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APPENDIX**Appendix 1. Lesson Plan (RPP 1)****RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****SIKLUS I PERTEMUAN KE I**

Sekolah : Smp Swasta Imelda Rantau Prapat

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / Genap

Topik : Recount Teks

Alokasi Waktu : 2 x 35 menit

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar (KD)

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount, serta responnya sesuai dengan konteks penggunaannya dengan memberi dan meminta terkait pengalaman pribadi dimasa lampau.

2. Menyusun teks recount lisan dan tulis sederhana terkait pengalaman pribadi di masa lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

1. Mengidentifikasi definisi teks recount dengan baik.
2. Mengidentifikasi contoh teks recount dengan baik.
3. Mengidentifikasi tujuan menulis teks recount.
4. Mengidentifikasi ciri-ciri teks recount.

D. Tujuan Pembelajaran

1. Melalui kegiatan diskusi dan memberi penjelasan pada siswa, siswa dapat mengidentifikasi definisi teks recount dengan baik.
2. Melalui kegiatan diskusi kelompok dan gambar yang di sajikan siswa dapat mengidentifikasi contoh teks recount dengan baik.
3. Melalui kegiatan diskusi kelompok dan gambar yang di sajikan siswa dapat mengidentifikasi tujuan menulis teks recount.
4. Siswa dapat mengidentifikasi ciri-ciri teks recount.

E. Materi Pembelajaran

1. Fungsi Sosial

Mendapatkan hiburan, mengamalkan nilai-nilai luhur, meniru nilai moral, cinta tanah air budaya lain, dll.

2. Struktur teks

- a. Orientation, bagian ini menceritakan latar belakang ceritanya. Informasi tentang siapa, dimana dan kapan sangat penting di cantumkan.
- b. Events, bagian ini mencakup kejadian secara rinci seperti bagaimana dan mengapa cerita tersebut terjadi.

- c. Resolution: Bagian ini, Masalah (krisis) diselesaikan, baik di akhir yang bahagia atau di akhir yang menyedihkan (tragis).
- d. Re-orientasi: Ini adalah komentar penutup cerita dan itu opsional. Ini terdiri dari Pelajaran moral, nasihat atau pengajaran dari penulis.

3. Fitur bahasa

- Kata kerja dalam Simple Past tense, Past Continuous Tense
- Kosakata: kata kerja yang menunjuk tindakan atau kegiatan
- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb
- Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, on Monday, an hour ago, immediately, dsb
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tandabaca

1. Contoh teks recount

A couple of months prior, I went to Lake Toba with my loved ones. It is situated in Toba, Balige area. The excursion there required around 3,5 hours. We left Medan at 06.30 utilizing a vehicle and we showed up at around 10.00 o'clock (**orientation: who, where, when**).

As shown up there, my folks leased a cottage to take a rest. I and my sibling quickly ran towards the lake. It looked radiant day with a blue sky and I felt a delicate breeze. The waves there were reasonable for swimming, however I was unable to swim, sadly. I remembered to take a selfie with the foundation of delightful Lake Toba.

Around early afternoon, I started to feel hungry. I moved toward the leased cottage. My mom had arranged nourishment for us. I felt glad to have the option to travel with family and partook in the magnificence of nature made by God. (**record of the event: done in temporal sequence use simple past, use specific time and action verb**).

We were exceptionally glad to go through a day playing waters and partook in the normal lovely of the Lake. We got back home around 17.00 and returned home around 20.30 it was both tiring and fun.(**re-orientation: closer and shows personal attitude**).

F. Metode Pembelajaran

- Menggunakan metode Picture Word Inductive Model (PWIM).
- Metode Diskusi

G. Kegiatan Belajar Mengajar

1. Prakegiatan

- Salam.
- Berdoabersama.
- Kehadiran.
- Guru menyampaikan kompetensi yang harus dicapai.
- Guru mengajukan beberapa pertanyaan untuk mengarahkan pemikiran siswa kedalam topik yang akan dipelajari.

2. Selama Kegiatan

a. Mengamati

- Guru Menjelaskan mengenai pengertian dan fungsi teks recount.
- Guru memberikan materi gambar dan teks terkait pengalaman pribadi di masa lampau.
- Guru memberikan contoh tertulis tentang teks recount.

b. Bertanya

- Guru meminta siswa untuk memahami pengertian dan fungsi recount text.
- Guru mengajukan pertanyaan kepada siswa "Apakah ada masalah yang dapat diidentifikasi?" dan "Solusiapa yang bisa menyelesaikan masalah?".
- Kemudian, siswa mencatat hal-hal apa saja yang perlu di perhatikan dalam menulis recount text (penggunaan past tense).

c. Bereksperimen

- Setelah siswa memahami isi, kemudian guru mengambil gambar atau poster.
- Guru membagi kelompok
- Guru memberikan lembar soal.
- Siswa menjawab pada lembar soal dengan.

d. Pengumpulan

- Guru meminta siswa mengumpulkan hasil pekerjaannya.

e. Komunikasi

- Guru dan siswa mendiskusikan pekerjaan siswa.

3. Pasca Kegiatan

- Guru dan siswa menyimpulkan hasil materi hari ini.
- Guru dan siswa mendiskusikan kesulitan siswa kemudian guru memberikan solusi.
- Penutupan.

F. Media dan Sumber Belajar

1. Media: Papan tulis, spidol, gambar atau poster
2. Sumber belajar: Internet dan buku bahasa Inggris untuk tingkat SMP.

G. Penilaian

Sikap : Pengamatan

Pengetahuan : Latihan Soal Mandiri

Bentuk Test : Tertulis

Jenis Test : Pilihan Berganda dan Essay

RantauPrapat, 11 April 2022

Guru Bahasa Inggris

Peneliti

Saipul Abidin Azhar, S. Pd

Nur Hafsary Pasaribu

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**SIKLUS I PERTEMUAN KE II**

Sekolah : Smp Swasta Imelda RantauPrapat

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / Genap

Topik : Recount Teks

Alokasi Waktu : 2 x 35 menit

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar (KD)

1. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount, serta responnya sesuai dengan konteks penggunaannya dengan memberi dan meminta terkait pengalaman pribadi dimasa lampau.

2. Menyusun teks recount lisan dan tulis sederhana terkait pengalaman pribadi di masa lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

1. Mengidentifikasi definisi teks recount dengan baik.
2. Membuat contoh teks recount dengan baik.
3. Mengidentifikasi tujuan menulis teks recount.
4. Mengidentifikasi ciri-ciri teks recount.

D. Tujuan Pembelajaran

1. Melalui kegiatan diskusi dan memberi penjelasan pada siswa, siswa dapat mengidentifikasi definisi teks recount dengan baik.
2. Melalui kegiatan diskusi kelompok dan gambar yang di sajikan siswa dapat mengidentifikasi contoh teks recount dengan baik.
3. Melalui kegiatan diskusi kelompok dan gambar yang di sajikan siswa dapat mengidentifikasi tujuan menulis teks recount.
4. Siswa dapat mengidentifikasi ciri-ciri teks recount.

E. Materi Pembelajaran

1) Fungsi Sosial

Mendapatkan hiburan, mengamalkan nilai-nilai luhur, meniru nilai moral, cinta tanah air budaya lain, dll.

