement estimates. Consensus estimates gauge how much agreement there is among scorers when assigning scores.

Consistency estimates examine whether markers consistently assign high or low scores. Measurement estimates determine the portion of score variability attributable to consistent scoring rather than random errors. These approaches are essential for ensuring the reliability and validity of writing assessments by identifying and addressing potential sources of scoring inconsistency and error.

There are some types of scoring in writing assessment. But the scoring use in writing assessment is crucial such as Swartz (1999) has said that scores are used to assess the quality of a writer's work and can be derived from various scoring models, such as holistic scoring or analytical scoring. Holistic scoring provides an overall rating of the writer's development of ideas, story elements, sequencing, and cohesion, while analytical scoring focuses on specific elements like sentence structure, spelling errors, and story-level errors. The reliability of these scores is important when making instructional decisions or evaluating writing skills.

It is a line with Brown's Scoring rubric. Brown's scoring rubric is a tool used in assessing students' writing skills (Hidayah et al, 2021). It is an analytic rubric that breaks down a piece of writing into various components, such as organization, grammar, style, and mechanics. Each component is given a separate rating, allowing for a more detailed evaluation of the students' writing. The rubric provides clear criteria for assessment and helps make the scoring

process more objective. However, it does mention that the use of Brown's rubric as a tool in assessing students' writing was considered very practical, with a mean score of 89%. This suggests that the rubric was effective in evaluating students' writing skills. It is recommended for teachers to use Brown's rubric, indicating its usefulness and potential accuracy in assessing students' writing.

## **2.3 Kurikulum Merdeka**

This section is about the definition and the practice of Kurikulum Merdeka in teaching writing.

### **2.3.1 Definition of Kurikulum Merdeka**

The Merdeka Belajar Curriculum is a new educational framework implemented by the Indonesian government to improve the quality of education and human resources (Hadi, 2023). It was introduced as a response to changing times and the evaluation of the previous 2013 Curriculum. The Merdeka Belajar Curriculum aims to provide a more flexible, in-depth, and relevant learning experience for students. It emphasizes the development of competencies, independence, and interactive learning. The curriculum offers various intracurricular learning options, allowing teachers to choose multiple teaching tools and adapt the learning process to students' needs and interests. The implementation of the Merdeka Belajar Curriculum also addresses the learning crisis

caused by the COVID-19 pandemic and provides a pathway for learning recovery. However, challenges such as teacher understanding of the curriculum and competence in using technology have been encountered during its implementation. Overall, the Merdeka Belajar Curriculum represents a new paradigm in education, focusing on student-centered learning, competency development, and adaptability to changing educational needs.

The Merdeka Belajar Curriculum has several advantages compared to the previous curriculum. It is simpler and more in-depth, focusing on essential material and developing students' competencies. It promotes independence, allowing teachers to adapt teaching to students' learning needs and interests. It also emphasizes relevance and interactivity through project-based learning. The Merdeka Belajar Curriculum also introduces new teaching tools, such as teaching modules, learning objectives flow, and projects to strengthen the profile of Pancasila students. These tools provide more detailed guidelines and allow for a more varied set of teaching resources.

Overall, the Merdeka Belajar Curriculum represents a shift towards a more flexible, independent, and interactive approach to education, addressing the challenges and needs of the changing times.

### **2.3.2 Kurikulum Merdeka in Language teaching**

The Kurikulum Merdeka for English language teaching possesses several distinctive features (Muslim and Sumarni, 2022). Firstly, it employs a backward curriculum approach, where curriculum design begins with the desired learning outcomes. Secondly, it is firmly grounded in a standard-based framework, incorporating the Common European Framework of Reference (CEFR) as the benchmark for English language learning. Additionally, this curriculum emphasizes a genre-based modelology, focusing on various forms of communication, such as spoken, written, visual, audio, and multimodal, to enhance language acquisition. In this context, educators are expected to possess extensive knowledge of language and effective teaching models to create syllabi and learning plans that lead to the intended learning outcomes.

The implementation of the Kurikulum Merdeka in English language teaching centers on a standardized curriculum that gives paramount importance to achieving specific learning outcomes. Educators are mandated to possess comprehensive expertise in languages and pedagogical techniques to craft syllabi and instructional plans. The curriculum promotes the use of a genre-based approach, where students engage with various types of texts presented in different modes of communication. Additionally,



educators are encouraged to facilitate students' digital literacy skills for efficient navigation of digital information.

## **2.4 Previous study**

The Picture Word Inductive Model has been applied in English language education, particularly as a technique for instructing second language (L2) learners in Indonesia. This model is employed for educating various facets of the language, such as reading, composition, and lexical acquisition. A prior investigation conducted by Oktafiani and Husnussalam in 2021 aimed to enhance students' writing skills in descriptive text through the utilization of the Picture Word Inductive Model (PWIM) model. The research involved 7th-grade students from a Junior High School in Cimahi, totaling 32 participants. The study employed Classroom Action Research (CAR) with two cycles to assess students' classroom engagement and reactions. The results illustrated an amelioration in students' writing skills, with scores ranging from 75 to 85 in post-test 2. Consequently, this study concludes that the PWIM model effectively boosts students' writing proficiency in descriptive text.

Another preceding inquiry, conducted by Rosyada in 2018, aimed to enhance students' critical thinking capabilities in the production of various essay varieties using the Picture Word Inductive Model (PWIM). This research encompassed 54 students enrolled in the English Education Program and was conducted over two cycles. The initial cycle centered on descriptive essays, while the subsequent cycle concentrated on compare and contrast essays.

The data amassed indicated that the implementation of PWIM significantly improved students' critical thinking skills. In the initial cycle, 41 students exhibited progress, while in the subsequent cycle, 52 students demonstrated augmented critical thinking abilities. The utilization of PWIM provided students with a straightforward guideline to generate ideas, construct sentences, and construct well-structured paragraphs for their essays.

The research findings also disclosed that most students showcased strong clarity, precision, and relevance in their essays. There was a noteworthy advancement of over 20% regarding clarity, precision, and relevance from the first cycle to the second cycle. Although the improvement in precision and relevance was less than 10%, the students reached an acceptable level of quality in terms of exactness and appropriateness in their essays. It is recommended that further research be conducted to continue exploring the effectiveness of PWIM in augmenting students' critical thinking skills in essay composition. This research could delve into different essay categories or examine the amalgamation of PWIM with other pedagogical approaches to further enhance students' critical thinking capabilities.

## **CHAPTER 3**

### **RESEARCH METODOLOGY**

This chapter includes sections that cover the research's structure and modelology, such as research design, time and location, the population and sample, variables under the research, research tools, their validity and reliability, data collection models, and data analysis techniques.

#### **3.1 Research Design**

The researcher uses pre-experimental research. According to Abdullah (2015) in his book about quantitative research, pre-experimental research is used to analysed the relation between variables. The research measures the variables through the use of specific instruments, enabling the data to undergo statistical analysis procedures.

In line with Sugiono's perspective (2010), pre-experimental research is often viewed as less rigorous in the realm of research since it lacks actual experimentation. Within this approach, external variables can exert influence on the dependent variable without adequate control, and the selection of data is not done randomly.

Preliminary research falls into three specific categories: one-shot case study, one-group pre-test and post-test, and intact group comparison. In the context of one-group pre-test and post-test, the researcher works with a single group. This approach involves conducting a pre-test before implementing the

treatments, followed by administering a post-test to assess and compare the progress that occur between the pre-test and post-test phases.

The researcher chooses pre-experimental research because this type of research does not require the aspect of history and maturity. It is only needed samples with the same background. In other words, the researcher only needs one range sample. This research is appropriate to apply in State Junior High School P2.

The following table illustrate the design of pre-experimental research.

**Table 3.1**

**The depiction of one group pre-test and post-test research design**

Pre-test	Treatment	Post-test
Y1	x	Y2

Here are the details describing the content of the design table provided above.:

Y1: Presents the pre-test as the dependent variable. It is the result of students' achievement of the test that carried out before the treatment conducted.

X: Presents the treatment as the independent variables. It is Picture Word Inductive Model.

Y2: Presents the post-test as the dependent variable. It is the result of students' achievement of the test that carried out after the treatment conducted.

The explanation of the research design procedure is as follows:

1. Prior to implementing the treatment, administer the pre-test (Y1) to evaluate the writing skills of the selected participants using 7th-grade writing materials.
2. Following the Kurikulum Merdeka concept, the research participants receive treatment (X) involving the Picture Word Inductive Model, administered in three sessions.
3. After the treatment has been implemented, carry out the post-test (Y2) on the selected individuals to assess their writing skills in relation to 7th-grade writing materials.

The purpose of this study is to assess whether there is an improvement in students' writing skills. The treatment is designed to evaluate whether there is a discernible increase in students' scores by comparing the results of the pre-test and post-test.

### **3.2 Time and setting of the research**

The research is scheduled to take place at State Junior High School P2, situated on Karanganyar Street, Karanganyar, Poncokusumo, Malang, East Java. It was conducted during the odd semester of the 2023/2024 academic year, specifically in September and October 2023. The research

is designed to explore the effectiveness of the Picture Word Inductive Model in teaching writing within the context of Kurikulum Merdeka. The first activity is conducting an observation to know how the condition and situation of the school. Following with Try-out, pre-test, treatments, and post-test. Each of activities done in different days that already scheduled by the researcher and the English Teacher.

