

Meningkatkan Keterampilan Menulis Siswa dalam Teks Deskriptif dengan Menggunakan Model Induktif Kata-Bergambar

Increasing Students' Writing Skill in Descriptive Text by Using Picture Word Inductive Model

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ABSTRACT

This study aims to determine the students' writing skill in descriptive text in class X Isaac Newton SMA Swasta Budi Agung Medan. The researcher applied the Classroom Action Research (CAR) method. The subject in this study was the students of class X Isaac Newton, totaling 25 students. This research was conducted in two cycles. The researcher obtained qualitative data and quantitative data. The quantitative data was collected from the results of the pre-test, post-test I, and post-test II. From this study showed that there was an increase in students' writing skills through this learning model, there were 80% who were able to do writing activities. These results come from data in cycle I and cycle II. In the pre-test, the mean score of the students' writing skill from preliminary study was 47,2. In post-test I, the mean score from cycle I was 53,4. And in post-test II, the mean score from cycle II was 72. After the teaching and learning activities started, their writing skill in descriptive text improved significantly. Qualitative data was obtained by conducting, observing, interview and making field notes. The class became more interesting and students were active in asking a question and can imagined, described, and wrote their idea to make a text based on the theme in writing the descriptive text. In addition, it can be said that picture word inductive model succeed in increasing students' writing skill in descriptive text.

Keywords : Descriptive Text, Picture Word Inductive Model

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1. INTRODUCTION

A. The Background of the Study

English language is a foreign language that is very important to learn and is even included in the mandatory category as a foreign language that must be mastered starting from the elementary, middle, high school/vocational school level, until the university level. In learning English language, besides Grammar, Pronunciation, Vocabulary, there are also 4 skills that must be mastered to be fluent in English, namely Speaking, Writing, Listening, and Reading. Writing as one of the four language skills that the most difficult skill to master for foreign language learners especially students in school. The use of writing skills for students is to copy, take notes and do most of the schoolwork. Writing activities themselves are not as easy as imagined. Basically the purpose of writing is as a means of communication in written form. Each type of writing certainly has a purpose. It can be concluded that writing skill can be interpreted as a person's ability to depict graphic symbols that are understood by writers and readers into written form, to convey thoughts, ideas, feelings, desires so that they are understood by readers.

There many types of text that the students in senior high school must being studies, one of the type of the text is Descriptive Text. Descriptive text is a text that aims to describe the characteristics of a person, animal, place, thing, and etc. This text is a type of writing in which the words have real-world meanings to enable students to paint a vivid mental picture of their experience In describing some of these things, descriptive text is closely related to the use of adjectives with the sentence structure using present tense.

According to Joyce & Calhoun (2009) that the Picture Word Inductive Model (PWIM) is a teacher-facilitated process, in which teachers lead children to discover words from a picture, increase the number of words in their sight-reading and writing vocabularies, formulate phonetic and structural principles, and finally apply observation and logical thinking analysis to their writing. This strategy is used to guide the students to develop their idea during the initial process of writing. Moreover, it also improves their vocabulary, grammatical, phonetic, mechanic, and spelling in writing text. In addition, Picture Word Inductive Model (PWIM) is a is an effective learning strategy especially for English teacher which can be used with whole class, small groups, pairs, or individually involving basic moves from identifying the pictures, look for new words, hear the new word pronounced correctly, and watch the teacher model how to use the vocabulary on a variety of levels (McDonald, 2010; Wood & Tinajero, 2002; Calhoun, 1999). The Picture Word Inductive Model is a learning strategy that is centered on the process of getting information and using pictures containing objects and or actions to extract words from students' listening and speaking abilities. By using this learning strategy students are able to break the picture into several parts. Each section is described in one sentence. From the sentences that have been made students can compose descriptive text.

So, based on the problem between students' writing skills that need to improved, especially in English subjects and the type of text that the researcher chosen is descriptive text, the researcher was conducted the research on the problem using a learning strategy, namely the Picture Word Inductive Model where this learning strategy have a purpose, Pictures provide authentic, concrete referents for the learning of new words, phrases, and sentences. Then, students can hear and see words spell correctly and participate in the correct spelling and writing. In this study, the researcher limited the problem only the implementation of using Picture Word Inductive Model in writing Descriptive text in type Describing Person and Describing Place especially in writing activities.