2) Strukturteks

- a) Orientation, bagian ini menceritakan latar belakang ceritanya. Informasi tentang siapa, dimana dan kapan sangat penting dicantumkan.
- b) Events, bagian ini mencakup kejadian secara rinci seperti bagaimana dan mengapa cerita tersebut terjadi.
- c) Resolusion : Bagian ini, Masalah (krisis) diselesaikan, baik di akhir yang bahagia atau di akhir yang menyedihkan (tragis).

- d) Re-orientasi : Ini adalah komentar penutup cerita dan itu opsional. Ini terdiri dari Pelajaran moral, nasihat atau pengajaran dari penulis.

3) Fitur bahasa

- Kata kerja dalam Simple Past tense, Past Continuous Tense
- Kosakata: kata kerja yang menunjuk tindakan atau kegiatan
- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb
- Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, on Monday, an hour ago, immediately, dsb
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca

2. Contoh teks recount

A couple of months prior, I went to Lake Toba with my loved ones. It is situated in Toba, Balige area. The excursion there required around 3,5 hours. We left Medan at 06.30 utilizing a vehicle and we showed up at around 10.00 o'clock (orientation: who,where,when).

As shown up there, my folks leased a cottage to take a rest. I and my sibling quickly ran towards the lake. It looked radiant day with a blue sky and I felt a delicate breeze. The waves there were reasonable for swimming, however I was unable to swim, sadly. I remembered to take a selfie with the foundation of delightful Lake Toba.

Around early afternoon, I started to feel hungry. I moved toward the leased cottage. My mom had arranged nourishment for us. I felt glad to have the option to travel with family and partook in the magnificence of nature made by God.

(record of the event: done in temporal sequence use simple past, use specific time and action verb).

We were exceptionally glad to go through a day playing waters and partook in the normal lovely of the Lake. We got back home around 17.00 and returned home around 20.30 it was both tiring and fun.(re-orientation: closer and shows personal attitude).

We were very happy to spend a day playing waters and enjoyed the natural beautiful of the Lake. We came home around 17.00 and got home around 20.30 it was both tiring and fun.(**re-orientation: closer and shows personal attitude**).

H. Metode Pembelajaran

- Menggunakan metode Picture Word Inductive Model (PWIM).
- Metode Diskusi

I. Kegiatan Belajar Mengajar

1. Prakegiatan

- Salam.
- Berdoabersama.
- Kehadiran.
- Guru menyampaikan kompetensi yang harus dicapai.
- Guru mengajukan beberapa pertanyaan untuk mengarahkan pemikiran siswa kedalam topik yang akand ipelajari.

2. Selama Kegiatan

a. Mengamati

- Guru Menjelaskan mengenai pengertian dan fungsi teks recount.
- Guru memberikan materi gambar dan teks terkait pengalaman pribadi di masa lampau.
- Guru memberikan contoh tertulis tentang teks recount.

b. Bertanya

- Guru memintasiswauntuk memahami pengertian dan fungsi recount text.

- Guru mengajukan pertanyaan kepada siswa "Apakah ada masalah yang dapat diidentifikasi?" dan "Solusi apa yang bisa menyelesaikan masalah?".
- Kemudian, siswa mencatat hal-hal apa saja yang perlu di perhatikan dalam menulis recount text (penggunaan past tense).

c. Bereksperimen

- Setelah siswa memahami isi, kemudian guru mengambil gambar atau poster.
- Guru membagi kelompok sesuai dengan pertemuan sebelumnya.
- Guru memberikan lembar soal.
- Siswa menjawab pada lembar soal.

d. Pengumpulan

- Guru meminta siswa mengumpulkan hasil pekerjaannya.

e. Komunikasi

- Guru dan siswa mendiskusikan pekerjaan siswa.

3. Pasca Kegiatan

- Guru dan siswa menyimpulkan hasil materihari ini.
- Guru dan siswa mendiskusikan kesulitan siswa kemudian guru memberikan solusi.
- Penutupan.

J. Media dan Sumber Belajar

1. Media: Papan tulis, spidol, gambar atau poster
2. Sumber belajar: Internet dan buku bahasa Inggris untuk tingkat SMP

RantauPrapat, 13 April 2021

Guru Bahasa Inggris

Peneliti

Saipul Abidin Azhar, S. Pd

Nur Hafsary Pasaribu

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**SIKLUS II PERTEMUAN I**

Sekolah : Smp Swasta Imelda RantauPrapat

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII /Genap

Topik : Recount Teks

Alokasi Waktu : 2 x 35 menit

A. Kompetensi Inti (KI)

- 1) Menghayati dan mengamalkan ajaran agama yang dianutnya.
- 2) Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3) Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4) Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar (KD)

- 1) Memahami fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount, serta responnya sesuai dengan konteks penggunaannya dengan memberi dan meminta terkait pengalaman pribadi dimasa lampau.

- 2) Menyusun teks recount lisan dan tulis sederhana terkait pengalaman pribadi di masa lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

- 1) Mengidentifikasi defenisi teks recount dengan baik.
- 2) Membuat contoh teks recount dengan baik.
- 3) Mengidentifikasi tujuan menulis teks recount.
- 4) Mengidentifikasi ciri-ciri teks recount.

D. Tujuan Pembelajaran

- 1) Melalui kegiatan diskusi dan memberi penjelasan pada siswa, siswa dapat mengidentifikasi defenisi teks recount dengan baik.
- 2) Melalui kegiatan diskusi kelompok dan gambar yang di sajikan siswa dapat mengidentifikasi contoh teks recount dengan baik.
- 3) Melalui kegiatan diskusi kelompok dan gambar yang di sajikan siswa dapat mengidentifikasi tujuan menulis teks recount.
- 4) Siswa dapat mengidentifikasi ciri-ciri teks recount.

E. Materi Pembelajaran

1. Fungsi Sosial

Mendapatkan hiburan, mengamalkan nilai-nilai luhur, meniru nilai moral, cinta tanah air budaya lain, dll.

2. Struktur teks

- a. Orientation, bagian ini menceritakan latar belakang ceritanya. Informasi tentang siapa, dimana dan kapan sangat penting dicantumkan.
- b. Events, bagian ini mencakup kejadian secara rinci seperti bagaimana dan mengapa cerita tersebut terjadi.
- c. Resolusion : Bagian ini, Masalah (krisis) diselesaikan, baik di akhir yang bahagia atau di akhir yang menyedihkan (tragis). Re-orientasi :

Ini adalah komentar penutup cerita dan itu opsional. Ini terdiri dari Pelajaran moral, nasihat atau pengajaran dari penulis.

3. Fitur bahasa

- Kata kerja dalam Simple Past tense, Past Continuous Tense
- Kosakata: kata kerja yang menunjuk tindakan atau kegiatan
- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb
- Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, on Monday, an hour ago, immediately, dsb
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca

Contohteks recount

A couple of months prior, I went to Lake Toba with my loved ones. It is situated in Toba, Balige area. The excursion there required around 3,5 hours. We left Medan at 06.30 utilizing a vehicle and we showed up at around 10.00 o'clock (**orientation: who,where,when**).

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We were exceptionally glad to go through a day playing waters and partook in the normal lovely of the Lake. We got back home around 17.00 and returned home around 20.30 it was both tiring and fun.(**re-orientation: closer and shows personal attitude**).

We were very happy to spend a day playing waters and enjoyed the natural beautiful of the Lake. We came home around 17.00 and got home around 20.30 it was both tiring and fun.(**re-orientation: closer and shows personal attitude**).

