

Improving Students' Achievement in Writing Descriptive Text Through PWIM (Picture Word Inductive Model) at SMP Negeri 3 Siborongborong

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ABSTRACT

This study attempted to improve students' achievement in writing descriptive text through picture word inductive model at SMP Negeri 3 Siborongborong. This title got from the result of observation that the researcher found in SMP Negeri 3 Siborongborong that many students have difficulties in writing descriptive text. Some of them do not have any ideas to write, when they have come with the idea, they do not know how to write in English. They also have difficulty in using the convention of English grammar. PWIM (Picture Word Inductive Model) is a model of study that uses pictures and words to stimulate students' thinking inductively, from the specific thinking (looking at the picture and words) to general thinking (making the picture and the words that available become a sentence then a paragraph. By applying picture word inductive model, students can enrich their vocabularies while they identify the picture. This study was conducted by using classroom action research. The subject of this research was the students in grade VII-D SMP Negeri 3 Siborongborong. There was found that the students have low achievement in writing descriptive text. The research was conducted in two cycles. There were three meetings for each cycle. Based on the scores of writing test, it was found that students' scores kept improving in every writing test. The students' mean score in the first writing test was (46.57) and the students' mean score in the second writing test was (67.10). Finally, the students' mean score in the third writing test was (93.10).

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INTRODUCTION

Writing skill is one of essential elements in English language to be mastered throughly. Since, we can give appreciation about anything to write down in a paper that can be read in the future. In the scope of writing skill, there are numbers of components learned to produce good qualified writing. One of important things to be done is combine the word into a good sentence therefore it is easy and natural to read. Writing is not a language but a form of technology. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

English education in Indonesia holds a crucial meaning. in every school, English has been an important subject to be taught to the students. Even in some elite school, English has

become the main language that is used in the school environment. The teachers taught all subjects in English.

The goal of learning English is to help students to master four skills of language, namely : speaking, listening, reading and writing. According to Educational Unit – Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan : KTSP), writing is one of basic language skills that should be mastered by students. In learning writing, students are taught how to transform their ideas and messages into written form. Written products are often the result of the students' writing activities.

Nurusaniyah (2010) states that written product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the second year of junior high school, the basic competency that should be achieved in the writing English subject is that students have abilities in developing and producing written simple functional text in the form of recount, narrative and descriptive. Descriptive text is a text that focuses on describing thing in specific way. Descriptive is a type of text functioned to describe particular person, place, or thing. The students can use present tenses in writing descriptive text.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The generic structures of descriptive text are identification and description. In identification, the writer identifies the phenomenon to be described. In description, the writer describes the phenomenon in parts, qualities, or/and characteristics.

Writing is not an easy skill for students to be mastered, especially in writing descriptive text. In fact, writing has become a problem that puts students into trouble. In writing descriptive text, students find some difficulties in building and developing their ideas, choosing the right words, using the grammar and organizing the text.

The English teacher of SMP Negeri 3 Siborongborong had been interviewed by the researcher in order to know his perception about the students' writing problems and the real condition of the students. The English teacher admitted that many students failed in achieving writing skill though they have learnt English from elementary school. Some of them do not have any ideas to write. when they have come with the idea, they do not know how to write in english. They also have difficulty in using the convention of English grammar.

Not only from the students, but the problem also comes from the teacher and the method used in the teaching process. The teacher often asks the students to translate the text from the textbook. Then the students were asked to answer the questions given based on the text. They almost never taught how to write a text especially descriptive text. That method does

not increase the students' writing ability, the problems are the students still feel strange and face some difficulties with English lesson especially in developing paragraph in writing descriptive text.

Considering the reasons that had been discussed before, the researcher proposes a method in order to improve the students' ability in writing descriptive text. (PWIM) Picture Word Inductive Model is recommended by the writer to be one of strategies applied in teaching descriptive writing. Calhoun (1992:21) states that picture word inductive model is an inquiry-oriented language arts strategy that use picture selected by teacher, identify what students see in the picture for the teacher to label, read and review the words generated, use the picture word chart to read their own sets of words, classify words according to properties, students can identify and develop titles, sentences and paragraphs about the picture. On the other hand, (PWIM) Picture Word Inductive Model is a model of study that uses pictures and words to stimulate students' thinking inductively, from the specific thinking (looking at the picture and words) to general thinking (making the pictures and the words that available become a sentence then a paragraph)

By applying picture word inductive model, students can enrich their vocabularies while they identify the picture. The class are going to be more active and interesting. In conducting Picture word Inductive Model, The role of the teacher is very important in helping their students. Students can discuss each other as well as the teacher. Picture Word Inductive Model provide an interesting, active and cooperative teaching learning process.