### **3.3 Research population and sample**

In quantitative research, the population represents the focus of the study. This perspective aligns with Balnaves and Caputi's (2011) definition, which defines the population as all respondents who share a common background of interest or situation. Therefore, in this particular study, the population comprises all class VII students at State Junior High School P2, encompassing students from class VII-A to class VII-E. This student body totals 158 individuals.

To ensure that the sample is representative, researchers must carefully consider both the number and size of the sample they will use as their primary data source, as emphasized by Syahrudin and Salim (2012). Various techniques can be employed to determine the sample, and in this study, non-probability purposive sampling techniques are utilized. With this model, the selected samples are chosen in accordance with specific criteria that align with the research objectives. That the sample of class is a regular class and the students in the class are noted for their high level of activity, cooperation, and cognitive ability. Consequently, the researcher collaborated with the English

teacher at State Junior High School P2 to make an informed selection. Based on the English teacher's assessment, class VII-B with 32 individuals was chosen as the research sample.

### **3.4 Research variable**

As stated by Syahrur and Salim (2012), variables can be described as logical groupings of two or more attributes. When conducting research, it is essential to label variables with operational definitions, such as independent variables and dependent variables. In this particular study, the dependent variable is the achievement of students' writing skills, while the independent variable is the implementation of the Picture Word Inductive Model. This labeling serves the purpose of simplifying the process of identification and measurement.

### **3.5 Research Instrument**

Related to the pre-experimental research, the researcher prepares the pre-test and post-test instrument and treatment instrument.

#### **3.5.1 Treatment**

The researcher implemented the Picture Word Inductive Model (PWIM) as the treatment in this study, with a primary focus on enhancing students' writing skills. In accordance with the steps outlined in the PWIM instruction by Emrita et al. (2019), the researcher designed engaging PWIM sequences to assist students in improving their writing. This learning writing process is in learning writing descriptive text.

These sequences were centred around the topics of descriptive text and designed to write a descriptive paragraph.

The students received the treatment over the course of three sessions. Step one, the teacher thought the student about the definition, function, structure, and language features of descriptive text. Step two, the teacher conducted a learning process by using PWIM in form of showing a picture and analyse it in form of group work. Step three, the teacher asked the student to make a descriptive paragraph about the selected picture given. Those treatment are arranged in a designed learning module.

### **3.5.2 Pre-test and Post-test**

To evaluate the students' writing ability, the researcher employed a direct writing assessment model. In direct writing assessments, students are tasked with composing a complete essay on an unplanned topic within a set time frame. This form of assessment enables students to showcase their capacity to analyze a given topic, elaborate on their ideas, articulate those ideas clearly, and manage sentence structure and grammatical mechanics (Wolcott and legg, 1998). Direct writing assessments are regarded as a more accurate reflection of progress compared to multiple-choice writing tests.

Additionally, the researcher adapted Brown's Scoring rubric. Then employed a modified the simpler scoring system from it. Brown's



Scoring rubric is a framework for assessing student essays by categorizing and scoring them. Brown (2004) classifies scoring models for responsive and extensive writing into three main types: holistic, primary trait, and analytical. In this research, the analytical assessment model was selected because it encompasses five key categories, including organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression. By assigning scores to these five or six major elements, it aids in pinpointing areas where writers may need improvement.

Maulidiya (2023) this modification will be used by the researcher.

The modified scoring rubric is as follows:

**Table 3.5**

**Scoring Rubric Writing test**

Aspect	Score	Description	Weighting
1	2	3	4
<b>Content (C)</b>	<b>4</b>	The topic is well-defined, clear, and the details provided are relevant and directly related to the topic.	3x
	<b>3</b>	The topic is well-defined and clear, but the details provided are only loosely related to the topic.	
	<b>2</b>	The topic is comprehensive and lucid, but the details provided do not pertain to the topic.	
	<b>1</b>	The topic is unclear, and the details provided do not seem to be related to the topic.	
	<b>4</b>	The identification is thorough, and descriptions are well-structured with appropriate connectives.	

<b>Organization (O)</b>	<b>3</b>	The identification is nearly complete, and the descriptions are arranged with almost proper connectives.	2x
	<b>2</b>	The identification is incomplete, and the descriptions are organized with a few misuses of connectives.	
	<b>1</b>	The identification is incomplete, and the descriptions are organized with a few misuses of connectives.	
<b>Grammar (G)</b>	<b>4</b>	There are very few grammatical or agreement inaccuracies in the text.	2x
	<b>3</b>	There are very few grammatical or agreement inaccuracies, and they do not have a significant impact on the overall meaning.	
	<b>2</b>	There are numerous grammatical or agreement inaccuracies in the text.	
	<b>1</b>	There are frequent grammatical or agreement inaccuracies in the text.	
<b>Vocabulary (V)</b>	<b>4</b>	The choice of words and word forms is highly effective.	1,5 x
	<b>3</b>	There are a few instances of vocabulary and word form misuse, but these do not alter the intended meaning.	
	<b>2</b>	There is a limited range of confusing words and word forms used in the text.	
	<b>1</b>	There is a very poor knowledge of words and word forms, to the extent that the text is not understandable.	
<b>Aspect</b>	<b>Score</b>	<b>Description</b>	<b>Weighting</b>
1	2	3	4
<b>Mechanics (M)</b>	<b>4</b>	The text employs correct spelling, punctuation, and capitalization.	1,5 x
	<b>3</b>	There are occasional errors in spelling, punctuation, and capitalization in the text.	
	<b>2</b>	The text contains frequent errors in spelling, punctuation, and capitalization..	
	<b>1</b>	The text is primarily characterized by errors in spelling, punctuation, and capitalization.	

Adapted from Brown's Scoring rubric (2007)

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

The formula represents a scoring system calculated using the equation. In this formula, (C), (O), (G), (V), and (M) are numerical variables, each representing certain values or scores. The equation involves multiplying (1.5) by both (V) and (M), adding these values along with three times (C), two times (O), and two times (G). The entire sum is then multiplied by (100) and divided by (40). This formula provides a scoring mechanism, potentially for assessing performance or outcomes in a given context.

### **3.6 Instrument Validity and reliability**

This section explains about the instrument validity and reliability used by the researcher to measure the whether the instrument that will be conducted is valid and reliable or not.

#### **3.6.1 Instrument Validity**

As previously discussed, validity refers to the degree to which a measuring instrument accurately assesses what it is intended to measure (Abdullah, 2015). There are three types of validity tests: construct validity, content validity, and external validity. In this research, the researcher opted for content validity. Content validity assesses the degree to which the contents of the measuring tool comprehensively represent all the aspects that are deemed essential for assessing writing skills mastery.

Before conducting the content validity assessment, the researcher administered a written test and created an outline based on the syllabus. This was done to assess how well the content of the test aligns with the subject matter and the level of knowledge it aims to evaluate. Subsequently, an expert in the field will review and validate the test to ensure its content represents a comprehensive measure of writing skills.

To ensure the validity of the instrument, the researcher sought input from two experts: an English lecturer with expertise in writing and an English teacher who is well-acquainted with student conditions and the English teaching and learning process. The results of the validity assessment led to revisions in terms of the test's themes, duration, and instructions. Subsequently, the researcher incorporated these revisions and resubmitted the validity test to the experts. After incorporating their feedback and making further adjustments, the instrument was confirmed to be valid and was then prepared for the reliability test.

### **3.6.2 Instrument reliability**

A reliability test serves the crucial purpose of evaluating the extent to which the results of a measurement can be trusted. A test is deemed reliable if it consistently yields consistent results when administered to the same group on multiple occasions and at different points in time. To mitigate potential biases and reduce subjectivity

stemming from the test's creator, the researcher chose to conduct an inter-rater reliability test.

For this inter-rater reliability assessment, two evaluators, namely the teacher and the researcher, will independently assess the test scores. The instrument was applied to 32 students from VII-A at State Junior High School P2, and their responses were evaluated by both raters. The obtained results will be analysed using Cohen's kappa formula, with the assistance of SPSS version 27. The interpretation of kappa coefficient values will be categorized as follows:

**Table 3.6**

**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

After conducting the Try Out, the researcher uses inter-rater reliability test. The result of two raters then will be analysed using spss.25 with kappa formula. The result of the analysis as follows.

**Table 3.7**  
**Result of Kappa Analysed**

Symmetric Measures				
	Value	Asymptotic Standardized Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement Kappa	0.742	0.120	4.232	0.000
N of Valid Cases	32			

The table 3.7 illustrates a value of 0.742. When compared to the categories of the Kappa Coefficient Value, this score falls within the 'Good' category. This conclusion indicates that the scoring rubric employed by the researcher is reliable.

### 3.7 Technique Data Collection

In this study, a quantitative approach was employed. The data collection technique utilized is as follows:

1. The researcher conducted observations at State Junior High School P2, where secondary data in the form of "Alur Tujuan Pembelajaran (ATP)," along with information regarding the number of students and class divisions, was collected.
2. The researcher selected the sample from the existing population using purposive sampling.
3. A trial run of the study was conducted in one of the class VII.
4. Following the trial run, the researcher assessed the validity of the test items.

5. Test items that were deemed valid were then subjected to a reliability test before being administered as a pre-test.
6. The researcher conducted a pre-test on the selected sample class.
7. Three treatment sessions were administered using different materials.  
The first treatment covered descriptive and procedural text (including text structure and language features). The second treatment involved using PWIM to write descriptive text, and the final treatment utilized PWIM for writing procedural text.
8. After completing the treatments, a post-test was administered.
9. A normality test was conducted.
10. The researcher analyzed the pre-test and post-test results using a two-tailed t-test with the assistance of SPSS version 25.