2. LITERATURE REVIEW

A. *Theoretical Description*

1) The Definition of Writing Skill

Some experts have given many definitions about writing skill. Ghaith (2002) stated that writing is a process to explore the thoughts, ideas and make them visible and concrete. It is an activity that encourages thinking and learning to motivate the communication by sharing the thoughts and ideas in visible and concrete form. It can be examined, reconsidered, added to, rearranged, and changed when the ideas write it down the paper. And Gelb (2003:11) states that writing begins when humans learn how to communicate their thoughts and feelings through visible, understandable signs, not only for themselves but also for all other people who are more or less initiated into a certain system. Writing is not a simple process. Even professional writers rewrite and rewrite because it takes a lot of effort to produce a perfect final copy that clearly communicates their ideas (Hogue et al: 1988:88). From all of the explanation above it can be conclude that writing skill is a skill that have complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, sentence structure, punctuation, etc.) in order to express idea, thought, opinion, and feeling so that people as readers can understand.

According to Braine and May defined four common purposes in writing activities, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. Then the rules of teacher in teaching writing, according to Harmer (2007: 330-331) states that when the teacher asks students to write, they play three roles, as a motivator, a resource, and a feedback provider. Based on the teacher's roles in teaching writing, a teacher has to control everything that occurs in the classroom. A teacher is a facilitator and motivator for the students. A teacher is a resource where the students can get all the information they need. When they make mistakes or errors, a teacher has to be ready to give feedback for increasing their writing skill.

2) Descriptive Text

Descriptive Text is a text that describes something, either a person or an object. It was created to capture the essence of an individual, place, or object (Gerot & Wignell, 2008, p. 208). Thus, to sum up, a descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature with-out including personal opinions. From some definition above can concluded that descriptive text is meaningful text which describes the experiences related to the senses, such as what kind of people, animal and other that need to describe, such as shape, sound, color, and other. Most descriptive text is about visual experience, but in fact the experience other than the sense of sight, we can also use it to make descriptive text. In arranging a descriptive text, According to Harmenita and Tiarina (2013: 4) the generic structure of descriptive text are as follows:

- Identification

Identification explains about the topic or identifying what or who want to be described.

- Description

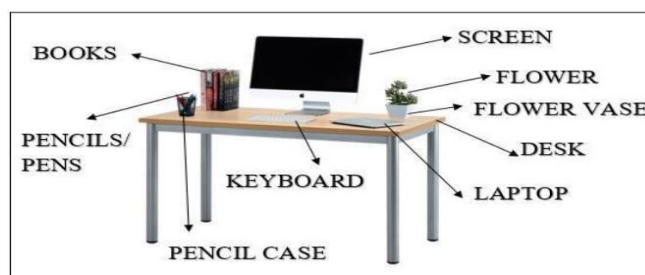
Description explains about details of the topic: describing parts, qualities and characteristic. Kemendikbud (2013) stated the language features of descriptive text are:

- a. Using simple present tense.
- b. Using nouns and adjectives that have correlation with people, place, and famous historical building.
- c. Using spelling and handwriting clearly and orderly.

3) Picture Word Inductive Model

Picture Word Inductive Model (PWIM) is a strategy to take advantage of students' aptitude for thinking inductively and building up a logical and phonetic framework on structural and phonetic analysis (Jiang & Perkins, 2013, p. 8). Inductive thinking, according to Nunan (1991, p. 156), is an experience in which students are not explicitly taught about grammar or other types of rules, but rather discover rules through their own experience with language. The Picture Word Induction Model (PWIM) assists students in the acquisition of sight words, as well as the expansion of their speaking vocabulary into a reading and writing vocabulary, among other things. PWIM makes use of a picture word chart as a media format. Students are required to locate words by identifying them. It is their practice to write words around the pictures. Students' writing processes can be aided by using an illustrated dictionary, which is created by writing words around the pictures on the chart. As a result, this learning model guides students through the process of writing titles, factual sentences, and paragraph construction.