F. Metode Pembelajaran

- Menggunakan metode Picture Word Inductive Model (PWIM).
- Metode Diskusi

G. Kegiatan Belajar Mengajar

1. Pra Kegiatan Salam.

- Berdoa bersama.
- Kehadiran.
- Guru menyampaikan kompetensi yang harus dicapai.
- Guru mengajukan beberapa pertanyaan untuk mengarahkan pemikiran siswa ke dalam topik yang akan dipelajari.

1. Aktivitas utama

a) Eksplorasi

- Guru Menjelaskan mengenai pengertian dan fungsi teks recount.
- Guru memberikan materi gambar dan teks terkait pengalaman pribadi di masa lampau.
- Guru memberikan contoh tertulis tentang teks recount.

b) Elaborasi

- Siswa mengerjakan tes tertulis yang sudah disediakan
- Guru meminta setiap kelompok untuk menulis text recount
- Guru bertanya kepada siswa apa yang mereka dapatkan dari latihan yang diberikan.
- Siswa mengumpulkan lembar jawaban

- Guru mengajak salah satu kelompok untuk mempresentasikan temuan mereka mereka kedepan.
 - Guru dan siswa mengoreksi lembar jawaban dan mendiskusikan jawabannya
2. Pasca Kegiatan
- Guru dan siswa menyimpulkan hasil materi hari ini.
 - Guru dan siswa mendiskusikan kesulitan siswa kemudian guru memberi kansolusi.
 - Penutupan.

H. Media dan Sumber Belajar

1. Media: Papantulis, spidol, gambar atau poster
2. Sumber belajar: Internet dan buku Bahasa Inggris untuk tingkat SMP

Rantau Prapat, 18 April 2022

Guru Bahasa Inggris

Peneliti

Saipul Abidin Azhar, S. Pd

Nur Hafsary Pasaribu

UNIVERSITAS
SUMATERA UTARA MEDIAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**SIKLUS II PERTEMUAN KE II**

Sekolah : Smp Swasta Imelda Rantau Prapat

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / Genap

Topik : Recount Teks

Alokasi Waktu : 2 x 35 menit

- 1) Menghayati dan mengamalkan ajaran agama yang dianutnya
- 2) Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 3) Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 4) Mencoba, mengolah, dan menyaji dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Kompetensi Dasar (KD)

3. Memahami fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount, serta responnya sesuai dengan konteks penggunaannya dengan memberi dan meminta terkait pengalaman pribadi dimasa lampau.
4. Menyusun teks recount lisan dan tulis sederhana terkait pengalaman pribadi di masa lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

- 1) Mengidentifikasi defenisi teks recount dengan baik.
- 2) Mengidentifikasi contoh teks recount dengan baik.
- 3) Mengidentifikasi tujuan menulis teks recount.
- 4) Mengidentifikasi ciri-ciri teks recount.

D. Tujuan Pembelajaran

1. Melalui kegiatan diskusi dan memberi penjelasan pada siswa, siswa dapat mengidentifikasi defenisi teks recount dengan baik.
2. Melalui kegiatan diskusi kelompok dan gambar yang di sajikan siswa dapat mengidentifikasi contoh teks recount dengan baik.
3. Melalui kegiatan diskusi kelompok dan gambar yang di sajikan siswa dapat mengidentifikasi tujuan menulis teks recount.
4. Siswa dapat mengidentifikasi ciri-ciri teks recount.

E. Materi Pembelajaran

1. Fungsi Sosial

Mendapatkan hiburan, mengamalkan nilai-nilai luhur, meniru nilai moral, cinta tanah air budaya lain, dll.

2. Struktur teks

1. Orientation, bagian ini menceritakan latar belakang ceritanya. Informasi tentang siapa, dimana dan kapan sangat penting di cantumkan.
2. Events, bagian ini mencakup kejadian secara rinci seperti bagaimana dan mengapa cerita tersebut terjadi.
3. Resolution: Bagian ini, Masalah (krisis) diselesaikan, baik di akhir yang bahagia atau di akhir yang menyedihkan (tragis).
4. Re-orientasi: Ini adalah komentar penutup cerita dan itu opsional. Ini terdiri dari Pelajaran moral, nasihat atau pengajaran dari penulis.

3. Fitur bahasa

- Kata kerja dalam Simple Past tense, Past Continuous Tense
- Kosakata: kata kerja yang menunjuk tindakan atau kegiatan
- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb
- Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, on Monday, an hour ago, immediately, dsb
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca

Contoh teks recount

A couple of months prior, I went to Lake Toba with my loved ones. It is situated in Toba, Balige area. The excursion there required around 3,5 hours. We left Medan at 06.30 utilizing a vehicle and we showed up at around 10.00 o'clock (**orientation: who, where, when**).

As shown up there, my folks leased a cottage to take a rest. I and my sibling quickly ran towards the lake. It looked radiant day with a blue sky and I felt a delicate breeze. The waves there were reasonable for swimming, however I was unable to swim, sadly. I remembered to take a selfie with the foundation of delightful Lake Toba.

Around early afternoon, I started to feel hungry. I moved toward the leased cottage. My mom had arranged nourishment for us. I felt glad to have the option to travel with family and partook in the magnificence of nature made by God. (**record of the event: done in temporal sequence use simple past, use specific time and action verb**).

We were exceptionally glad to go through a day playing waters and partook in the normal lovely of the Lake. We got back home around 17.00 and

returned home around 20.30 it was both tiring and fun.(**re-orientation: closer and shows personal attitude**).

F. Metode Pembelajaran

- Menggunakan metode Picture Word Inductive Model (PWIM).
- Metode Diskusi

G. Kegiatan Belajar Mengajar

1. Prakegiatan

- Salam.
- Berdoa bersama.
- Kehadiran.
- Guru menyampaikan kompetensi yang harus dicapai.
- Guru mengajukan beberapa pertanyaan untuk mengarahkan pemikiran siswa kedalam topik yang akan dipelajari.

2. Selama Kegiatan

a. Mengamati

- Guru Menjelaskan mengenai pengertian dan fungsi teks recount.
- Guru memberikan materi gambar dan teks terkait pengalaman pribadi di masa lampau.
- Guru memberikan contoh tertulis tentang teks recount.

b. Bertanya

- Guru meminta siswa untuk memahami pengertian dan fungsi recount text.
- Guru mengajukan pertanyaan kepada siswa "Apakah ada masalah yang dapat diidentifikasi?" dan "Solusi apa yang bisa menyelesaikan masalah?".
- Kemudian, siswa mencatat hal-hal apa saja yang perlu di perhatikan dalam menulis recount text (penggunaan past tense).

c. Bereksperimen

- Setelah siswa memahami isi, kemudian guru mengambil gambar atau poster.

- Guru membagi kelompok
- Guru memberikan lembar soal.
- Siswa menjawab pada lembar soal dengan.

d. Pengumpulan

- Guru meminta siswa mengumpulkan hasil diskusi kelompok.

e. Komunikasi

- Guru dan siswa mendiskusikan pekerjaan siswa.

3. Pasca Kegiatan

- Guru dan siswa menyimpulkan hasil materi hari ini.
- Guru dan siswa mendiskusikan kesulitan siswa kemudian guru memberikan solusi.
- Penutupan.