### **3.8 Technique data analysis**

The data analysis technique involves the process of transforming research data into meaningful information, following the framework outlined by Priyono (2008). In this study, data analysis is conducted through the following steps:

1. Calculating pre-test scores and post-test scores for a set number of samples.
2. Organizing the values into a table format to streamline the data analysis process. The table contains pre-test and post-test scores for the experimental classes and is described as follows:

Initial Students' name	Experimental class	
	Y1	Y2
Total Score		

Y1: Score of Pre-test

Y2: Score of Post-test

1. Determine the group mean with the formula

$$\bar{X} = \frac{\sum X_i}{n}$$

$\bar{X}$  :Mean Score of experimental group

$\sum X_i$ : The total Score of experimental group

$n$ : The total of respondents

2. Determine the standard deviation with the formula

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-1}}$$

SD: Standard Deviation

$\sum D^2$ : The square deviation difference of experimental group

$N$  : The Total respondents

3. Determine the standard error with the formula

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

SEM: Standards Error of the mean



SD : Standard Deviation

N : Number of case

1 : Constant number

### 3.9 Research Hypothesis

Hypotheses are tentative statements that express logical assumptions or conclusions about a population. In this research, two hypotheses have been formulated: the Null Hypothesis ( $H_0$ ) and the Alternative Hypothesis ( $H_a$ ).

1. Null Hypothesis ( $H_0$ ): The utilization of the Picture Word Inductive Model does not have a significant impact on students' writing skills in Kurikulum Merdeka classrooms.
2. Alternative Hypothesis ( $H_a$ ): The Picture Word Inductive Model is effective and significantly enhances students' writing skill in Kurikulum Merdeka classrooms.

These hypotheses form the foundation for testing and assessing the influence of the Picture Word Inductive Model on students' writing skills within the context of Kurikulum Merdeka classrooms.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter comprises segments covering the depiction of data, assessment of normality, analysis of data, testing hypotheses, and discussion.

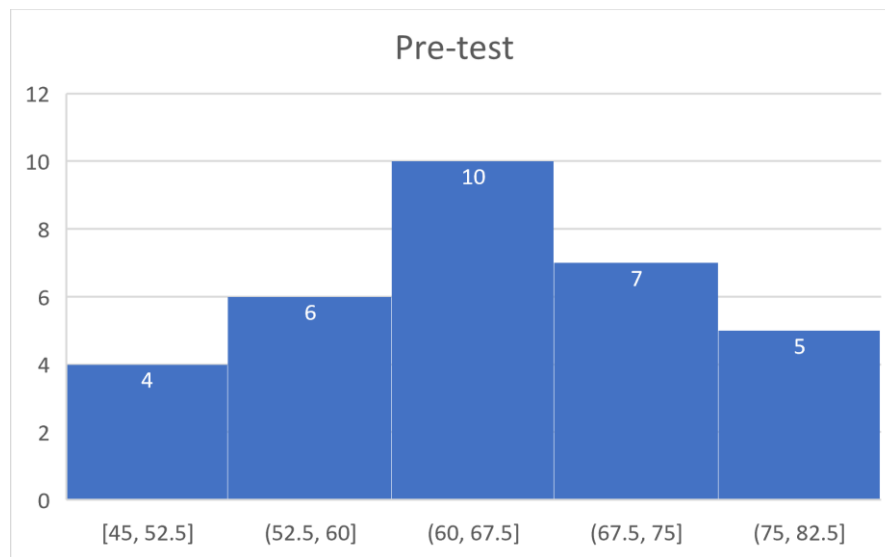
#### **4.1 FINDINGS**

Findings is about the analysis of the result of pre-test, post-test, comparison of pre-test and post-test, normality test, and T-test.

##### **4.1.1 Data Analysis of Pre-test**

On November 6th, 2023, the pre-test activity was conducted, involving 32 sample students in a classroom. During this activity, students were individually tasked with creating a descriptive text. The primary aim of the pre-test was to assess the students' writing proficiency before the implementation of the Picture Word Inductive Model (PWIM).

Notably, the students achieved scores ranging from a minimum of 45 to a maximum of 82.5. To analyze the descriptive data derived from these pre-test scores, the researcher employed SPSS 25. The distribution of student scores is visually represented in the histogram chart provided below.



The histogram chart provides a visual representation of the distribution of student scores, arranged from the highest to the lowest, along with the frequency of students in each score range. Examining the chart, it is observed that within the range of 45 to 52.5, there are 4 students, in the range of 52.5 to 60, there are 6 students, within the range of 60 to 67.5, there are 10 students, and in the range of 67.5 to 75, there are 7 students. Additionally, there are 5 students who scored above 75. Consequently, it can be concluded that 27 students scored below 75, which is considered the Passing Grade or KKM value in this test, based on the data displayed in the histogram chart.

To find out the descriptive data from the calculation of the data from the students' pre-test scores are as follows

**Table 4.1**  
**Descriptive Statistic of Pre-test**

Statistics		
pre test		
N	Valid	32
	Missing	0
Mean		65.4297
Std. Error of Mean		1.76206
Median		66.2500
Mode		66.25
Std. Deviation		9.96774
Variance		99.356
Range		37.50
Minimum		45.00
Maximum		82.50
Sum		2093.75

Table 4.2 provides a summary of the descriptive statistics for the pre-test scores. The mean score for the pre-test is 65.4297, indicating the average performance of the students. The median score, representing the middle value, is 66.25, and the mode, the most frequently occurring value, is 66.25 as well. The standard deviation, a measure of the spread of scores, is 9.96774. The minimum pre-test score attained by students is 45, while the maximum is 82.5. The dataset consists of 32 students in total. The small standard deviation (9.96774) in relation to the average pre-test score (65.4297) suggests relatively low variability, indicating good data quality. This implies that the students' pre-test scores are fairly consistent.

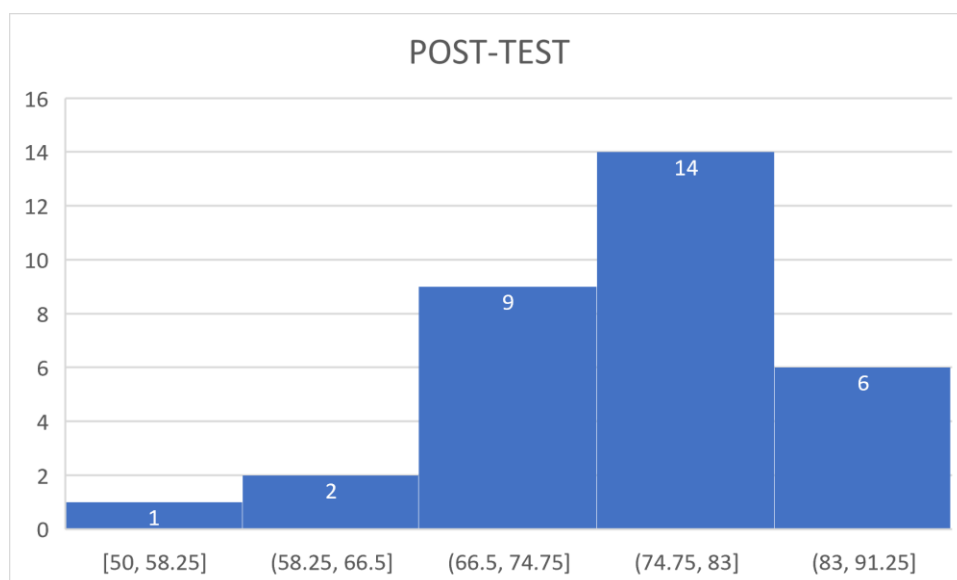
Following the assessment of pre-test scores, the researcher plans to implement the Picture Word Inductive Model (PWIM) treatment, repeating the treatment three times. Subsequently, a post-test will be administered to gauge the

extent of score improvement after the treatment has been applied. This sequential process will enable the researcher to evaluate the effectiveness of the PWIM approach on student writing performance.

#### 4.1.2 Data Analysis of Post-test

On December 20th, 2023, the post-test activity took place following three rounds of treatment, specifically using a Picture Word Inductive Model. During this activity, 32 sample students participated, each independently creating a descriptive text in a classroom setting. The objective of the post-test was to assess the students' writing achievement subsequent to the implementation of the PWIM treatment.

It was found that the lowest score of the students was 50, and the highest score was 91,25. To analyze descriptive data from the students' post-test scores, the researcher used SPSS.25. Facilitate the distribution of student scores. It can be seen in the histogram chart below.



The histogram chart provides a visual representation of the distribution of student scores, arranged from the highest to the lowest, along with the frequency of students in each score range. Examining the chart, it is observed that within the range of 50 to 58.25, there is 1 student, in the range of 58.25 to 66.5, there are 2 students, within the range of 66.5 to 74.75, there are 9 students, and in the range of 74.75 to 82.5, there are 14 students. Additionally, there are 6 students who scored above 82.5. Consequently, it can be concluded that 12 students scored below 75, which is considered the Passing Grade or KKM value in this test, based on the data displayed in the histogram chart. Furthermore, 20 students scored above 80, indicating a significant portion of the students performed well beyond the passing threshold.