a) The Example of PWIM



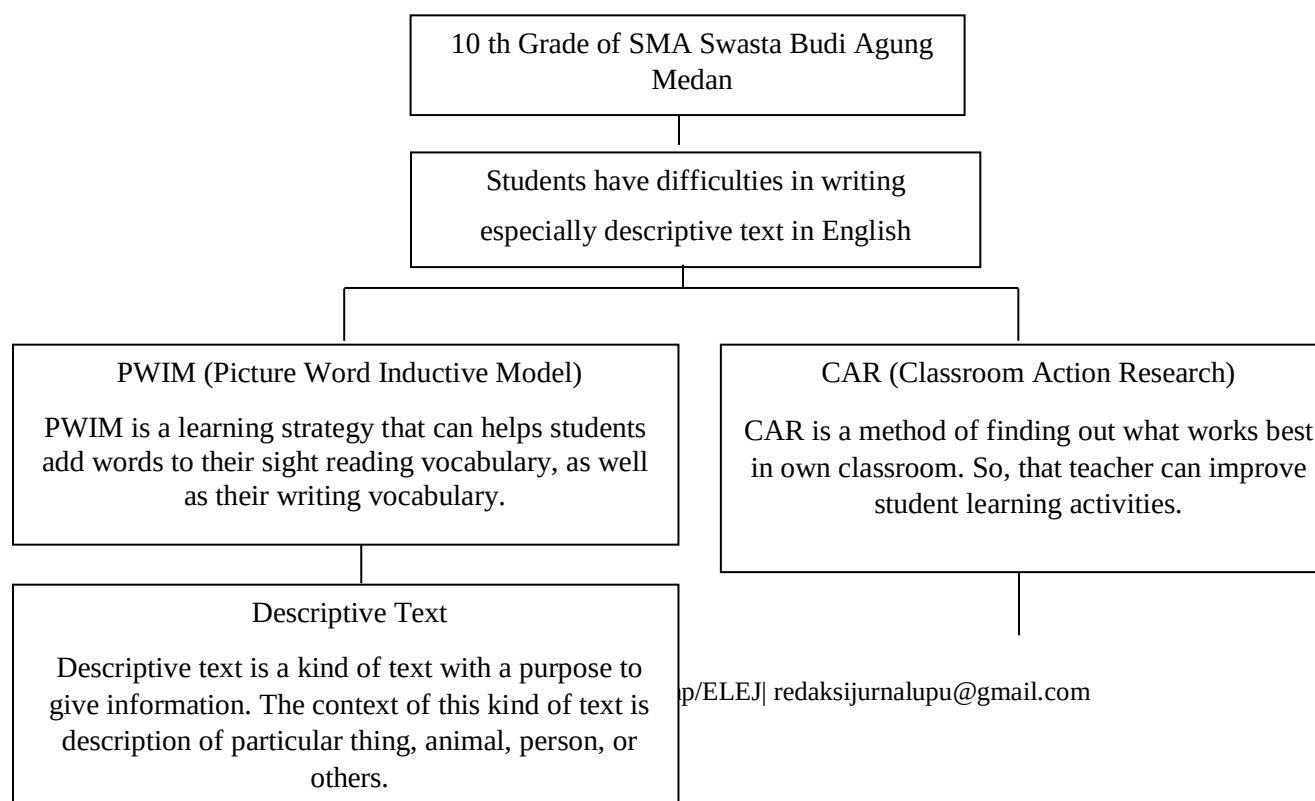
Picture 2.1 Example of Picture (Work Table) using PWIM

In this picture above, show a work table, which is relate to Descriptive Text in a type of Describing Object. Where this picture is show and describes all of name of objects/ items, start from books, pencils/ pens, pencil case, keyboard, laptop, desk, flower vase, flower, and screen. So, the use of the PWIM learning model is to use an image without words, and it will be described by means of objects/items marked with arrows so that students can find out what is English language (this also can increase students' vocabulary) from the object that has been arrow and then write according to the object that has arrows where also students can know to write the word and sentence from this learning model.

b) Teaching Writing using Picture Word Inductive Model

Teaching is the process of facilitating learning, enabling student to learn, and setting the conditions for learning (Brown, 2001). Teaching is showing or helping learners to grow in their knowledge, giving instructions, guiding in the study to improve their understanding. Pictures used in this study are pictures associated with words. Picture Word Inductive Model (PWIM) strategy is introduced by Emily F. Calhoun (1999) on his book "*Teaching beginning reading and writing with the Picture Word Inductive Model*". PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies (Calhoun, 1999:21). Essentially, students study various pictures and then find the object they see, while the teacher draws a line to the corresponding word or phrase.

