Improving Students' Writing Skill In Descriptive Text through Picture Word Inductive Model

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Abstract
This article is written based on the research conducted by the writers. This research was to find out (1) How to improve students' writing skill in descriptive text through picture word inductive model (PWIM). The investigation of population of this research was the seventh grade students of SMPT Ibnu Muay Bekasi in the academic year 2019/2020. The sample of the study was class 7.1 consisting of 20 students. The writers used classroom action research as the method in conducting this research. There are three cycles has 4 steps, they are planning, acting, observing and reflecting. The obtained data was from Interview, observation and writing test. The result showed that there was a significant improvement on students' descriptive writing achievement taught using Picture Word Inductive Model (PWIM). The students could achieve the KKM. The KKM was 75. It could be seen from the data percentages from cycle 1 to cycle 3, 45% (cycle 1) to 70% (cycle 2) and 90% (cycle 3).

Keywords: descriptive text, picture word inductive model (PWIM), writing.

Introduction

Writing is one of language skill that should be owned by students. Through writing activities students can express all ideas they have. Among the four language skills taught in schools, writing is the most difficult skill to learn. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. In writing, students have to know about grammar, vocabulary, sentence structure, sentence sequence and sentence connection. In the first year of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive.

In fact most students of SMPT Ibnu Muay have many problems in learning writing. Based on an interview with the students, the researcher also found some factors of students' problems in learning English especially writing descriptive text. The student got the difficulties in gathering idea and does not mastering grammar when they are going to write descriptive text. Other information, they were bored to study descriptive text because the teacher not used interesting strategy to learning descriptive text.

Therefore, the researcher would like to propose picture word inductive model strategy to help students' problem in writing descriptive text. Picture Word Inductive Model is designed to teach reading, writing, and the language system. Because of that, this strategy is predicted to be able to help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe.

There is previous research by Herizal at the seventh grade of SMP Inaba Palembang by applying Picture Word Inductive Model (PWIM) to improve the students' writing ability of descriptive text showed that teaching writing through Picture Word Inductive Model (PWIM) could improve the students' writing ability significantly.

Based on the explanation above, the purpose uses picture word inductive model as an alternative strategy for teaching English, especially for teaching writing ability in descriptive text. The researcher would like to take a classroom action research with the tittle: "Improving Students' Writing Skill In Descriptive Text Through Picture Word Inductive Model (PWIM)" a classroom action research at the Seventh Grade Students of SMPT Ibnu Muay in Odd Semester of The Academic Year 2019-2020.

Sokolik (2005:98) stated that Writing is a combination of process and product. the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that writing is a process is very useful to young writers. Hyland (2004:9) explained that writing is a way to share personal meanings. It means that writing is the way to express feelings and thought to other people that have a meaning. Writing can helps people to communication. Therefore, when constructing their ideas, the people have to make it understandable and acceptable.

Bachtiar Bima (2005 ; 15) 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. Descriptive text stretch out many information about certain people, things, and place clearly and detail.

Jeremy Harmer (2001:134) Picture is one of the varieties of teaching aid which is used to explain language meaning and construction, engage students in a topic or as the basis of a whole activity. In teaching descriptive text, teacher can use picture whether drawing taken from books, newspaper and magazine, or photograph to facilitate learning. Larry Ferlazzo (2014) The PWIM uses an inductive process (in which students seek patterns and use them to identify their broader meanings and significance), as opposed to a deductive process (where meanings or rules are given, and students have to then apply them).

Based on the statements above the objective of the research was to improve students writing skill in descriptive text through picture word inductive model (PWIM).

Method

The researcher took a Classroom Action Research by responding existing problem in classroom teaching. Classroom action research is a research method that can be employed by teachers to improve upon the education environment in the classroom. It is chosen in accordance with the purpose and the problem of research found daily teaching in the classroom. The data were observation, documentation, interview and students' score. This research conducted in three cycles. In this classroom action research, the researcher used kemmis and Mc Taggart models (cycle model). This models consists of 4 steps, they are: planning, acting, observing and reflecting. The researcher has data resources from the students of the seventh grade that consisted twenty students and the English teacher.

Research Finding and Discussion

In this subtitle, the researcher would describe some findings which were found on Classroom Action Research of implementing Picture Word Inductive Model (PWIM) on teaching descriptive text at seventh grade students of SMPT

Ibnu Muay Bekasi. This research was conducted in two phases. First phases were conducted before implementing PWIM and the second one was conducted after applying PWIM. It was aimed to know whether the students' score got improvement before and after applying PWIM in teaching descriptive text.

Cycle I

The first cycle consisted of four stages they were: planning, action, observation, and reflection including re-planning for the next cycle.

1. Planning

The action research was conducted in twice a week. They were on Wednesday, 17th July and Thursday, 18th July 2019. In this cycle I, the researcher wanted to improve students' writing skill in descriptive text by preparing teaching programs. First of all the researcher decided the topic of teaching descriptive text. Then the researcher prepared for the syllabus, lesson plans and the materials related to the topics. The topic of the first cycle I was about described animal.

2. Acting

a) Opening

In the beginning of teaching learning process, the researcher started with warming up activity. It was held for at least 10 minutes. In this activity the researcher conducted the apperception activities by doing some activities such as greeting, checking students' attendance list, giving motivation about the importance of writing, the reason why students must mastered writing, when the students felt spirit to study, practice and never quit.

b) The main Activity

Then, here it turned to the main activity. This would 60 minutes. There were two main steps of this activity. The steps were explained about descriptive text, showed the picture about animal with applied the PWIM. The first step was explained to the students about descriptive text including definition, social function, generic structure, grammatical features and the example. The second step was the researcher showed the picture about animal. In this phase, the researcher asked the students to identify what they saw in the picture and label to the picture with appropriate vocabulary. Then asked the students generated a sentences or paragraph about the picture.

c) Closing

The last but not the least, in this acting stage was closing activity. This activity was held for 10 minutes. The closing activity could be set by the following actions as follows: together with the students concluded the material, doing some evaluation or reflection to all the learning process in this cycle 1 so that this activity or achievement could be consistently programmed, sampling of the written homework assignment, giving some feedback to the learning process and the learning result, planning the next cycle in the form of remedial (if there are failed students), enrichment, counseling or giving homework.