To find out the descriptive data from the calculation of the data from the students' post-test scores are as follows

**Table 4. 2**  
**Descriptive Statistic of Post-test**

Statistics		
post test		
N	Valid	32
	Missing	0
Mean		76.2813
Std. Error of Mean		1.59434
Median		75.0000
Mode		71.25 <sup>a</sup>
Std. Deviation		9.01897
Variance		81.342
Range		41.25
Minimum		50.00
Maximum		91.25
Sum		2441.00

Table 4.4 provides a summary of the descriptive statistics for the post-test scores. The mean score for the post-test is 76.2813, indicating the average performance of the students. The median score, representing the middle value, is 75.00, and the mode, the most frequently occurring value, is 71.25. The standard deviation, a measure of the spread of scores, is 9.01897. The minimum post-test score attained by students is 50, while the maximum is 91.25. Notably, the standard deviation value (9.01897) is smaller than the average post-test score (76.2813), indicating relatively low variability and suggesting good data quality. This implies that the students' post-test scores are fairly consistent. Following the post-test, the researcher plans to calculate the difference in values obtained from the pre and post-tests. This analysis will reveal the change in student scores before and after the implementation of the PWIM treatment, providing insights into the effectiveness of the treatment in enhancing student performance.

#### **4.1.3 Students' score in writing before and after using Picture Word Inductive Model (PWIM) in Kurikulum Merdeka**

The pre-test was administered before the students received the Picture Word Inductive Model (PWIM) treatment, during which they were instructed on writing descriptive material. Consequently, the pre-test score represents the value obtained by students in the preceding semester. In contrast, the post-test was conducted after the students underwent treatment, specifically focusing on the composition of descriptive text using the PWIM. Comparing the two test results, the average pre-test score for students was 65.4297, while the average post-test score was 76.2813. Consequently, it is apparent that the pre-test scores are lower than the post-test scores, suggesting an improvement in student performance following the implementation of the PWIM treatment.

#### **4.1.4 Result of Normality Testing**

The normality test is an essential step conducted before applying parametric statistics, particularly when dealing with interval data. After conducting both the pre-test and post-test, the researcher calculated the results of each normality test. The primary objective of performing the normality test is to ascertain whether the distributed data follows a normal distribution. In this research, the Shapiro-Wilk normality test was chosen as the model, given the relatively small sample size of 30 respondents. This test, conducted using SPSS 25, evaluates whether the data is normally distributed (symmetrical). The criterion for normality, in the context of the Shapiro-Wilk test, is met when the significance



value (Sig.) is greater than 0.05. If the Sig. value surpasses this threshold, it is indicative that the data can be considered normally distributed.

**Table 4. 3**  
**Result of Normality Test**

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test	0.113	32	.200*	0.962	32	0.305
post test	0.130	32	0.185	0.942	32	0.083

The results of the normality tests for both the pre-test and post-test data are provided. The normality result for the pre-test is 0.305, and for the post-test, it is 0.083. In both cases, these values are greater than 0.05. For the pre-test data, where the result (0.305) is greater than 0.05 ( $0.305 > 0.05$ ), the conclusion is that  $H_0$  (null hypothesis) is rejected, and  $H_a$  (alternative hypothesis) is accepted. Therefore, it can be inferred that the pre-test data follows a normal distribution. Similarly, for the post-test data, with a result of 0.083, which is greater than 0.05 ( $0.083 > 0.05$ ),  $H_0$  is rejected, and  $H_a$  is accepted. Consequently, the post-test data is considered to be normally distributed. In summary, based on the normality test results, it is concluded that both the pre-test and post-test data exhibit normal distribution characteristics. This indicates that the data is suitable for parametric testing.

#### **4.1.5 Result of T-Test and Hypothesis Testing**

The paired sample t-test is a suitable statistical test for analyzing two sets of data in two different conditions, and in this case, it is applied to the pre-test and

post-test results. The primary aim of this test is to determine if there is a statistically significant difference between the average pre-test and post-test scores. The hypothesis for this study can be formulated as, Null Hypothesis ( $H_0$ ): There is no significant difference in students' writing achievement before and after the Picture Word Inductive Model treatment and Alternative Hypothesis ( $H_a$ ): There is a significant difference in students' writing achievement before and after the Picture Word Inductive Model treatment.

The hypothesis will be tested using the paired sample t-test, which is appropriate for comparing means within the same group. Given that the data is stated to be normally distributed, the use of the paired sample t-test is justified. The analysis is facilitated using SPSS 25, a statistical software, which simplifies the process of conducting parametric tests and allows for a thorough examination of the impact of the Picture Word Inductive Model treatment on students' writing achievement.

**Table 4. 4**  
**Result of Paired Sample T-Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - post test	-10.85156	10.94798	1.93535	-14.79873	-6.90439	-5.607	31	0.000

In this test, if the significance value is less than 0.05, we reject the null hypothesis, indicating a significant difference. Conversely, if the significance

value is greater than 0.05, we accept the null hypothesis, suggesting no significant difference. From the provided table, it is evident that there is a significant difference between the pretest and post-test results, as the significance value is 0.000, which is below the 0.05 threshold. Therefore, we can conclude that the utilization of the Picture Word Inductive Model (PWIM) is effective and significantly contributes to students' writing achievement in the Kurikulum Merdeka context.

## **4.2 Discussion**

This study was conducted at SMPN P2, utilizing a purposive or judgmental sampling technique. The researcher selected one class, specifically Class VII-B, comprising a total of 32 students, as the sample for this research. To assess the effectiveness of the Picture Word Inductive Model on students' writing achievement, the researcher administered both pre-test and post-test assessments. The pre-test was conducted prior to the treatment, while the post-test took place after the treatment was implemented. To analyze the relationship between these two sets of scores, the researcher employed SPSS 25.

As per the findings derived from the research process, the researcher affirms the existence of a significant difference between the pre-test and post-test scores. This implies that the utilization of the Picture Word Inductive Model has proven effective in enhancing students' writing achievement.

The analysis conducted using SPSS 25 indicates that the average pre-test score is 65.4297, while the post-test average is 76.2813. This disparity in the two values demonstrates a notable and statistically significant difference, revealing

that post-test scores exhibit an increase following the implementation of the treatment. This outcome serves as evidence supporting the effectiveness of the Picture Word Inductive Model in positively influencing students' writing achievement.

Furthermore, the data analysis in this study employed parametric analysis, specifically the T-test, to ascertain the difference in the averages of the two data intervals. Parametric analysis is suitable after confirming that the data follows a normal distribution. The research findings indicate that both the pre-test and post-test scores exhibit normal distribution, with values of 0.305 and 0.083, respectively. These values surpass the 5% significance level (0.05), reinforcing the conclusion that the data is normally distributed.

Once the data is confirmed to be normally distributed, the paired sample t-test can be conducted using SPSS 25. The research findings reveal that the students' pre-test and post-test scores yield a significant value of 0.000, which is lower than 0.005. This outcome signifies the rejection of the Null Hypothesis ( $H_0$ ) and the acceptance of the Alternative Hypothesis ( $H_a$ ). Therefore, it can be concluded that a significant change has occurred, indicating that the Picture Word Inductive Model is effective in enhancing students' writing achievement.

The findings of this study align with a prior research effort conducted by Maulidiya (2023), which investigated the use of the Picture Word Inductive Model (PWIM) in enhancing students' writing skills in English. Maulidiya's research indicated that PWIM was effectively employed in English learning, particularly in

developing writing skills and fostering critical thinking during pre-writing activities. Consequently, the current study contributes to the existing body of research by affirming that the Picture Word Inductive Model is indeed effective in teaching English writing material. This conclusion is drawn as the null hypothesis is rejected, while the alternative hypothesis is accepted, providing evidence that the PWIM significantly influences students' writing achievement within the context of Kurikulum Merdeka.

## **CHAPTER V**

### **CONCLUSION**

This chapter comprises sections dedicated to drawing conclusions and providing suggestions based on the research findings and discussions presented in the preceding chapters.

#### **5.1 Conclusion**

Based on the results of the hypothesis testing presented in the previous chapter, it can be concluded that a significant difference exists between the pre-test and post-test scores. This conclusion supports the effectiveness of the Picture Word Inductive Model in enhancing students' writing achievement. The parametric paired sample t-test, with a 5% significance level resulting in 0.000 (lower than 0.05), indicates the rejection of the Null Hypothesis ( $H_0$ ) and acceptance of the Alternative Hypothesis ( $H_a$ ). This outcome suggests that the use of the Picture Word Inductive Model in students' writing learning has been successful.

Moreover, the findings of this study indicate that the Picture Word Inductive Model, incorporating steps to enhance students' critical thinking, contributes to their ability to organize writing material. This, in turn, results in an improvement in students' writing skill. The treatment using the Picture Word Inductive Model was well-received by students, generating curiosity and enthusiasm. The model's effectiveness is evident in the students' deepened understanding of writing skills, as reflected in their worksheets. Additionally, the study underscores the effectiveness of PWIM in writing learning,

particularly in its positive impact on students' writing skill within the framework of Kurikulum Merdeka.

## **5.2 Suggestion**

Based on the findings of this study, the researcher proposes several suggestions directed towards various stakeholders as outlined below::

### **1. English teacher**

The researcher recommends that English teachers, in particular, incorporate the Picture Word Inductive Model (PWIM) into their Writing lessons for students. Given the importance of writing skills for students, utilizing this model can prove to be highly beneficial. Additionally, the researcher suggests that teachers leverage PWIM as a tool to enhance students' critical thinking skills. Encouraging students to articulate their thoughts in paragraphs and fostering a supportive environment for expression are crucial aspects of this approach. The PWIM not only provides an engaging and enjoyable learning experience but is also adaptable for application in secondary education.

### **2. Further Researcher**

This research serves as a valuable reference for addressing challenges in writing learning and provides effective solutions to overcome students' difficulties in practicing writing. The researcher recommends that future studies delve deeper into the Picture Word Inductive Model (PWIM) to explore its nuances and potential applications more comprehensively.