B. Conceptual Framework



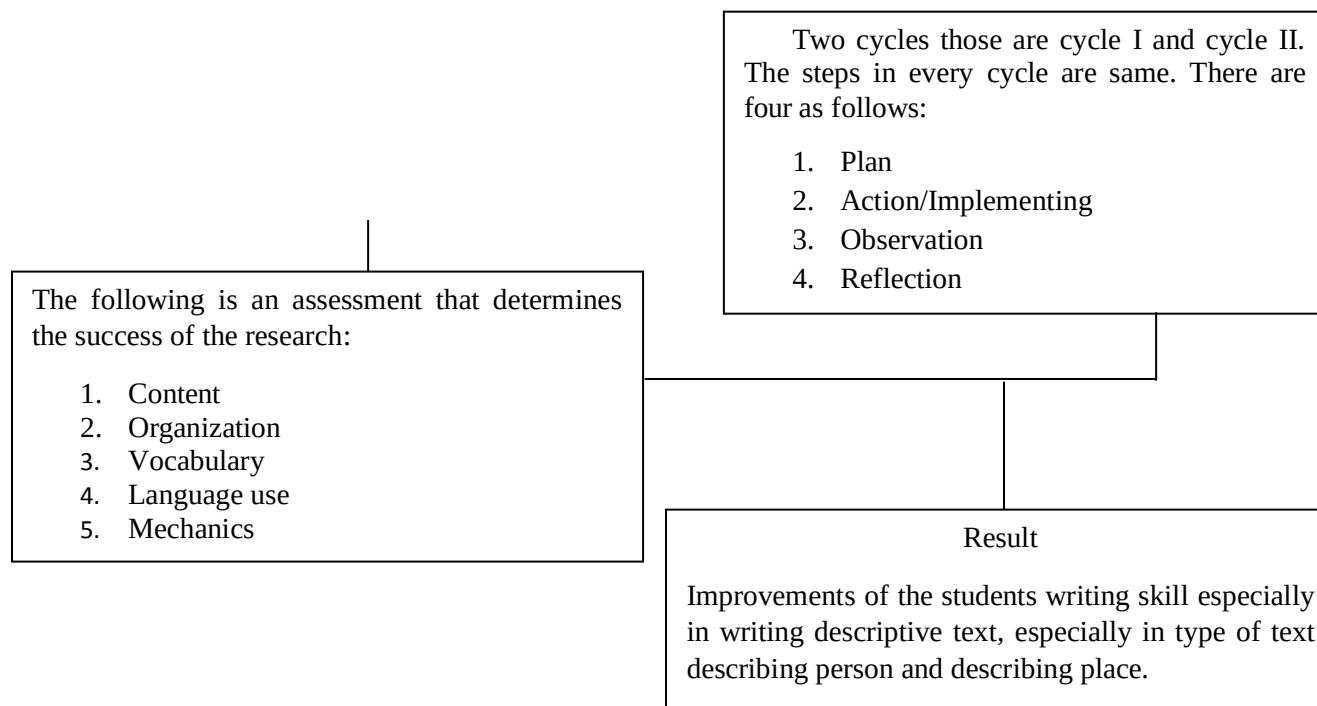


Table 2.2. Conceptual Framework

3. METHOD

The research method used in this research is Classroom Action Research (CAR). Classroom action research (CAR) as a form of reflective research reviewer by taking certain actions in order to improving classroom learning practices more professionals (Sukidin, Basrowi and Suranto, 2002: 16) (in Taniredja Tukiran, Pujiati Irma, Nyata 2012). The research design of CAR in this study is a collaborative classroom action research. It means the researcher was collaborated with the English teacher of SMA Swasta Budi Agung Medan. In carrying out the study, the researcher's role as an English teacher who teaching writing descriptive text by using Picture Word Inductive Model to students in a class. While, the real English teacher's role is as an observer, where observe teaching learning activities during the writing learning process. The real English teacher not only as an observer but also as an collaborator who help the researcher designing lesson plan, giving assessment, and analyzed data.

The sample of this research is the students of class X SMA Budi Agung Medan in academic year 2023/2024. In this study, researcher was chosen class X Isaac Newton with the total of subject were 25 students. Since based on the observations made by the researcher, the class had problems in writing and tended to be less interesting in writing. It also based on discussions with the English teacher and an agreement with the principal.

This classroom action research used the model proposed by Kemmis and McTaggart (1998) in Burns (1999), this model has four components, namely: Planning, Action, Observation and Reflection.