Most of the seventh grade students of SMP Negeri 3 Siborongborong are difficult to writing descriptive text.

THEORETICAL FRAMEWORK

English is very important in many countries, Included Indonesia. English has become a subject taught in every school Indonesia. In studying English, there are four skills that should be mastered by students. They are speaking, listening, reading and writing. Writing is considered as the most difficult skill for students. In learning writing, students are taught to achieve the ability in writing simple function text, such as spoof, recount, report, exposition, news item, anecdote, narrative, procedure, descriptive, explanation, discussion, and review.

Descriptive text is a text which describe thing, people and place in specific way. Students are taught how to describes the characteristics and the qualities of a particular thing in written simple text, many students fail in achieving descriptive writing skill. Many factors cause that condition such as the basic knowledge of the students, the class environment and

the method which is used by the teacher in teaching in descriptive writing. In solving this problem in order to improve the students' achievement in writing descriptive text, the writer suggests the picture word inductive model as one effective strategy to be applied.

The Picture Word Inductive Model is a model of study which uses pictures and words to stimulate students' thinking inductively. Picture Word Inductive model interests students to be active in the teaching learning process. In this model, Teacher's Role is very important. Teacher guides the students in identifying the picture, finding the words, Making Sentences and making a Paragraph.

Picture Word Inductive Model helps students to memorize the words to enrich their vocabulary. by using interesting picture teacher increases the students' motivation in the learning process. Teacher guides the students to develop their imagination to generate their words to sentences and paragraphs. Considering some advantages of the picture word inductive model. it is expected that students' achievement in writing descriptive text will be improved by using (PWIM) picture word inductive model.

RESEARCH METHOD

This research was conducted by applying action research design. Elliott (1991 : 69) in Altrichter (2005 : 4) states that action research is the study of a social situation with a view to improving the quality of action within it. This simple definition directs attention to one of the most essential motives for doing action research. It lies in the will to improve the quality of teaching and learning as well as the condition under which teachers and students work in schools.

Action research is intend to support teachers, and groups of teachers, in coping with the challenges and problems of practice and carrying through innovations in a reflective way. Experience with action research, so far, has shown that teachers are able to do this successfully and can achieve remarkable results when given opportunities and support.

The students in Grade VII-D at SMP Negeri 3 Siborongborong are the subject of the research.

The instruments of data collection in this research were:

1. Written test that wered use to assess the students' achievement in writing descriptive text.
2. Diary note which contained the researcher's personal evaluation about the class and the progress of the project.

3. Observation sheet that were prepared to investigate the situations and the problems will be found during the teaching and learning process.
4. Questionnaire sheet that were needed to know students' opinion about English subject, descriptive text and Picture Word Inductive Model, Interview sheet that were useful to know the responses about the implementation of Picture Word Inductive Model.

In this study, the researcher used the qualitative and quantitative data to measure the improvement of the students in writing descriptive text. qualitative data were taken from the observation sheet, diary notes and questionnaire. Qualitative data would draw whether the teaching learning process had reached the goal of the study or not, while quantitative data were taken from the writing test conducted in each cycle after doing the treatment. Quantitative data helped the researcher in analysing the improvement of students' achievement in writing descriptive text. The quantitative data would show the effectiveness of teaching learning process through Picture Word Inductive Model.

To discover the mean score of the class in each descriptive writing test, the following formula was applied;

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} = The mean of students' score

$\sum X$ = The total score

N = The total numbers of students

To categorize the numbers of competent student, the following formula was applied :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the score up to 75

R = The number of students who get the score up to 75

T = The total number of students taking the test

DATA ANALYSIS

The quantitative data were taken from the writing tests which were conducted in the beginning of the research (writing test I), writing tests at the end of first and second cycle (writing tests II & III).

The result of three writing tests showed that the achievement of the students in writing descriptive text got the improvement. The improvement of the students' score in writing descriptive text through picture word inductive model can be seen in table 1.