Cycle II

1. Planning

In the cycle II, the researcher would like to bring the material about an idol. In this planning was based on the previous cycle, the researcher would like to improve the planning stage in order to get a better result toward the students. The

planning in this cycle was based on re-planning in cycle I they were: motivating the students so they would be more confident and serious, focus and respectful in learning process, guided more intensively to improve students' writing skill.

2. Acting

a) Opening

The researcher started with warming up activity. It was held for at least 10 minutes. Then the researcher conducted apperception activity by doing some activities such as greeting, checking student's attendance, giving motivation about writing descriptive text.

b) Main Activity

This stage was due to the changing and improvement of the planning in Cycle II. The researcher decided to implement the plan above, the first step was providing prior experience. The researcher gave motivation to the students and showed the example of picture about an idol followed by list of vocabularies and led the students tried to make a descriptive text together.

The next phase was the researcher gave the students picture about an idol and asked them to identify the vocabularies and generated a sentences or paragraph about the picture. After that the researcher collected the students work and gave them score based on the rubric planned.

c) Closing

The last stage in this cycle was closing activity. This activity was held for 10 minutes. The closing activity could be set by the several actions as follow: together with the students concluded the material, doing some evaluation or reflection to all the learning process in cycle II so the activity or achievement could be consistently giving feedback to the learning process and learning result.

Cycle III

1. Planning

This stage was the last planning due to wrapping up of the research. Honestly the planning stage in the cycle III has based on the re-planning of Cycle II and this could be systematically described as follows: giving motivation to the students in order to be more active in the learning process, adopted more and more intensive teaching and guidance for those who were still getting difficulties in writing descriptive text. Then created lesson plan which better than before. In this Cycle, the researcher would like to teach descriptive text by the topic about things.

2. Acting

a) Opening

The researcher started with warming up activity. It was held for at least 10 minutes. Then the researcher conducted apperception activity by doing some activities such as greeting, checking student's attendance, giving motivation about writing descriptive text.

b) The Main Activity

This stage was due to the changing and improvement of the planning in Cycle III. The researcher decided to implement the plan above, the first step was providing prior experience. The researcher gave motivation to the students and showed the example of picture about things followed by list of vocabularies and led the students tried to make a descriptive text together.

The next phase was the researcher gave the students picture of things, then the students identified the vocabularies and generated a sentences or paragraph about the picture. After that the researcher collected the students work and gave them score based on the rubric planned.

c) Closing

The last stage in this cycle was closing activity. This activity was held for 10 minutes. The closing activity could be set by the several actions as follow: together with the students concluded the material, doing some evaluation or reflection to all the learning process in cycle II so the activity or achievement could be consistently giving feedback to the learning process and learning result.

The discussion of the data after implementing the classroom action research, the researcher and collaborator discussed the whole data have been got in order to know the result of research which done. By discussing relevant data, the researcher got describing about the students current attitude in learning about writing in descriptive text through picture word inductive model. The whole data showed positive result toward learning activity and test in each cycle. The whole data was supported by evidences. It was supported by students' achievement that made good progress and good improvement in their learning activity. The researcher and the collaborator also discussed the whole data which had been collected from the various resources such as the result observation, the result of interview, and the result of the test in each cycle.

The results of observation held in the learning process of writing descriptive text through picture word inductive model, the students showed on progress and improvement in each cycle. And after conducted classroom action research, the researcher conducted interviews with students and collaborator to know about opinions or benefits felt after the implemented of writing skill on descriptive text through picture word inductive model.

In writing activities in the class, the researcher could see the progress of students writing skill in descriptive text. There was an increment from cycle I to cycle II and Cycle III. In cycle I, There were only 9 students out of 20 students or 45% who achieved the KKM score. In cycle II there was an improvement on students' achievement there were 14 students or 70% students who achieved the KKM score. In cycle III, It showed that the students' score increase became 90%. There were 18 students achieved KKM score. There were 2 students who could not achieve the KKM score in cycle III. There were some reasons why there were 2 students were failed, they were very passive students and they were still afraid to make a mistake in made paragraph. But the researcher still gave appreciate ability that they have and gave more motivation to the students that they must more study hard in learning English especially in writing.

Based on the data above, the researcher concluded that there was improvement to students' writing skill in descriptive text in every cycle. It could be seen from the data percentages score from cycle I to cycle III, 45% (cycle I) to 70% (cycle II) and 90% (cycle III).

Conclusion

The research reported the use picture word inductive model (PWIM) in improving students writing skill in descriptive text. At the last the researcher

would like to make some conclusions to finish this Classroom Action Research. There were some conclusions as follows:

1. Students became more interested in English, they could improve their vocabulary too and they have high motivation in learning writing.
2. Furthermore, the students' improvement of writing skill in descriptive text through picture word inductive model (PWIM) could be seen clearly in the students' improvement score of the result of test that shown the significant improvement. In Cycle I, the students who could pass the KKM was 45%. While in Cycle II, it was obtained that the percentage of students who could get the score above the KKM in test 2 was 70%. The last, in Cycle III 90% students could pass KKM.
3. Based on the result, the researcher concluded that picture word inductive model was very helpful and effective to improve students' writing skill in descriptive text at seventh grade of SMPT Ibnu Muay.

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