Additionally, researchers are encouraged to adopt a descriptive analysis approach in their investigations to gain a deeper understanding of how the PWIM can be effectively employed in the context of learning writing. This approach would contribute to expanding the knowledge base on the practical implementation and benefits of the Picture Word Inductive Model.



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## **APENDICES**

## Appendix I Research Permission Letter

 <p> <b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b>  <b>UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG</b>  <b>FAKULTAS ILMU TARBIYAH DAN KEGURUAN</b>  <small>Jalan Gajayana 50, Telepon (0341) 552398 Faksimile (0341) 552398 Malang  <a href="http://fitk.uin-malang.ac.id">http://fitk.uin-malang.ac.id</a> email: fitk@uin-malang.ac.id</small> </p>												
Nomor	: 2230/Un.03.1/TL.00.1/10/2023	24 Oktober 2023										
Sifat	: Penting											
Lampiran	: -											
Hal	: Izin Penelitian											
<p>Kepada</p> <p>Yth. Kepala SMPN 2 Poncokusumo di Malang</p> <p><b>Assalamu'alaikum Wr. Wb.</b></p> <p>Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:</p> <table border="0"> <tr> <td>Nama</td> <td>: Nanda Prastika Indraswari</td> </tr> <tr> <td>NIM</td> <td>: 18180007</td> </tr> <tr> <td>Jurusan</td> <td>: Tadris Bahasa Inggris (TBI)</td> </tr> <tr> <td>Semester - Tahun Akademik</td> <td>: Ganjil - 2023/2024</td> </tr> <tr> <td>Judul Skripsi</td> <td>: The Effectiveness of Picture Word Inductive Method (PWIM) toward Students' Writing Skill in Kurikulum Merdeka</td> </tr> </table> <p>Lama Penelitian : Oktober 2023 sampai dengan November 2023 (3bulan)</p> <p>diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.</p> <p>Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.</p> <p><b>Wassalamu'alaikum Wr. Wb.</b></p> <div style="text-align: right;">         Dekan,        Fakultas Ilmu Tarbiyah dan Keguruan        Universitas Islam Negeri Maulana Malik Ibrahim Malang        Muhammad Walid, MA        19730823 200003 1 002     </div> <div style="text-align: center; margin-top: 10px;">  </div>			Nama	: Nanda Prastika Indraswari	NIM	: 18180007	Jurusan	: Tadris Bahasa Inggris (TBI)	Semester - Tahun Akademik	: Ganjil - 2023/2024	Judul Skripsi	: The Effectiveness of Picture Word Inductive Method (PWIM) toward Students' Writing Skill in Kurikulum Merdeka
Nama	: Nanda Prastika Indraswari											
NIM	: 18180007											
Jurusan	: Tadris Bahasa Inggris (TBI)											
Semester - Tahun Akademik	: Ganjil - 2023/2024											
Judul Skripsi	: The Effectiveness of Picture Word Inductive Method (PWIM) toward Students' Writing Skill in Kurikulum Merdeka											
<p>Tembusan :</p> <ol style="list-style-type: none"> <li>1. Yth. Ketua Program Studi TBI</li> <li>2. Arsip</li> </ol>												



Nomor : 420/ 468a/35.07.301.07.41/2023  
 Lampiran : -  
 Hal : Balasan Izin Observasi

Yang bertanda tangan di bawah ini:

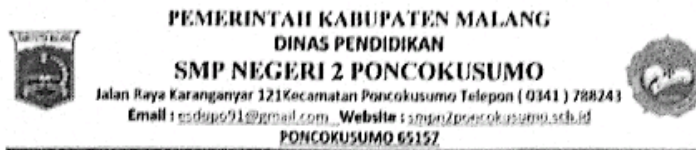
Nama : Dra. MARTINA LONA JUSITA, M.Pd.  
 NIP : 19680120 200012 2 002  
 Jabatan : Kepala SMP Negeri 2 Poncokusumo

Dengan ini memberikan izin penelitian di SMP Negeri 2 Poncokusumo kepada:

Nama : NANDA PRASTIKA INDRASWARI  
 NIM : 18180007  
 Fakultas/Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Tadris Bahasa Inggris (TBI)  
 Lembaga : Universitas Islam Negeri Maulana Malik Ibrahim Malang  
 Judul : The Effectiveness of Picture Word Inductive Model (PWIM) Towards  
 Students' Writing Skill in Kurikulum Merdeka  
 Keterangan : Waktu pelaksanaan menyesuaikan dengan ketuntasan penelitian.

Demikian surat balasan izin penelitian ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Poncokusumo, 16 September 2023  
 Kepala, SMP Negeri 2 Poncokusumo  
  
 Dra. MARTINA LONA JUSITA, M.Pd.  
 NIP 19680120 200012 2 002



**SURAT KETERANGAN**

Nomor: 420/592/35.07.301.07.41/2023

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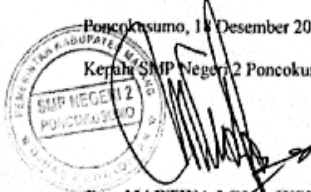
Nama : Dra. MARTINA LONA JUSITA, M.Pd  
 NIP : 196801202000122002  
 Jabatan : Kepala SMP Negeri 2 Poncokusumo  
 Instansi : SMP Negeri 2 Poncokusumo

Menerangkan dengan sebenar-benarnya bahwa mahasiswa di bawah ini:

Nama : NANDA PRASTIKA INDRASWARI  
 NIM : 18180007  
 Fakultas/Program studi : Fakultas Ilmu Tarbiyah dan Keguruan/Tadris Bahasa Inggris (TBI)  
 Nama Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian dengan judul "The Effectiveness of Picture Word Inductive Model (PWIM) Towards Students' Writing Skill in Kurikulum Merdeka pada bulan September hingga Desember 2023.

Demikian surat ini dibuat dengan sebenar-benarnya agar dipergunakan sebagaimana mestinya.

Poncokusumo, 18 Desember 2023  
 Kepala SMP Negeri 2 Poncokusumo  
  
**Dra. MARTINA LONA JUSITA, M.Pd.**  
 NIP. 196801202000122002



**PEMERINTAH KABUPATEN MALANG**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 2 PONCOKUSUMO**  
 Jalan Raya Karanganyar 121 Kecamatan Poncokusumo Telepon ( 0341 ) 788243  
 Email : esdup21@gmail.com Website : smpn2poncokusumo.sch.id  
**PONCOKUSUMO 65157**



Nomor : 420/539a/35.07.301.07.41/2023  
 Lampiran : -  
 Hal : Balasan Izin Penelitian

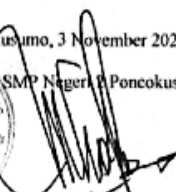
Yang bertanda tangan di bawah ini:

Nama : Dra. MARTINA LONA JUSITA M.Pd.  
 NIP : 196801202000122002  
 Jabatan : Kepala SMP Negeri 2 Poncokusumo

Dengan ini memberikan izin penelitian di SMP Negeri 2 Poncokusumo kepada:

Nama : NANDA PRASTIKA INDRASWARI  
 NIM : 18180007  
 Fakultas/Prodi : Fakultas Ilmu Tarbiyah dan Keguruan/ Tadris Bahasa Inggris (TBI)  
 Lembaga : Universitas Islam Negeri Maulana Malik Ibrahim Malang  
 Judul : The Effectiveness of Picture Word Inductive Model (PWIM) Towards  
 Students' Writing Skill in Kurikulum Merdeka  
 Keterangan : Waktu pelaksanaan menyesuaikan dengan ketuntasan penelitian

Demikian surat balasan izin penelitian ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Poncokusumo, 3 November 2023  
 Kepala SMP Negeri 2 Poncokusumo  
  
**Dra. MARTINA LONA JUSITA, M.Pd.**  
 NIP 19680120 200012 2 002

*Appendix II Schedule of the research***Schedule of the research**

No.	Activity	Date
1.	Observation	25 <sup>th</sup> , September 2023
2.	Conducting Try-out	30 <sup>th</sup> October 2023
3.	Conducting Pre-test	6 <sup>th</sup> November 2023
4.	Giving Treatment 1	7 <sup>th</sup> November 2023
5.	Giving Treatment 2	13 <sup>th</sup> November 2023
6.	Giving Treatment 3	14 <sup>th</sup> November 2023
7.	Conducting Post-test	20 <sup>th</sup> November 2023