H. Media dan Sumber Belajar

1. Media: Papan tulis, spidol, gambar atau poster
2. Sumber belajar: Internet dan buku bahasa Inggris untuk tingkat SMP.

- **Penilaian Sikap**

Sikap : Pengamatan

Pengetahuan : Latihan Soal Mandiri

Bentuk Test : Tertulis

Jenis Test : Pilihan Berganda dan Essay

RantauPrapat, 21 April 2022

Guru Bahasa Inggris

Peneliti

SaipulAbidinAzhar, S. Pd

Nur Hafsary Pasaribu

APPENDIX

Appendix I . Instrument.

A. Instrument for Post-Test Cycle I

Group Name :

Class :

In practicing working on examples of recount text questions for grade 8 junior high school students, it is very important to understand the question commands given. **Multiple Choice Questions. For Questions 1-5**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmin, Shiva and Vishnu temples. They are really amazing. We visited only Brahmin and Shiva temples, because Vishnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by Wisata bus.

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b.the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton

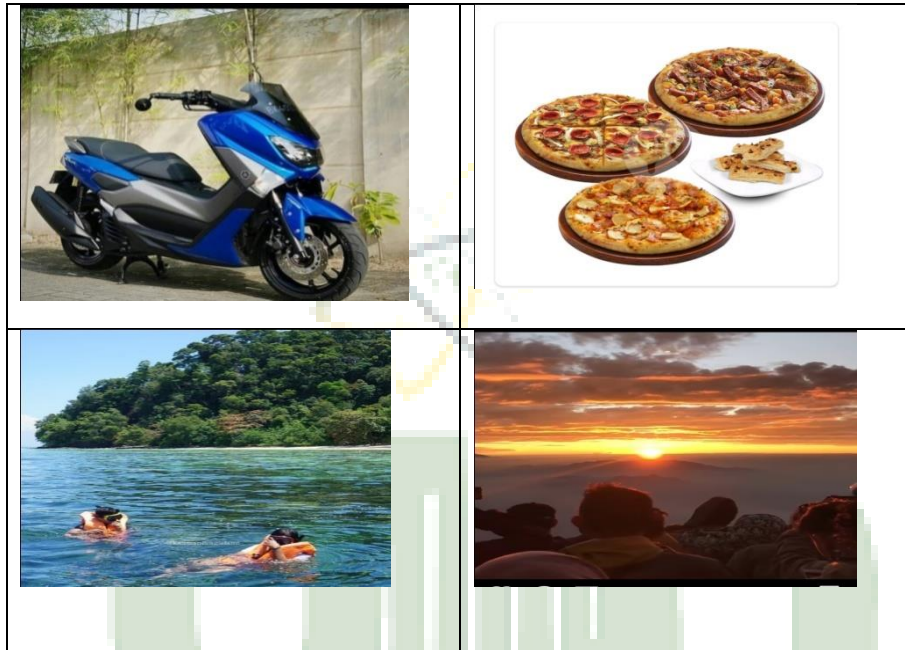
2. The text is written in the form of a.....
- a. recount
 - b. narrative
 - c. report
 - d. descriptive
3. The purpose of the text is to.....
- a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. inform readers about events of the day
4. What are the big temples in Prambanan?
- a. pariahs, brahmins, and temples
 - b. brahmana, shiva, and wisnu temples
 - c. wisnu, shiva, and borobudur temples
 - d. borobudur, shiva, and brahmana temples
5. Why did they only visit Brahmin and Shiva temples?
- a. because there was no wisnu temple
 - b. because the wisnu temple was amazing
 - c. because the wisnu temple was too small
 - d. because wisnu temple was being repaired

Essay Questions

Check your understanding: Answer the following questions carefully and correctly.

1. What is the definition of Recount Text?

2. The purpose of writing recount text is?
3. What are the characteristics of Recount Text?
4. Write Structure in writing Recount Text?
5. Make a Recount Text Paragraph with the Following picture?



ANSWER KEY OF POST-TEST CYCLE I

Post-Test (Cycle I)

Multiple choice

1. a. the writer's trip to Yogyakarta
2. a. recount
3. a. tell past events
4. b. Brahmin, Shiva, and Vishnu Temples
5. d. because wisnu temple was being repaired

Essay

- 1) Recount Text is a type of text that contains stories about our experiences in the past. The purpose of recount text usually to retell and provide information and entertain the readers.
- 2) Recount text is one type of text that has a function to retell events or experiences that occurred in the past. This text aims to provide information and/or entertain the readers who read this article.
- 3) Using past tense sentences, such as went, departed, would, woke up, etc. Using adverbs and adverbial phrases to express time, place and manner, such as last September, on the second day, etc.
- 4) Orientation, Main Event, and Re-orientation

Post-Test (Cycle II)

B. Instrument for Post-Test Cycle II

Group Name :

Class :

In practicing working on examples of recount text questions for grade 8 junior high school students, it is very important to understand the question commands given. **Multiple Choice Questions. For Questions 1-3**

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only came out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some

birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

1. What happened to the writer's dad when he rode an elephant?

- a. He felt a thrill
- b. He felt fun
- c. He fell off
- d. He failed

2. Why did the writer and his family feel very tired after having a trip to the zoo?

- a. They had to visit many places in the zoo
- b. They took a long time to reach the zoo area
- c. They had to feed a lot of animals in the zoo
- d. They had no time to take a rest in the zoo

3. ... our family felt tired after visiting the zoo, we were still happy.

- a. Since
- b. Because
- c. Although
- d. nevertheless

For Questions 4-5

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam. After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear and cool water of the river, my friends and I decided to

swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we could not start up the car. Finally after some time, we could make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

4. What is the main idea of the second paragraph?
 - a. The writer made sandwiches for lunch
 - b. The writer did some fun activities during their picnic
 - c. After doing some activities, the writer went home by car
 - d. Last weekend the writer prepared to have a picnic in the countryside
5. Why did the writer and his friends decide to swim in the river?
 - a. They felt hot after having lunch
 - b. They felt tired after having a walk
 - c. The water was cool and clear
 - d. It was a tiring day

Essay

1. What is the definition of recount text and make the example about recount text "vacation to Lake Toba" ?
2. Instruction: Write a recount text based on the topic "vacation in the zoo " as following a picture and write the word in the word chart and after that generates into one paragraph at least 100.



4. Make the example about Recount Text and make The structure Recount Text in the Paragraph?



ANSWER KEY OF POST-TEST CYCLE II

Post-Test (Cycle II)

Multiple choice

1. C. He fell off
2. A. They had to visit many places in the zoo

3. C. Although

4. b. The writer did some fun activities during their picnic

5.c. The water was cool and clear

Essay

1. Recount Text is a type of text that contains stories about our experiences in the past.

The purpose of recount text usually to retell and provide information and entertain the readers.

The example of recount text

Vacation to Lake Toba

At some point, my sister shared with me that she needed to go to the Lake. So I guaranteed her that the following day we would go to Lake Toba in Parapat. The following day, we arranged numerous things in the first part of the day. We brought a few food sources and drinks, for example, broiled rice, chocolate wafers, potato chips, water and squeezed orange. Prior to going to the lake, I ask my sibling, Abdul, to go along with us going to the Lake. He consented to go along with us. From that point onward, we went to the Lake. We went there by motorbike and After showing up there we crossed to lake Toba to Samosir with a straightforward boat while looked the lake and the slopes it's extremely astounding. It required 3 hours to show up there. Then, at that point, we purchased tickets at the entry door. Prior to swimming, we put on something else first. We swam there for over 60 minutes. We felt so worn out that we chose to eat the food sources that we had brought. From that point forward, we chose to return home since it was getting dull. However, before we returned home we product shown a nightfall, its was lovely view. That was an exceptionally debilitating day, yet I felt so glad that I could have an excursion with my sister and my sibling.