Table 1. The Students' Writing Scores During The Research

No	Students'Name	Test I (Orientati on Test)	Test II (Cycle I)	Test III (Cycle II)
1	Eriko	23	46	71
2	Ramses	70	74	85
3	Mario	56	84	91
4	Surya	62	86	95
5	Ernita	34	50	86
6	Reza	86	90	95
7	Nando	65	70	89
8	Riko	32	48	83
9	Ilham	66	69	72
10	Celsi	67	71	89
11	Ciko	22	54	86
12	Juan	47	75	86
13	Ferni	69	74	89
14	Fera	22	65	85
15	Aldo	84	88	88
16	Lisna	59	64	79
17	Erna	27	68	80
18	Judi	47	81	95
19	Elsa	21	79	87
20	Gilang	37	74	94
21	Darna	48	85	98
22	Maria	54	81	94
23	Rini	42	80	96
24	Sinta	26	64	86
25	Rudi	34	51	72
26	Simon	68	78	97
27	Andi	34	60	86
28	Rafa	36	47	76
29	Ando	31	79	85
30	Irma	52	85	93s
31	Aldi	21	52	78
32	Tulen	55	64	80
33	Boy	37	75	84
34	Putri	47	70	83
35	Rut	21	51	75
36	Intan	75	87	91
37	Anto	28	60	76
38	Andi	64	73	83
	Total	1770	2550	3538
	Rata	46.57	67.10	93.10

The qualitative data were taken from diary notes, observation sheet, questionnaire sheet, and interview sheet. First, diary notes which were written by the researcher in every meeting during conducting the research. In diary notes, the researcher expressed her feeling and impression during the teaching learning process.

The result of quantitative data which was presented before showed that the improvement of the students' scores in writing descriptive text increased from writing test I (orientation test) to writing test II (cycle I) and the last to the writing test III (cycle II). Although in writing test I, most of students got low score but from the beginning of the first cycle up to the end of the second cycle, the students' writing scores showed the improvement. By applying picture word inductive model, students' writing scores improved continuously.

The students' descriptive writing was scored by calculating the two component of scoring descriptive text ; generic structures and grammatical features. There were two points of generic structures namely identification and description. While in grammatical features, there were three points to be scored namely the use of adjective and adverb in describing the object, the use of right grammatical in forming the sentences and the use of nouns and pronouns in describing the object.

The result of the students' score in each writing test was different. It meant that the range of the improvement from the writing test I to the writing test II was also different. Some students got low scores in writing test I. However, they could increase their score in writing test III.

The qualitative data were taken from diary notes, observation sheet, questionnaire sheet, and interview sheet. Those are gained within two cycles. First instrument of qualitative data was diary notes. Diary notes showed that the activities that were done in the class ran well. The students showed their enthusiasm in learning descriptive text through picture word inductive model. Although the students could not write descriptive text at the first time but by the time the picture word inductive model applied, they could improve their achievement in writing descriptive text continuously. They shared ideas with their friends in groups. They asked questions to the researcher as the teacher. The class was very enjoyable. The students were very active in following the procedure of picture word inductive model.

The second was observation sheet. Observation sheet was filled by the teacher as the observer in this research. The observation sheet showed that the teaching - learning process went on as well as expected. The researcher prepared the teaching material. The researcher explained the teaching objective, the picture word inductive model and the teaching material clearly. The researcher gave good response to the students' question. The researcher also

managed the time effectively and efficiently. The students also showed good activities during the research. The students paid attention to the teacher's explanation. They asked the teacher about the lesson and answered the teacher's question. The atmosphere of the class was also good. The classroom was safe from crowd.

The third was questionnaire sheet. The result of questionnaire sheet which was given to the students showed that the students had good responses to the application of picture word inductive model. The result of questionnaire score showed that 100% students agreed that picture word inductive model helped them in writing descriptive text.

The last was interview sheet. The interview was done in two sessions with the teacher and some students. The researcher and the students were interviewed in the beginning of the research and the last of the research. At the beginning of the research, the teacher and the students were asked about the problems in teaching – learning English. The interview sheet at the beginning of the research showed that the way of the teacher in teaching writing especially writing descriptive text was not good. The teacher just asked the students to read the text in the textbook and answer the question given. The interview with the students in the beginning of the research also showed that the students were not capable in writing especially writing descriptive text.

CONCLUSION AND SUGGESTION

Based on the result of data analysis presented in the previous chapter, it was found that there was a significant improvement in the students' achievement in writing descriptive text through picture word inductive model. It might be seen from the improvement of students' mean score in the writing test I (46.57) increased to the mean score in writing test II (67.10) and to the writing test III (93.10). It was concluded that the application of picture word inductive model significantly improved the grade VII students' achievement in writing descriptive text.

The result of this study shows that the application of picture word inductive model has successfully improved the students' achievement in writing descriptive text.

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