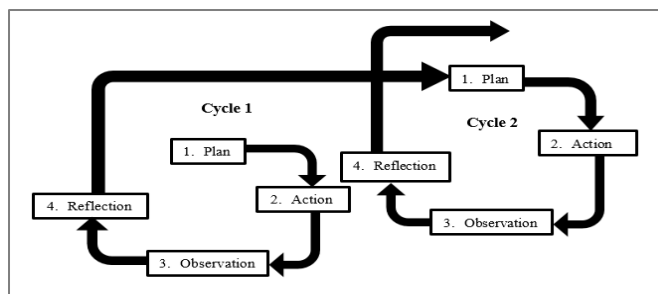


Figure 3.1 Kemmis and Mc Taggart Model Classroom Action Research cycle flow

Based on the model of CAR by Kemmis and Mc Taggart, the researcher was conducted the research in two cycles those are cycle I and cycle II. The steps in every cycle are same.

CYCLE I

1. Planning

The activities that the researcher was done at this stage as follows:

- Prepared the materials, make lesson plan, and designed the steps in doing the action.
- Prepared the list of the students' name and scoring.
- Prepared the teaching aids (e.g: Camera, worksheet, picture sheet/ picture in slide presentation in power point, Picture word inductive model).
- Prepared the sheets for class observation (to know the situations of teaching learning process when the strategy is applied).
- Prepared a test (pre-test and post-test to know whether students' writing skill improve or not)

2. Action/ Implementing

The activities that the researcher was done at this stage as follows:

- Giving pre-test
- Teaching writing descriptive text in type describing place
- The researcher applied learning strategy Picture Word Inductive Model to the students in the class
- Giving opportunity to the students to ask about difficulties or problems.
- Asking the students to identify about descriptive text in type describing place using picture word inductive model.
- Giving post-test.

3. Observing

At this stage, the researcher made observations that are carried out simultaneously with the action. The researcher recorded all the things that will needed and occur during the implementation of the action. The researcher was analyzed the result of pre-test and post-test I to know whether the students' writing skill was improving or not.

4. Reflection

This stage is an evaluation effort carried out by researcher and English teacher in conducting classroom action research. The researcher was evaluated the implementation of picture word inductive model in improving the ten grade students' writing skill in writing descriptive text. In addition, the researcher noticed the data which was taken during the previous stages to know the result of the action. The researcher was tried to do a reflection in order to find the way to improve the implementation of picture word inductive model in improving students' writing skills in writing descriptive text. However, if the actions are not successful, the researcher was tried to find the suitable actions to improve students' writing skill in writing descriptive text.

CYCLE II

1. Planning

- Take lessons from the results of reflection in the first cycle.
- Discussed the actions and collaborated with English teacher that has been done taken in cycle 2.
- Prepared learning material for learning
- Prepared the teaching aids (e.g Camera, worksheet, picture sheet/ picture in slide presentation in power point, Picture word inductive model).

2. Action/ Implementing

The action plan in cycle II was carried out as a result of reflection and improvement to the implementation in cycle I. At this stage, the researcher took better actions, to meet the deficiencies that exist in the first cycle of action. Some of the actions as follow:

- Researcher was explained the types of descriptive text in type describing person.
- Researcher gave the post-test 2 to all of the students. In this cycle, the researcher gave the same test form but with a different type of descriptive text from cycle I, that is describing person.

3. Observing

In this stage, the researcher make observations be done in the first stage and second stage to collect data from the learning action process in improving students' skill in descriptive text by using picture word inductive model that has been done.

4. Reflection

In the reflection stage, the researcher was analyzed the results of the actions that was taken. Researcher and English teacher were compared the results obtain from the first and second cycles and determine whether the results obtained were sufficient or still required the next cycle.

A. Data Analysis and Collecting Technique

In this study, qualitative and quantitative data analysis and collecting techniques were used. Qualitative data was used to describe situations during the teaching and learning process start from, interview, field notes, documentation, and observation that was been analyzed. Quantitative data helps support, supplement, and complement the qualitative data that researcher have collected. Then, Quantitative data was used to analyzed the scores such as, pre-test and post-test and using a writing rubric adapted by Brown (2007). For qualitative data, analysis of the text was required to develop an analytical framework to use as the basis of analysis. This framework can also be subjective, so being clear and upfront about the framework is important for validity and reliability.