2. Vacation to the Zoo

The occasion has shown up, I and my family went to the zoo around Medan. Until there we circumvented every one of creature's enclosures in the zoo and saw different creatures. There were so many creatures that should be visible beginning from the littlest creatures, for example, monkeys, birds to enormous creatures like tigers, orangutans, and giraffes. I additionally took our photos along with the creatures which were in the zoo.

Subsequent to being fulfilled circumventing the zoo, we got back to the outing region to had rest and lunch. Expediently at 12 o'clock, we ate together in the outing spot. After lunch, we loose for some time. From that point onward, we tidied up our outing spot and afterward circumvented the zoo back to take pictures together. After time displayed at 14:00 we as a whole returned home. That day I was exceptionally satisfied to have the option to invest my energy with my loved ones.

A couple of months prior, I went to Lake Toba with my loved ones. It is situated in Toba, Balige locale. The outing there required around 3,5 hours. We left Medan at 06.30 utilizing a vehicle and we showed up at around 10.00 o'clock (**orientation: who,where,when**).

As shown up there, my folks leased a hovel to take a rest. I and my sibling quickly ran towards the lake. It looked radiant day with a blue sky and I felt a delicate breeze. The waves there were reasonable for swimming, however I was unable to swim, sadly. I remembered to take a selfie with the foundation of beautiful Lake Toba.

Around early afternoon, I started to feel hungry. I moved toward the leased hovel. My mom had arranged nourishment for us. I felt glad to have the option to relax with family and partook in the excellence of nature made by God. **(record of the event: done in temporal sequence use simple past, use specific time and action verb).**

We were extremely glad to go through a day playing waters and partook in the regular delightful of the Lake. We returned home around 17.00 and returned home around 20.30 it was both tiring and fun. **(re-orientation: closer and shows personal attitude).**

Individual task

Read the following text to answer questions number 1 to 3.

A Trip to the Zoo

Recently my family and I went to the zoo to see the elephant. At the point when we got to the zoo, we went to the shop to get a food to provide for the creatures. In the wake of getting the food, we went to the nighttime house where we saw birds and reptiles which just emerged around evening time.

Prior to eating, we went for a ride on the elephant. It was a rush to ride it. Father tumbled off when he let go off the rope, however he was alright. During the lunch we took care of certain birds in the recreation area. In the early evening we saw the creatures being taken care of. At the point when we got back we were extremely drained however blissful. It was on the grounds that we had a great time exercises at many spots at the zoo.

1. What happened to the writer's dad when he rode an elephant?

- A. He felt a thrill
- B. He felt fun
- C. He fell off
- D. He failed

2. Why did the writer and his family feel very tired after having a trip to the zoo?
- A. They had to visit many places in the zoo
 - B. They took a long time to reach the zoo area
 - C. They had to feed a lot of animals in the zoo
 - D. They had no time to take a rest in the zoo
3. ... our family felt tired after visiting the zoo, we were still happy.
- A. Since
 - B. Because
 - C. Although
 - D. Nevertheless

Read the following text to answer questions number 4 to 7.

Last weekend, I visited my friend through correspondence's home. His Name is Anton. There were numerous exercises I did there. In the first part of the day, Anton and I ate. We had conventional food. I loved it definitely. After breakfast, he took me to the nursery behind his home. The nursery was exceptionally large and delightful. There is a major bird enclosure in the nursery. There were numerous sorts of birds in that enclosure. I spent quite a while taking care of the birds. I additionally took pictures with those delightful birds.

Subsequent to visiting the bird enclosure, Anto and I went to the blossom garden not a long way from his home. We took a rest and ate under a major tree and watch butterflies hovering above bright blossoms. In the early evening, we swam in the pool in the patio. It was so fun. I truly partook in my experience with Anto.4. The text above tells us about

- A. A holiday at a friend's place
- B. A picture of bird
- C. A big bird cage

D. A big garden

5. What is the last paragraph about?

- A. Anto had butterflies as his pet
- B. The writer's friend is a good swimmer
- C. There are a lot of flowers in Anto's house
- D. The writer had a good time with his friend

Answer key

- 1. C. He fell off
- 2. A. Since
- 3. C. Because
- 4. A. A holiday at a friend's place
- 5. D. The writer had a good time with his friend

Appendix 2

Student Activity Observation Sheet Cycle I Meeting I

Aspects observed during the learning process:

- 1. Students pay attention to the teacher's explanation.
- 2. Students actively participate in group activities.
- 3. Asking assignments that are not understood
- 4. Read and work on group worksheets.
- 5. Students are able to express ideas and thoughts on the material they discuss inside and outside the group.

No	Name of Students	Rated aspect					Score	Obtaining student feedback scores	Category
		1	2	3	4	5			
1.	Aditia Hasibuan	√	√	√	√		4	80	Good
2.	Amanda Sari Psb				√	√	2	40	Not Good
3.	Al Fikri Hsb	√			√		1	40	Enough
4.	Bunga Herwati	√	√			√	3	60	Enough
5.	Bunga Zahira			√			1	20	Very less

6.	Sindi Melani	√			√		2	40	Not Good
7.	Dinda Hafsari		√			√	2	40	Not Good
8.	Hasan Wira Yuda			√			1	20	Very Less
9.	Hasna Mariana	√					1	20	Very Less
10.	Irma Ritonga		√		√	√	3	60	Enough
11.	Indah Sari	√			√		2	40	Not Good
12.	Irfan Sanjaya	√		√			2	40	Not Good
13.	Listi Novizah		√			√	2	40	Not Good
14.	Zannah Sir	√			√		2	40	Not Good
15.	Nazrul Akhir	√					1	20	Very Less
16.	Nisa Hakiki		√		√		2	40	Not Good
17.	Nur Azizah			√		√	2	40	Not Good
18.	Nurul Husna						0	0	Very Less
19.	Riani Delau		√		√		2	40	Very Less
20.	Sandra Watina			√			1	20	Very Less
21.	Suci Ramadani				√		1	20	Very Less
22.	Tiara Pitaloka		√		√		2	40	Not Good
23.	Tuti Armi	√					1	20	Very Less
24.	Viranti			√			1	20	Very Less
25.	Lisa Novita		√		√		2	40	Not Good
26.	Wilona Sari			√		√	2	40	Not Good
Total		10	9	8	12	7			

Category:

81-100 : Very good

61-80 : Good

41-60 : Enough

21-40 : Not Good

Less than 21 means very less

Before using the PWIM method

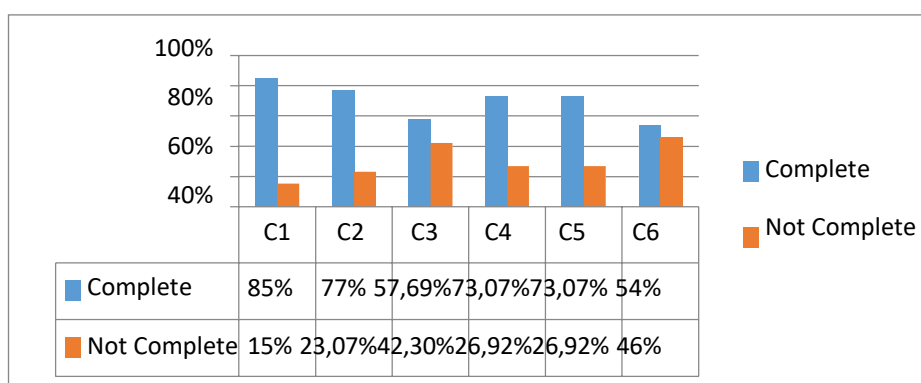
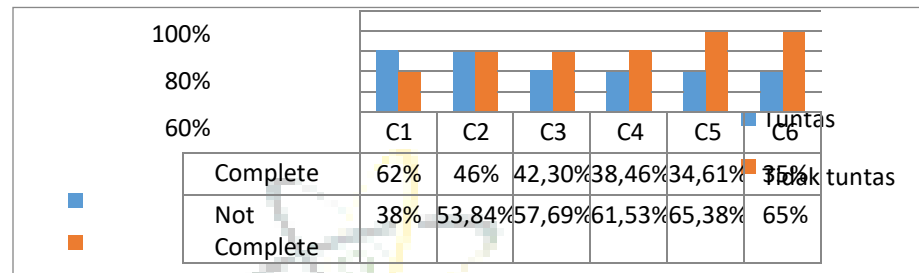


Figure 4.2

Diagram of Learning Outcomes Cycle I Meeting I

The percentage of questions answered correctly and incorrectly by students based on cognitive level is listed in the following diagram:

After Using the PWIM Method



Picture 4.3

Diagram of Learning Outcomes at Cycle Level I Meeting II

Appendix 3

Student Activity Observation Sheet
Cycle I Meeting 2

Aspects Observed during the Learning Process:

1. Students pay attention to the teacher's explanation.
2. Students actively participate in group activities.
3. Asking assignments that are not understood
4. Read and work on group worksheets.
5. Students are able to express ideas and thoughts on the material they discuss inside and outside the group.

No	Name of Students	Rated aspect					Scor	Obtainin g student feedback scores	Categori
		1	2	3	4	5			
1.	Aditia Hasibuan	√	√	√	√		4	80	Good
2.	Amanda Sari Psb	√			√	√	3	60	Enough
3.	Al Fikri Hsb	√		√	√		3	60	Enough
4.	Bunga Herwati	√	√			√	3	60	Enough
5.	Bunga Zahira			√	√		2	40	Not Good
6.	Sindi Melani	√	√		√		3	60	Enough

7.	Dinda Hafsari	√	√			√	2	60	Enough
8.	Hasan Wira Yuda	√		√	√		3	60	Enough
9.	Hasna Mariana	√		√			2	40	Not Good
10.	Irma Ritonga		√		√	√	3	60	Enough
11.	Indah Sari						0	0	Very Less
12.	Irfan Sanjaya	√		√	√		3	60	Enough
13.	Listi Novizah		√		√	√	3	60	Enough
14.	Zannah Sir	√	√		√		3	40	Enough
15.	Nazrul Akhir	√					1	20	Very Less
16.	Nisa Hakiki	√	√		√		3	60	Enough
17.	Nur Azizah	√		√		√	3	60	Enough
18.	Nurul Husna	√	√		√		3	60	Enough
19.	Riani Delau		√		√	√	3	60	Enough
20.	Sandra Watina			√		√	2	40	Not Good
21.	Suci Ramadani	√		√	√		3	60	Enough
22.	Tiara Pitaloka		√				1	20	Very Less
23.	Tuti Armi	√			√		2	40	Not Good
24.	Viranti			√	√		2	40	Kurang
25.	Lisa Novita	√	√		√		2	60	Cukup
26.	Wilona Sari			√	√	√	2	40	Enough
Total		17	12	11	18	9			

Categori:

81-100 : Very Good

61-80 : Good

41-60 : Enough

21-40 : Not Good

≤21 : Very Less

Appendix 4

Student Activity Observation Sheet Cycle II Meeting I

Aspects observed during the learning process:

1. Students pay attention to the teacher's explanation.
2. Students actively participate in group activities.
3. Asking assignments that are not understood
4. Read and work on group worksheets.
5. Students are able to express ideas and thoughts on the material they discuss inside and outside the group.

No	Name of Students	Rated aspect					Scor	Obtaining student feedback scores	Categori
		1	2	3	4	5			
1.	Aditia Hasibuan	√	√	√	√	√	5	100	Very Good

2.	Amanda Sari Psb	√	√	√	√	√	5	100	Very Good
3.	Al Fikri Hsb	√	√	√	√		4	60	Good
4.	Bunga Herwati	√	√	√	√		4	80	Good
5.	Bunga Zahira	√		√	√	√	4	80	Good
6.	Sindi Melani	√	√	√	√		4	80	Good
7.	Dinda Hafsari	√	√		√	√	2	80	Good
8.	Hasan Wira Yuda	√	√	√	√		4	80	Good
9.	Hasna Mariana	√		√	√		3	60	Cukup
10.	Irma Ritonga	√	√		√	√	4	80	Good
11.	Indah Sari	√			√		2	40	Not Good
12.	Irfan Sanjaya	√		√	√	√	4	80	Good
13.	Listi Novizah	√	√		√	√	4	60	Good
14.	Zannah Sir	√	√	√	√		4	80	Good
15.	Nazrul Akhir	√			√		2	20	Not Good
16.	Nisa Hakiki	√	√		√	√	4	80	Good
17.	Nur Azizah	√		√	√	√	4	80	Good
18.	Nurul Husna	√	√	√	√		4	80	Good
19.	Riani Delau	√	√		√	√	4	80	Good
20.	Sandra Watina			√		√	2	40	Not Good
21.	Suci Ramadani	√	√	√	√		4	80	Good
22.	Tiara Pitaloka		√	√	√		3	60	Cukup
23.	Tuti Armi	√		√	√		3	60	Cukup
24.	Viranti		√	√	√		3	60	Cukup
25.	Lisa Novita	√	√		√	√	4	80	Good
26.	Wilona Sari	√		√	√	√	4	80	Good
Total		22	17	18	25	12			

Category:

81-100 : Very Good

61-80 : Good

41-60 : Enough

21-40 : Not Good

≤21 : Very Less

Appendix 5

Student Activity Observation Sheet Cycle II Meeting II

Aspects observed during the learning process:

1. Students pay attention to the teacher's explanation.
2. Students actively participate in group activities.
3. Asking assignments that are not understood
4. Read and work on group worksheets.
5. Students are able to express ideas and thoughts on the material they discuss inside and outside the group.