*Appendix III Original Brown's Analytic Scoring Rubric*

**Original Brown's Analytic Scoring Rubric**

No.	Range score	Organization	Logical development of ideas	grammar	Punctuation, spelling, and mechanics	Style and quality of expression
1	20-18 Excellent to Good	A suitable title, a compelling introductory paragraph, a clearly stated topic, seamless transitions between sections, an organized structure that guides the reader, substantiating evidence for key points, and a coherent and comprehensive conclusion.	comprehensive essay that thoroughly covers the assigned topic, with well-developed and concrete ideas, excluding extraneous material, and showcasing reflective thought.	Demonstrating native-like fluency in English grammar, employing relative clauses, prepositions, modals, articles, verb forms, and tense sequencing correctly, while avoiding sentence fragments and run-on sentences.	Adhering to correct English writing conventions, including appropriate left and right margins, consistent use of capitalization where necessary, indentation of paragraphs, and displaying precise and neat punctuation and spelling.	Utilizing precise and apt vocabulary, incorporating parallel structures effectively, maintaining conciseness, and exhibiting appropriate linguistic register.
2.	17 – 15 Good to Adequate	Having an adequate title, introduction, and conclusion, with an acceptable body for the essay, although it may lack some evidence and some ideas might not be fully developed. The sequence is logical, but	The essay addresses the issues at hand, yet it overlooks certain points, and the ideas could benefit from more comprehensive development. Additionally, there is some extraneous material	Demonstrating an advanced proficiency in English grammar, with occasional grammar issues that do not significantly impede communication but are noticeable	While generally following writing conventions, the presence of errors in spelling can be distracting to the reader, and punctuation errors may occasionally disrupt the flow of	Making attempts to diversify language use, employing a good vocabulary, avoiding verbosity, maintaining an acceptable linguistic register, and displaying a fairly concise

		there might be issues with the use or absence of transitional expressions.	present.	to the reader, and maintaining a lack of sentence fragments or run-on sentences.	ideas.	writing style.
3.	14 – 12 Adequate to Fair	The essay contains a mediocre or minimal introduction and conclusion, with issues related to the organization of ideas in the body. Generalizations may lack full support from the provided evidence, and problems with overall organization can be disruptive.	The development of ideas may be incomplete, or the essay could be somewhat veer off-topic. Additionally, paragraph divisions are not precise.	While the ideas are conveyed to the reader, there are noticeable grammar problems that have a negative impact on communication, including the presence of run-on sentences or fragments.	There are severe issues with the formatting of the paper, making parts of the essay illegible. Additionally, there are errors in sentence punctuation and final punctuation, rendering the paper unacceptable to educated readers.	The essay features some instances of misused vocabulary, a lack of awareness of appropriate linguistic register, and it might tend to be overly verbose.
4.	12 – 6 Unacceptable-not	The essay has a shaky or barely recognizable introduction. The organization is almost non-existent, with severe problems regarding the ordering of ideas. It lacks supporting evidence, and the conclusion is either weak or illogical. There is an insufficient effort in terms of	The ideas presented in the essay are incomplete, and it does not seem to reflect careful thinking or appears to have been hastily written. There's an inadequate effort in terms of content.	Numerous serious grammar problems significantly hinder the communication of the writer's ideas. It's evident that a review of grammar in certain areas is required, and some sentences are difficult to	The format of the paper has serious issues, with parts of the essay being illegible. There are errors in sentence punctuation and final punctuation, rendering it unacceptable to educated readers.	The expression of ideas in the essay is weak, with issues in vocabulary, and a lack of variety in sentence structure.

		organization.		read.		
5.	5 – 1 Collage- levelwork	There's an absence of both an introduction and a conclusion in the essay. The body of the essay lacks apparent organization, and there is a severe shortage of supporting evidence. It seems the writer has made no effort to organize the composition in a way that could be easily outlined by the reader.	The essay is entirely inadequate and falls far short of reflecting college-level work. There is no apparent effort to consider the topic carefully.	Severe grammar issues significantly disrupt the communication of the message, to the point where the reader cannot comprehend what the writer intended to convey. The sentence structure is unintelligible and shows a disregard for clarity.	There is a complete disregard for English writing conventions in the paper. It's illegible, with missing capitals, no margins, and severe spelling problems.	The essay contains inappropriate vocabulary usage, with no understanding of linguistic register or sentence variety.

*Appendix IV Result of Pre-Test***Result of Pre-Test**

<b>No</b>	<b>Initial Name</b>	<b>Score</b>
<b>1</b>	ARK	66.25
<b>2</b>	AZF	78.75
<b>3</b>	ACDC	75
<b>4</b>	AAI	45
<b>5</b>	AKAZ	78.75
<b>6</b>	ADA	62.5
<b>7</b>	AZP	61.25
<b>8</b>	ARNK	57.5
<b>9</b>	AM	82.5
<b>10</b>	CV	75
<b>11</b>	DRP	50
<b>12</b>	DCBL	77.5
<b>13</b>	EYVA	65
<b>14</b>	KDNK	70
<b>15</b>	LC	71.25
<b>16</b>	MBM	66.25
<b>17</b>	MMI	77.5
<b>18</b>	MRAP	50
<b>19</b>	NAAS	75
<b>20</b>	NI	73.75
<b>21</b>	NRP	61.25
<b>22</b>	NAW	50
<b>23</b>	NA	55
<b>24</b>	RA	66.25
<b>25</b>	RMNI	67.5
<b>26</b>	RANS	66.25
<b>27</b>	RABA	57.5
<b>28</b>	RA	66.25
<b>29</b>	RDA	75
<b>30</b>	SWP	55
<b>31</b>	SRP	57.5
<b>32</b>	SNA	57.5

*Appendix V Result of Post-Test***Result of Post-Test**

<b>No</b>	<b>Initials Name</b>	<b>Score</b>
<b>1</b>	ARK	66.25
<b>2</b>	AZF	82.5
<b>3</b>	ACDC	91.25
<b>4</b>	AAI	67.5
<b>5</b>	AKAZ	87.5
<b>6</b>	ADA	71.25
<b>7</b>	AZP	78.75
<b>8</b>	ARNK	87.5
<b>9</b>	AM	75
<b>10</b>	CV	87.5
<b>11</b>	DRP	87.5
<b>12</b>	DCBL	70
<b>13</b>	EYVA	71.25
<b>14</b>	KDNK	75
<b>15</b>	LC	75
<b>16</b>	MBM	75
<b>17</b>	MMI	82.5
<b>18</b>	MRAP	60
<b>19</b>	NAAS	82.5
<b>20</b>	NI	75
<b>21</b>	NRP	87.5
<b>22</b>	NAW	71.25
<b>23</b>	NA	82.5
<b>24</b>	RA	71.25
<b>25</b>	RMNI	71.25
<b>26</b>	RANS	80
<b>27</b>	RABA	82.5
<b>28</b>	RA	67.25
<b>29</b>	RDA	82.5
<b>30</b>	SWP	50
<b>31</b>	SRP	75
<b>32</b>	SNA	71.25

*Appendix VI Result of Pre-test and Post-test*

**Result of Pre-test and Post-test**

NO	Initials Name	Difference		Description
		Pre-test	Post-test	
1	ARK	66.25	66.25	-
2	AZF	78.75	82.5	<i>Increase</i>
3	ACDC	75	91.25	<i>Increase</i>
4	AAI	45	67.5	<i>Increase</i>
5	AKAZ	78.75	87.5	<i>Increase</i>
6	ADA	62.5	71.25	<i>Increase</i>
7	AZP	61.25	78.75	<i>Increase</i>
8	ARNK	57.5	87.5	<i>Increase</i>
9	AM	82.5	75	-
10	CV	75	87.5	<i>Increase</i>
11	DRP	50	87.5	<i>Increase</i>
12	DCBL	77.5	70	-
13	EYVA	65	71.25	<i>Increase</i>
14	KDNK	70	75	<i>Increase</i>
15	LC	71.25	75	<i>Increase</i>
16	MBM	66.25	75	<i>Increase</i>
17	MMI	77.5	82.5	<i>Increase</i>
18	MRAP	50	60	<i>Increase</i>
19	NAAS	75	82.5	<i>Increase</i>
20	NI	73.75	75	<i>Increase</i>
21	NRP	61.25	87.5	<i>Increase</i>
22	NAW	50	71.25	<i>Increase</i>
23	NA	55	82.5	<i>Increase</i>
24	RA	66.25	71.25	<i>Increase</i>
25	RMNI	67.5	71.25	<i>Increase</i>
26	RANS	66.25	80	<i>Increase</i>
27	RABA	57.5	82.5	<i>Increase</i>
28	RA	66.25	67.25	<i>Increase</i>
29	RDA	75	82.5	<i>Increase</i>
30	SWP	55	50	-
31	SRP	57.5	75	<i>Increase</i>
32	SNA	57.5	71.25	<i>Increase</i>
	Mean	65.4297	76.2813	<i>Increase</i>

*Appendix VII CP & ATP*

<p>Mata Pelajaran : Bahasa Inggris Fase : D</p>	<p><b>Capaian Fase D :</b> Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.</p>
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**Elemen Capaian Pembelajaran**

<b>Menyimak - Berbicara</b>	<b>Membaca dan Memirsa</b>	<b>Menulis dan Mempresentasikan</b>
<p>Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p>	<p>Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>	<p>Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p>



<p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i></p>	<p><i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i></p>	<p><i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.</i></p>
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### Alur Tujuan Pembelajaran

#### Kelas: 7

Alur Tujuan Pembelajaran	Elemen (tuliskan elemen yang termuat dalam Tujuan Pembelajaran)	Referensi/Catatan/Inspirasi Adaptasi
7.1. Mengidentifikasi tujuan teks untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif	Membaca dan Memirsa	Teks yang digunakan adalah teks deskripsi dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.2. memahami ide utama dan detil yang relevan mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.	Menyimak dan Berbicara	Teks yang digunakan adalah teks deskripsi dan teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.3. merespons teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri dari berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.4. Melakukan pengulangan dan penggantian kosa kata mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah.	Menyimak dan Berbicara	Kosa kata yang diulang dari topik yang familiar dan unfamiliar dengan jumlah kosakata yang sedikit dengan memperhatikan pelafalan
7.5. Mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif.	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana
7.6. Membuat inferensi untuk memahami informasi tersirat dalam sebuah teks dalam berbagai jenis teks berbentuk	Membaca dan Memirsa	Teks berbentuk deskripsi atau teks fungsional tertentu dengan kosa kata dan kalimat yang sederhana

cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.		
7.7. Menyusun paragraph tentang argument dan pendapat menggunakan perencanaan, contoh, kosakata spesifik dan struktur kalimat sederhana.	Menulis-Mempresentasikan	Menyusun outline menggunakan contoh teks sederhana kosa kata, dan struktur kalimat dengan menggunakan struktur dan unsur kebahasaan yang sesuai seperti <i>simple present tense</i> , <i>adjective</i> , dsb.
7.8. Mengomunikasikan ide, pengalaman teks informasi mereka melalui paragraf sederhana dan terstruktur.	Menulis-Mempresentasikan	Kalimat yang dihasilkan sederhana dengan memperhatikan jeda, kapitalisasi dan menggunakan struktur dan unsur kebahasaan yang sesuai seperti <i>simple present tense</i> , <i>adjective</i> , <b><i>dsb.</i></b>
7.9. mengungkapkan jawaban, ide, pengalaman, minat, pendapat, pandangan dan preferensi dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal menggunakan struktur kalimat dan kata kerja sederhana.	Menyimak-Berbicara	Menggunakan bahasa Inggris untuk mengungkapkan minat, pendapat dengan guru.