To analyze the data in the form of writing assignments carried out by students, the researcher used a writing rubric adapted by Brown (2007). The researcher applied the following formula to find out the average student scores for each cycle as show in below:

Aspect	Score	Performance	Weighting
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organ	4	Identification is complete and description are	2x

ization (O) 20%		arranged with proper connectives	
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies	2x
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15%	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Table 3.1 A Weighted Descriptive text Rubric adapted from Brown (2007)

The researcher applied the following formula to find out the average student scores for each cycle as show in below:

$$\bar{X} = \frac{\sum x}{N} \quad (\text{Arikunto, 2013: 315})$$

Where:

$\bar{X}$: The mean of the students' score

$\sum x$: The total score of students

N : The number of the students

Formulas to find students who better understand:

$$P = \frac{R}{T} \times 100\% \quad (\text{Arikunto, 2013:315})$$

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the students

In this study, the researcher was used time triangulation, time triangulation has been done by collecting data at different times, including as far as possible the time the action was carried out with sufficient frequency to ensure that the effects of certain behaviors were not just coincidence.

Categories	Score
VERY GOOD	80-100
GOOD	75-79
ENOUGH	60-74
LOW	50-59
VERY LOW	0-49

Source: Arikunto (2009:245)

Table 3.2 The Categories that using to analyzing of the data categories

4. RESULT AND DISCUSSION

A. Findings

In finding, the researcher can concluded that there was an students' improvement in writing a descriptive text. This can be seen from the pre-cycle, in cycle I and cycle II, the students in writing descriptive text to improve their writing skill were complete and incomplete.

1. Pre Cycle

In the pre-cycle activity, from 25 students, the researcher found 2 students (8%) were in the very good category, 0 students (0%) had the ability to write a descriptive text in the good category, 4 students (16%) were in the enough category, and in the low category there were 5 students (20%). While 14 students (56%) in the very low category. In the pre cycle activity percentage, there was 24% students who were complete and 76 % students who were incomplete in writing an descriptive text.

2. Cycle I

At the activity stage in the first cycle, the researcher tried to overcome the problems found in the previous activity, where the problem was more focused on students' interest in learning to write descriptive text. Then, from the 25 students, the researcher found that there were 5 students in the very good category (20%), and 3 students (12%) who had the ability to write descriptive text in the good category. While those in the enough category 4 students (16%). While in the low category there were 3 students (12%), and in the very low category there were 10 students (40%). In the percentage of activity in the first cycle, there were 48% of students who completed and 52% who were incomplete in writing a descriptive text.

3. Cycle II

In this cycle, it was found that there was a good increased in students' interest in practicing their ability to write a descriptive text. Then generate from 25 students the researcher found 10 students (40%) who were in the very good category, and 5 students (20%) who were in the good category, while those in the enough category 5 students (20%). While in the low category there were 2 students (8%), and 3 students (12%) were in the very low category. In the percentage of activity in cycle II, there were 80% of students who complete and 20% who do not complete in writing descriptive text. It was agreed that there was a good improvement of students' writing skill in descriptive text in cycle II after applying the learning model of picture inductive model.

B. Discussion

From the results of using picture word inductive model it was proven that the average score of students in pre-cycle activities was 47,2 and the average value of students in cycle I was 53,4 and the average value of students in cycle II activities was 72. Based on these data, the researcher found that the use of picture word inductive model can improve students' writing skill in writing descriptive text. In choosing the picture for used in teaching and learning activities, the researcher choose it individually.

The findings is also in line with previous research. Mira Ermita, Emzir, Ninuk Lustyantie (2019), the title of this research is "*Picture Word Inductive Model for Better Descriptive Text Writing*" the result of the study showed that the use of Picture Word Inductive Model was a success. The students enjoyed their lessons more and were more motivated, interested, and confident during the teaching-learning sessions.