No	Name of Students	Rated aspect					Scor	Obtaining student feedback scores	Categori
		1	2	3	4	5			
1.	Aditia Hasibuan	√	√	√	√	√	5	100	Very Good
2.	Amanda Sari Psb	√	√	√	√	√	5	100	Very Good
3.	Al Fikri Hsb	√	√	√	√	√	5	100	Very Good
4.	Bunga Herwati	√	√	√	√	√	5	100	Very Good
5.	Bunga Zahira	√	√	√	√	√	5	100	Very Good
6.	Sindi Melani	√	√	√	√	√	5	100	Very Good
7.	Dinda Hafsari	√	√	√	√	√	5	100	Very Good
8.	Hasan Wira Yuda	√	√	√	√	√	5	100	Good
9.	Hasna Mariana	√	√	√	√	√	5	100	Very Good
10.	Irma Ritonga	√	√	√	√	√	5	100	Very Good
11.	Indah Sari	√		√	√	√	2	80	Good
12.	Irfan Sanjaya	√	√	√	√	√	5	100	Very Good
13.	Listi Novizah	√	√	√	√	√	5	100	Very Good
14.	Zannah Sir	√	√	√	√	√	5	100	Very Good
15.	Nazrul Akhir	√	√	√	√	√	5	100	Very Good
16.	Nisa Hakiki	√	√	√	√	√	5	100	Very Good
17.	Nur Azizah	√	√	√	√	√	5	100	Very Good
18.	Nurul Husna	√	√	√	√	√	5	100	Very Good
19.	Riani Delau	√	√	√	√	√	5	100	Very Good
20.	Sandra Watina	√		√	√	√	4	80	Good
21.	Suci Ramadani	√	√	√	√	√	5	100	Very Good
22.	Tiara Pitaloka	√	√	√	√	√	5	100	Very Good
23.	Tuti Armi	√	√	√	√		3	80	Good
24.	Viranti	√	√	√	√		4	80	Good
25.	Lisa Novita	√	√	√	√	√	5	100	Very Good
26.	Wilona Sari	√	√	√	√	√	5	100	Very Good
Total		26	24	26	26	24			

Category:

81-100 : Very Good

61-80 : Good

41-60 : Enough

21-40 : Not Good

≤21 : Very Less

Appendix 6

Table of Analysis of Pre-Cycle Learning Outcomes

No	Name of Student	Scor	Result	Information
1.	Aditia Hasibuan	15	75	Complete
2.	Amanda Sari Psb	11	55	Not Complete
3.	Al Fikri Hsb	10	50	Not Complete
4.	Bunga Herwati	11	55	Not Complete
5.	Bunga Zahira	10	50	Not Complete
6.	Sindi Melani	10	50	Not Complete
7.	Dinda Hafsari P	10	50	Not Complete
8.	Hasan Wira yuda	10	55	Not Complete
9.	Hasna Mariana	11	55	Not Complete
10.	Irma Ritonga	12	60	Not Complete
11.	Indah Sari Rit	10	50	Not Complete
12.	Irfan Sanjaya	10	50	Not Complete
13.	Listi Novizah	15	75	Complete
14.	Zannah Sir	15	75	Complete
15.	Nazrul Akhir	10	50	Not Complete
16.	Nisa Hakiki	15	75	Complete
17.	Nur Azizah	12	60	Not Complete
18.	Nurul Husna	10	50	Not Complete
19.	Riani Delau	15	75	Complete
20.	Sandra Watina	10	50	Not Complete
21.	Suci Rahmadani	10	50	Not Complete
22.	Tiara Pitaloka	10	50	Not Complete
23.	Tuti Armi	11	55	Not Complete
23.	Viranti	10	50	Not Complete
25.	Lisa Novita	15	75	Complete
26.	Wilona Sary	10	50	Not Complete

Total student score = 1515

Grade Average = 58.26

Number of Completed Students = 6 students

Percentage of students who completed = 23.07%

Appendix 7

Table of Analysis of Learning Outcomes Test Cycle I Meeting I

No	Name of Student	Scor	Result	Information
1.	Aditia Hasibuan	15	75	Complete
2.	Amanda Sari Psb	11	55	Not Complete
3.	Al Fikri Hsb	10	50	Not Complete
4.	Bunga Herwati	11	55	Not Complete
5.	Bunga Zahira	10	50	Not Complete
6.	Sindi Melani	10	50	Not Complete
7.	Dinda Hafsari P	11	55	Not Complete
8.	Hasan Wira yuda	11	55	Not Complete
9.	Hasna Mariana	15	75	Complete
10.	Irma Ritonga	15	75	Complete
11.	Indah Sari Rit	10	50	Not Complete
12.	Irfan Sanjaya	10	50	Not Complete
13.	Listi Novizah	15	75	Complete
14.	Zannah Sir	11	55	Not Complete
15.	Nazrul Akhir	11	55	Not Complete
16.	Nisa Hakiki	15	75	Complete
17.	Nur Azizah	15	75	Complete
18.	Nurul Husna	10	50	Not Complete
19.	Riani Delau	15	75	Complete
20.	Sandra Watina	10	50	Not Complete
21.	Suci Rahmadani	10	50	Not Complete
22.	Tiara Pitaloka	10	50	Not Complete
23.	Tuti Armi	15	75	Complete
23.	Viranti	10	50	Not Complete
25.	Lisa Novita	15	75	Complete
26.	Wilona Sary	10	50	Not Complete

Total Student Score = 1555

Grade Average = 59.80

Number of Completed Students = 9

Percentage of Students who completed = 34.61%

Appendix 8

Table of Analysis of Learning Outcomes Test Cycle I Meeting II

No	Name of Student	Scor	Result	Information
1.	Aditia Hasibuan	15	75	Complete

2.	Amanda Sari Psb	12	60	Not Complete
3.	Al Fikri Hsb	13	65	Not Complete
4.	Bunga Herwati	15	75	Complete
5.	Bunga Zahira	12	60	Not Complete
6.	Sindi Melani	11	55	Not Complete
7.	Dinda Hafsari P	16	80	Complete
8.	Hasan Wira yuda	17	85	Complete
9.	Hasna Mariana	12	60	Not Complete
10.	Irma Ritonga	14	70	Not Complete
11.	Indah Sari Rit	14	70	Not Complete
12.	Irfan Sanjaya	16	80	Complete
13.	Listi Novizah	15	75	Complete
14.	Zannah Sir	14	70	Not Complete
15.	Nazrul Akhir	10	50	Not Complete
16.	Nisa Hakiki	11	55	Not Complete
17.	Nur Azizah	16	80	Complete
18.	Nurul Husna	15	75	Complete
19.	Riani Delau	12	60	Complete
20.	Sandra Watina	13	65	Not Complete
21.	Suci Rahmadani	15	75	Complete
22.	Tiara Pitaloka	16	80	Complete
23.	Tuti Armi	17	85	Complete
23.	Viranti	16	80	Complete
25.	Lisa Novita	15	75	Complete
26.	Wilona Sary	14	70	Not Complete

Total Student Score = 1830
Grade Average = 70.38
Number of Completed Students = 13
Percentage of Completed Students = 50%

Appendix 9

Table of Analysis of Learning Outcomes Test Cycle II Meeting I

No	Name of Student	Scor	Result	Information
1.	Aditia Hasibuan	16	80	Complete
2.	Amanda Sari Psb	14	70	Not Complete
3.	Al Fikri Hsb	15	75	Complete
4.	Bunga Herwati	16	80	Complete
5.	Bunga Zahira	13	65	Not Complete
6.	Sindi Melani	12	60	Not Complete
7.	Dinda Hafsari P	17	85	Complete
8.	Hasan Wira yuda	17	85	Complete

9.	Hasna Mariana	13	65	Not Complete
10.	Irma Ritonga	14	70	Not Complete
11.	Indah Sari Rit	15	75	Complete
12.	Irfan Sanjaya	15	75	Complete
13.	Listi Novizah	15	75	Complete
14.	Zannah Sir	14	70	Not Complete
15.	Nazrul Akhir	12	60	Not Complete
16.	Nisa Hakiki	15	75	Complete
17.	Nur Azizah	16	80	Complete
18.	Nurul Husna	16	80	Complete
19.	Riani Delau	15	75	Complete
20.	Sandra Watina	15	75	Complete
21.	Suci Rahmadani	15	75	Complete
22.	Tiara Pitaloka	15	75	Complete
23.	Tuti Armi	15	75	Complete
23.	Viranti	16	80	Complete
25.	Lisa Novita	15	75	Complete
26.	Wilona Sary	16	80	Complete