Mengetahui,  
Kepala SMP Negeri 2 Poncokusumo

Poncokusumo, 17 Juli 2023  
Guru Mata Pelajaran

Dra. Martina Lona Jusita, M.Pd.  
NIP. 19680120 200012 2 002

Susi Istiyani, S.Pd.  
NIP. 19691207 199203 2 009

## Chapter 1 About Me

### Tujuan Pembelajaran

1. Peserta didik dapat menyapa orang lain.
2. Peserta didik dapat memperkenalkan diri sendiri dan orang lain.
3. Peserta didik dapat menyebutkan tentang hobby dan peralatannya
4. Peserta didik dapat mendeskripsikan kondisi fisik dan sifat orang di sekitarnya.
5. Peserta didik dapat mendeskripsikan kegiatan sehari-hari..

Profil Pelajar Pancasila: Mandiri

### Alur Tujuan Pembelajaran

<b>Elemen:</b> Menyimak – Berbicara			
<b>Capaian Pembelajaran:</b> peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.			
Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
1	Peserta didik dapat menyapa orang lain.	1	1
1	Peserta didik dapat memperkenalkan diri sendiri dan orang lain.	1	1
1	Peserta didik dapat menyebutkan macam – macam hobby dan peralatannya	1	1
1	Peserta didik dapat mendeskripsikan kondisi fisik dan sifat orang di sekitarnya.	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>4</b>

<b>Elemen:</b> Membaca – Memirsa			
<b>Capaian Pembelajaran:</b> Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
1	Peserta didik dapat memperkenalkan diri sendiri dan orang lain.	1	1
1	Peserta didik dapat menyebutkan macam – macam hobby dan peralatannya	1	1
1	Peserta didik dapat mendeskripsikan kondisi fisik dan sifat orang di sekitarnya.	1	1
1	Peserta didik dapat mendeskripsikan kegiatan sehari hari..	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>4</b>

<b>Elemen:</b> Menulis – Mempresentasikan			
<b>Capaian Pembelajaran:</b> peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>

1	Peserta didik dapat menyebutkan macam – macam hobby dan peralatannya	1	1
1	Peserta didik dapat mendeskripsikan kondisi fisik dan sifat orang di sekitarnya.	1	1
1	Peserta didik dapat menulis teks deskripsikan kegiatan sehari hari..	2	2
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>4</b>

\* Angka menunjukkan bab, huruf menunjukkan subbab

\*\*Angka menunjukkan urutan file Modul Ajar (sesuai urutan bab)

*Apendix VIII Modul Ajar*

**MODUL AJAR 1 BAHASA INGGRIS**

**SMP Negeri 2 Poncokusumo**

**FASE D**

**A. Informasi Umum**

Kode Modul	Bhs Inggris D.VII.1 (mapel.fase.kelas.nomor modul/bab)
Penyusun/Tahun	(Nanda Prastika Indraswari)/2022
Kelas/Fase Capaian	VII/Fase D
Elemen/Topik	Menulis – Mempresentasikan / Introducing one self and others
Alokasi Waktu	360 menit (6 Jam Pelajaran)
Pertemuan Ke-	1,2,3
Profil Pelajar Pancasila	Independent (diambil dari halaman awal bab)
Sarana Prasarana	LCD, Proyektor, Papan Tulis
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Discovery Learning, Picture Word Inductive Model (PWIM)
Mode Pembelajaran	Tatap Muka

**B. Komponen Inti**

**Tujuan Pembelajaran**

6. Peserta didik dapat menggunakan unsur kebahasaan untuk menulis descriptive text.
7. Peserta didik dapat menggambarkan seseorang, benda, atau hal-hal di sekitar.

**Pertanyaan Pemantik**

1. What is your understanding of descriptive text? Are you familiar with the process of describing individuals? What aspects can you highlight when describing someone? can you identify and articulate features related to a particular subject? Let's explore these concepts together!

**Persiapan Pembelajaran**

1. Guru melakukan asesmen diagnostik dalam bentuk menulis paragraf descriptive sebelum pembelajaran.

2. Guru menyiapkan bahan tayang PPT materi menggambarkan dan mengidentifikasi gambar dalam Bhs. Inggris.

### **Materi Pembelajaran**

1. Common expressions for introducing oneself (Bright VII hal. 3)
2. Numbers (Bright VII hal 13)
3. Days and months (Bright VII hal. 13)

## **Langkah Pembelajaran**

### **Pertemuan 1 (2 JP)**

#### **Kegiatan awal (10')**

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait menyapa orang lain dalam bahasa Inggris. - *Are you familiar with the process of describing individuals?*
- Menyampaikan topik dan agenda pembelajaran

#### **Kegiatan Inti (55')**

- Mempersilahkan siswa untuk melihat gambar dan mendengarkan rekaman tentang descriptive text sesuai dengan gambar (5')
- Mempersilahkan siswa untuk mengikuti pengucapan kosa kata sulit dalam bahasa Inggris. (10')
- Mempersilahkan siswa untuk mendengarkan kosakata yang berhubungan dengan ciri-ciri fisik seseorang/adjective verb. (10')
- Mempersilahkan siswa untuk mengikuti pengucapan kosakata yang sudah diperdengarkan. (10')
- Mempersilahkan siswa berlatih mengidentifikasi gambaran/ciri-ciri teman sebangku. (10')
- Mempersilahkan siswa mempraktekkan menggambarkan teman sebangku secara lisan di depan secara bergantian. (10')

#### **Kegiatan Penutup (15')**

- Melakukan refleksi pembelajaran
- Memberi tugas menuliskan ciri-ciri atau gambaran umum pada suatu gambar .
- Menyampaikan agenda pertemuan berikutnya



## **Pertemuan 2 (2 JP)**

### **Kegiatan awal (15')**

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait memperkenalkan diri
  - *Do you know how to write a descriptive text?*
  - *What would you write about describing someone or something?*
- Menyampaikan topik dan agenda pembelajaran

### **Kegiatan Inti (55)**

- Memberikan contoh teks deskriptif yang baik.
- Identifikasi elemen-elemen yang ada dalam teks tersebut.
- Mendiskusikan gaya bahasa dan pilihan kata yang efektif.
- Membandingkan bersama tugas menulis descriptive text dari minggu lalu dengan contoh descriptive text yang diberikan guru.
- Siswa melakukan peer correction dengan teman sebangku.

### **Kegiatan Penutup (10)**

- Melakukan refleksi pembelajaran.
- Meminta siswa untuk memberikan umpan balik terhadap pembelajaran hari ini.
- Menyampaikan agenda pertemuan berikutnya.

## **Pertemuan 3 (2 JP)**

### **Kegiatan awal (15')**

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait memperkenalkan diri
  - *What do you know about the structure of descriptive text?*
- Menyampaikan topik dan agenda pembelajaran

### Kegiatan Inti (55)

- Membagi siswa menjadi beberapa kelompok. (10')
- Memberikan lembar kerja pada masing-masing kelompok. (15')
- Mempersilahkan siswa untuk menemukan dan menanyakan beberapa kosakata sulit yang terdapat pada lembar kerja. (10')
- Mempersilahkan siswa untuk Menyusun kalimat-kalimat berdasarkan struktur descriptive text. (15')
- Mempersilahkan siswa untuk Menyusun setiap kalimat menjadi paragraph descriptive text sederhana secara utuh. (5')

### Kegiatan Penutup (10)

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.

### Rencana Asesmen

Peserta didik mengerjakan tugas terstruktur, yaitu **Let's Practise** dan **Critical Thinking Tasks** dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 17 – 20.

### Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital

### Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

1. *What sets descriptive text apart from other text types?*
2. *Why is the use of pictures or visual media important in writing descriptive text?*
3. *How can descriptive text help readers better understand an object or place?*
4. *Do you prefer reading simple descriptive text or more creative and colorful ones? Why?*

5. *Name some words or phrases that you think can be used to describe the atmosphere or characteristics of a place.*
6. *Why is it important to pay attention to the use of details and specifics in descriptive text?*

#### Refleksi Guru

- ✓ *Does the teaching and learning process run as planned?*
- ✓ *Do the students participate in class activities?*
- ✓ *Do students have any difficulties in understanding some parts of the materials?*

### C. Lampiran

#### Lembar Aktivitas

Silakan kerjakan **Let's Practise** dan **Critical Thinking Tasks** dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 17-20.