In contrast with the findings of other research, based on what researcher found, it was resulted that Picture Word Inductive Model used success in improving students' writing skill in descriptive text. This learning model make the class became more interesting and students were active in asking a question and can imagined, described, and wrote their idea to arrange and make a text based on the theme in writing the descriptive text

C. Picture and Table

Table 4.1 The result of Pre Cycle

Respondent	Pre Test	Respondent	Pre Test	Respondent	Pre Test
AK	25	MDA	25	RMT	42
DS	62	MZ	42	RAL	25
DF	38	MRP	55	RSAH	25
FS	42	MFH	25	SAQ	57
G	25	NSS	82	SMR	42
IGA	72	NAH	55	S	47
KC	37	NA	82	SR	70
WF	42	NNR	50	TMS	50
NHA	63				

ΣTOTAL	: 1.180
MEAN SCORE	: 47,2

Table 4.3. The Result of Cycle I

Respondent	Post Test I	Respondent	Post Test I	Respondent	Post Test I
AK	30	MDA	33	RMT	56
DS	60	MZ	33	RAL	42
DF	37	MRP	70	RSAH	56
FS	80	MFH	35	SAQ	25
G	56	NSS	77	SMR	42
IGA	87	NAH	60	S	55
KC	47	NA	46	SR	47
WF	30	NNR	87	TMS	62
NHA	82				

ΣTOTAL	: 1.420
MEAN SCORE	: 53,4

Table 4.5. The Result of Cycle II

Respondent	Post Test II	Respondent	Post Test II	Respondent	Post Test II
AK	60	MDA	43	RMT	66
DS	71	MZ	60	RAL	71
DF	67	MRP	95	RSAH	87

FS	86	MFH	75	SAQ	72
G	42	NSS	71	SMR	82
IGA	82	NAH	82	S	92
KC	63	NA	86	SR	72
WF	67	NNR	78	TMS	82
NHA	42				

ΣTOTAL	: 1.794
MEAN SCORE	: 72

Increasing students' writing skill in descriptive text in class X Isaac Newton SMA Budi Agung Medan, the students obtained a comparison of descriptive text writing skills in the activities of Pre-Cycle, Cycle I and Cycle II as follows:

Table 4.1. The Comparison of Students' Writing Skill in Descriptive Text in Pre-Cycle, Cycle I, and Cycle II

No	Research	Category	Frequency	%
1.	Pre Cycle	Complete	6	24
		Incomplete	19	76
2.	Cycle I	Complete	12	48
		Incomplete	13	52
3.	Cycle II	Complete	20	80
		Incomplete	5	20

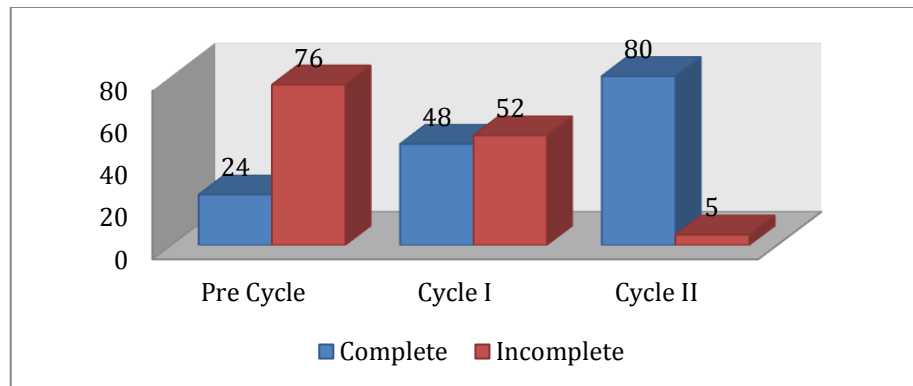


Diagram 4.2. Comparison of Completeness Results of Students' Writing Skill in Descriptive Text Pre Cycle, Cycle I, and Cycle II

5. CONCLUSION

Based on the research that researcher have done before, it can be concluded that researcher obtained qualitative data and quantitative data, the results showed an improvement in students' writing skill in writing descriptive text using Picture Word Inductive Model, there were 80% who passed the minimum completeness criteria. These results come from data in cycle I and cycle II. In the pre-test, there were 6 students who succeeded with a percentage of 24% and 19 students who did not succeed with a percentage of 76%. The mean score from the preliminary study was 47,2. In the first cycle there were 12 students who succeeded with a percentage of 48% and 13 students did not succeed with a percentage of 52%. The mean score from cycle I was 53,4. And in the second cycle there were 20 students who succeeded with a percentage of 80% and 5 students did not succeed with a percentage of 20% in post-test II. The mean score from cycle II was 72.

From this study, the researcher hope that the results of this study can encourage other researchers to conduct further research related to the skills of writing descriptive text or to use picture word inductive model for improving other skills in learning English language.

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The researcher hopes this scientific paper can give a bit contribution for further research and also this paper can be useful for researcher, readers, and the next researchers.

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