Total Student Score = 1935

Grade Average = 74.42

Number of Completed Students = 19

Percentage of Completed Students = 73.07%

Appendix 10

Table of Analysis of Learning Outcomes Test Cycle II Meeting II

No	Name of Student	Scor	Result	Information
1.	Aditia Hasibuan	17	85	Complete
2.	Amanda Sari Psb	17	85	Complete
3.	Al Fikri Hsb	16	80	Complete
4.	Bunga Herwati	14	70	Complete
5.	Bunga Zahira	13	65	Not Complete
6.	Sindi Melani	12	60	Not Complete
7.	Dinda Hafsari P	17	85	Complete
8.	Hasan Wira yuda	18	90	Complete
9.	Hasna Mariana	16	80	Complete
10.	Irma Ritonga	17	85	Complete
11.	Indah Sari Rit	16	80	Complete
12.	Irfan Sanjaya	18	90	Complete
13.	Listi Novizah	16	80	Complete
14.	Zannah Sir	16	80	Complete

15.	Nazrul Akhir	13	65	Not Complete
16.	Nisa Hakiki	18	90	Complete
17.	Nur Azizah	17	85	Complete
18.	Nurul Husna	16	80	Complete
19.	Riani Delau	17	85	Complete
20.	Sandra Watina	17	85	Complete
21.	Suci Rahmadani	18	90	Complete
22.	Tiara Pitaloka	19	95	Complete
23.	Tuti Armi	20	100	Complete
23.	Viranti	19	95	Complete
25.	Lisa Novita	20	100	Complete
26.	Wilona Sary	17	85	Complete

Total Student Score = 2195

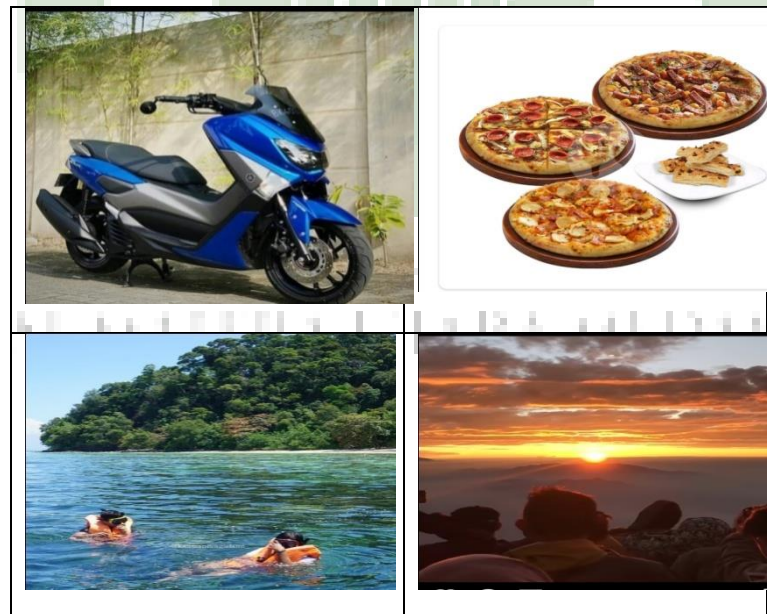
Grade Average = 84.42

Number of Completed Students = 23 students

Percentage of Completed Students = 88.46%

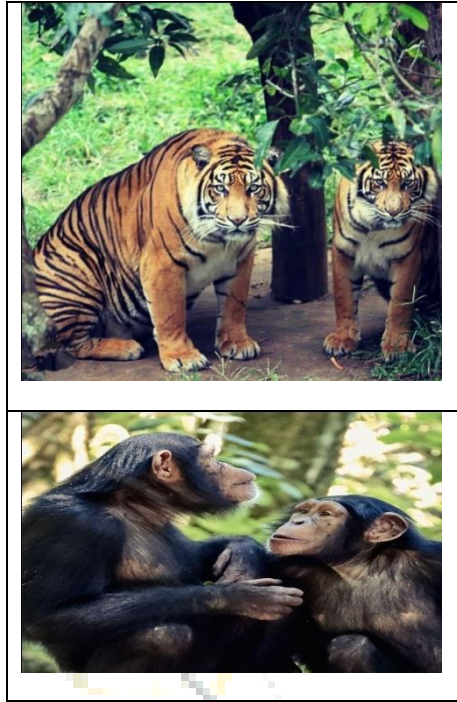
Appendix 11

Poster Image Post-Test Cycle II



Appendix 12

Poster Image Post-Test Cycle II



Appendix 13 Learning Process *Learning Process*
SUMATERA UTARA MELIDAN





LEARNING MODEL IN THE CLASSROOM
SUMATERA UTARA MEDAN



UNIVERSITAS ISLAM
SUMATERA UTARA MEDAN

Appendix 14

Research Permit Letter to Private Junior High School Imelda Rantau Prapat



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-184/ITK/ITK.V.3/PP.00.9/01/2022

10 Januari 2022

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala SMP Swasta Imelda Rantau Prapat

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Nurhafsary Pasaribu
NIM : 0304173203
Tempat/Tanggal Lahir : Sigabu, 03 Maret 1999
Program Studi : Tadris Bahasa Inggris
Semester : IX (Sembilan)
Alamat : SIGABU Kelurahan TANJUNG MEDAN Kecamatan BILAH BARAT

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jln Besar Padang laut, dusun sigabu, Desa Tanjung Medan kecamatan Bilah Barat, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The implementation of picture word inductive model (PWIM) to increase the student's ability in writing recount text at ninth grade of SMP swasta Imelda Rantau Prapat

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 10 Januari 2022
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

Appendix 15

Reply Letter From SMP Swasta Imelda Rantau Prapat



SMP SWASTA IMELDA
 DESA TANJUNG MEDAN KECAMATAN BILAH BARAT
 KABUPATEN LABUHANBATU
 Alamat : Jl. Besar Padang Laut Dusun Sigabu, No. HP.081360080339
 E-mail smpimelda@gmail.com

SURAT KETERANGAN
Nomor : 422.2/106/SK/SMPS_IMELDA/II/2022

Sehubungan dengan surat dari Fakultas Ilmu Tarbiyah dan Keguruan UNIVERSITAS ISLAM NEGERI SUMATERA UTARA , nomor : B-184/ITK/ITK.V.3/PP.00.9/01/2022, Maka Kepala Sekolah SMPS IMELDA Tanjung Medan dengan ini menerangkan nama Maha siswa dibawah ini :

Nama : NURHAFSARY PASARIBU
NIM : 0304173203
Tempat/TGL lahir : Sigabu, 03 Maret 1999
Prodi : Tadris Bahasa Inggris
Semester : IX (Sembilan)

Benar telah mengadakan penelitian di SMPS IMELDA Tanjung Medan Pada Tanggal 29 Januari s/d 19 Februari 2022. Guna melengkapi data pada penyusunan skripsi yang berjudul:

“The implementation of picture word inductive model (PWIM) to increase the student's ability in writing recount text at ninth grade of SMP Swasta Imelda Rantau Prapat”

Demikian surat keterangan ini diperbuat untuk dapat di pergunakan seperlunya.

Tanjung Medan, 21 Februari 2022



ABU HASMID RITONGA, S.Pd