#### Bahan Bacaan Guru dan Peserta Didik

Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 11 – 20.

#### Daftar Pustaka

Zaida, Nur. 2022. Bright and English Course for SMP/MTs Grade VII. Jakarta: PT Penerbit Erlangga

Mengetahui

Malang, 5 November 2023

Kepala SMPN 2 Poncokusumo

Guru mata pelajaran

Penyusun

Dra. Martina Lona Jusita, M.Pd.  
NIP. 19680120 200012 2 002

Susi Istiyani, S.Pd.  
NIP. 19691207 199203 2 009

Nanda Prastika  
NIM. 18180007

## Appendix IX Pre-test Sheet

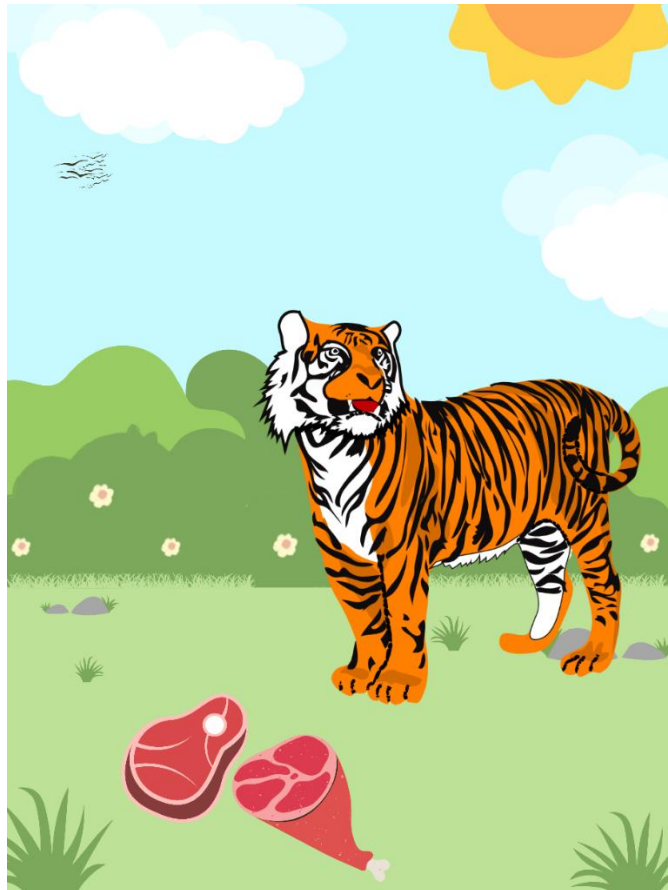
### Student's Identity

Name :

Numbers :

➤ **Pre-test**

Please write a descriptive text based on the picture below.

This image shows a blank sheet of white paper with horizontal ruling lines. At the top, there is a dashed line. Below it are several solid horizontal lines spaced evenly apart, providing a template for handwriting practice. The lines extend across the width of the page.

### *Appendix X Teacher Instruction and Guidance*

#### Instruction

1. Identify every part of the picture using words.
  2. Insert the word into table.
  3. Distinguish between general orientation, physical characteristics and general activities.
  4. Arrange the sentence into the right structure.
- A. Identify every part of the picture using words.  
Use arrows to labelling the picture with your words.



- B. Put your word into the table below.

Number	Structures	Words	Sentences
1.	General orientation		
2	Physical characteristic		

3	General activity		
---	------------------	--	--

## Apendix XI Post-test Sheet

### Student's Identity

Name :

Numbers :

➤ **Post-test**

Please write a descriptive text based on the picture below.

[illegible]

# Appendix XII Students' Answer Sheet

## My GrandMother

This is My GrandMother. She is Sixty years old. Her name is Snyati. GrandMother like Reading. GrandMother Read a book. Grand Mother has White hair and Canned Skin. GrandMother uses Red Cloths and Glasses. My GrandMother Always Read a book and Gardening.

Nama : A. Zidan Fapci

### Try Out

nama:	A. Zidan	corector:	1
nomor siswa:	2		
Aspect	score	weighting	result
Content (C)	1,2,3,4	3C	12
Organization (O)	1,2,3,4	2O	4
Grammar (G)	1,2,3,4	2G	4
Vocabulary (V)	1,2,3,4	1,5 V	4,5
Mechanics (M)	1,2,3,4	1,5 M	4,5
		Total	72,5

conclusion:

Above KKM (1)

Under KKM (0)

☒

nama:	A. Zidan	corector:	2
nomor siswa:	2		
Aspect	score	weighting	result
Content (C)	1,2,3,4	3C	9
Organization (O)	1,2,3,4	2O	4
Grammar (G)	1,2,3,4	2G	6
Vocabulary (V)	1,2,3,4	1,5 V	4,5
Mechanics (M)	1,2,3,4	1,5 M	4,5
		Total	70

conclusion:

Above KKM (1)

Under KKM (0)

☒



Student's Identity  
 Name : Alimad Zidan Fauzi  
 Numbers : 2

➤ Pre-test

Please write a descriptive text based on the picture below.



This is tiger  
 tiger is ~~Predator~~. tiger is carnivore. tiger has four legs. Tiger has stripes back and orange, white colour.  
 tiger live eat? tiger live eat Meat. tiger has sharp nails. tiger is Predator. tiger live hunting. tiger has horrible face. Tiger ~~to~~ live in forest.

nomor siswa: 2			
Aspect	score	weighting	result
Content (C)	1,2,3,4	3C	12
Organization (O)	1,2,3,4	2O	6
Grammar (G)	1,2,3,4	2G	6
Vocabulary (V)	1,2,3,4	1,5 V	4,5
Mechanics (M)	1,2,3,4	1,5 M	3
Total			78.75

Student's Identity	
Name	: Nodif AL-Atayis
Numbers	: 19

➤ Post-test

Please write a descriptive text based on the picture below.



<p>Uncle harvests durian -</p> <p>Uncle rizal is my uncle. Uncle rizal has short hair, thick mustache, and fair skin. He is 47 years old.</p> <p>Uncle rizal is durian farmer. He has lots of durian gardens. Uncle rizal is very good and <del>much</del> <del>is</del> always smile. Uncle rizal likes <del>to</del> eat durian. Family uncle rizal is durian farmer.</p> <p>Uncle rizal family is ....</p>	
<p>_____</p> <p>_____</p>	

nomor siswa:		19	
Aspect	score	weighting	result
Content (C)	1,2,3,4	3C	12
Organization (O)	1,2,3,4	2O	6
Grammar (G)	1,2,3,4	2G	6
Vocabulary (V)	1,2,3,4	1,5 V	4.5
Mechanics (M)	1,2,3,4	1,5 M	4.5
		Total	82.5

### *Appendix XIII Documentation*

#### A. Try-Out Test



#### B. Pre-test



#### C. Treatment I



#### D. Treatment II



#### E. Treatment III



#### F. Post-test



*Appendix XIV Thesis Consultation Logbook*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50 Malang, Telepon (0341) 552398 Faximile (0341) 552398  
<http://fik.uin-malang.ac.id> Email: [fik@uin-malang.ac.id](mailto:fik@uin-malang.ac.id)

BUTKTI KONSULTASI DRAFT SKRIPSI  
JURUSAN TADRIS BAHASA INGGRIS

Nama Mahasiswa : Nanda Prastika Indraswari

NIM : 18180007

Dosen Pembimbing : Farid Munfaati, M.Pd

No	Tanggal Konsultasi	Keterangan	TTD
1	12 September 2023	Konsultasi Judul	
2	21 September 2023	Bab 1, 2, 3	
3	5 Oktober 2023	Revisi Bab 1, 2, 3	
4	10 Oktober 2023	Revisi Bab 1 dan 3	





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50 Malang, Telepon (0341) 552398 Faximile (0341) 552398  
<http://frik.uin-malang.ac.id> Email: [frik@uin-malang.ac.id](mailto:frik@uin-malang.ac.id)

BUTKTI KONSULTASI DRAFT SKRIPSI  
JURUSAN TADIRIS BAHASA INGGRIS

Nama Mahasiswa : Nanda Prastika Indraswari

NIM : 18180007

Dosen Pembimbing : Farid Munfaati, M.Pd

No	Tanggal Konsultasi	Keterangan	TTD
1	3 November 2023	Konsultasi teknis penelitian	
2	4 Desember 2023	Bab 4 (hasil penelitian)	
3	8 Desember 2023	Bab 5 dan revisi	
4	14 Desember 2023	Revisi Bab 4 dan 5	

*Apendix XV Curriculum Vitae*

## Curriculum Vitae

Nama Lengkap : Nanda Prastika Indraswari  
 Tempat, Tanggal Lahir : Malang, 24 Agustus 2000  
 Jenis Kelamin : Perempuan  
 Agama : Islam  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bhs Inggris  
 Perguruan Tinggi : UIN Malang  
 Alamat Rumah : Dsn Ngamprong Rt 02 Rw 05 Ds Banjarejo,  
 Kec Pakis, Kab Malang  
 No. Hp/ Telp : 085706596022  
 Alamat Email : waritika27@gmail.com  
 Nama Wali : Ahmad Sya' Yudi

**Riwayat Pendidikan**

1. 2006 TK Muslimat 18
2. 2012 MI AL FATAH
3. 2015 MTs N Tumpang
4. 2018 SMAI AL-MAARIF Singosari
5. 2023 UIN Malang

Malang, 27 Desember 2023 Mahasiwi,

Nanda Prastika Indraswari

NIM.18180007