

**IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT
THROUGH PICTURE WORD INDUCTIVE MODEL (PWIM)
AT THE FIRST YEAR STUDENTS OF SMPN 10 BANDAR LAMPUNG**

Undergraduate Thesis

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY TEACHER TRAINING AND EDUCATION
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ABSTRACT
IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT
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By
Dara Maharani Dwi Silvia

The objectives of this research were to find out whether there was a significant improvement of students' ability in writing descriptive text and which aspect of writing improved the most after using Picture Word Inductive Model(PWIM). This study used a quantitative approach that is a one group pre-test and post-test design. The population of this research was the first-grade students of SMP Negeri 10 Bandar Lampung in the second semester of academic year 2022/2023. The research took one class as the sample and it was VII E which consisted of 27 students. Writing tests in the forms of pretest and posttest of descriptive text were applied to collect the data. The data were analysed by used Paired Sample T-test in which the significance was determined by $p < 0.05$. The results of data analysis showed that sig. (2-tails) $0.000 < 0.05$, It can be also supported by the evidence that verifies the statements was the t-value which showed higher number than t-table by having the result $11.653 > 2.0555$. The improvement in students' writing descriptive text skills is evidenced by the results of students' writing scores. In the pretest the average score of students' writing skills was 64.41 and in the post test was 78.65. The increase is 14.24 from pretest to post test. It meant that there was improvement in students' descriptive text writing ability after most after using Picture Word Inductive Model (PWIM).The aspect which improved the most after using Picture Word Inductive Model (PWIM) was content aspect of writing since the gain of the aspect improved up to 4.7 points. In short, referring to the results above, it can be concluded that Picture Word Inductive Model (PWIM) can be implemented in improving students' writing ability especially descriptive text.

Keywords: *Picture Word Inductive Model(PWIM), writing ability, descriptive text.*

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**By
Dara Maharani Dwi Silvia**

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In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



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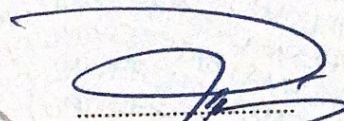
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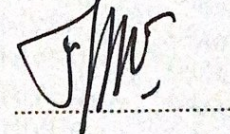
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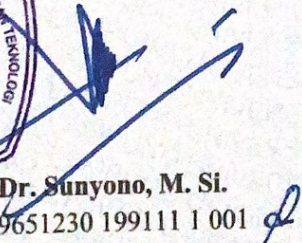
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Dengan ini menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Dari apa yang saya tahu, materi yang ditulis dalam skripsi ini tidak didapatkan dari karya orang lain, tetapi pada beberapa bagian tertentu memuat kutipan yang bersumber dari penulis lainnya yang saya jadikan sebagai acuan untuk menunjang penyelesaian karya ini. Jika pernyataan ini tidak benar adanya, sepenuhnya akan menjadi tanggung jawab saya nantinya.

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CURRICULUM VITAE

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MOTTO

“Effort and Prayer depends on the goal. We get nothing beyond what we have worked for.”

(Ali bin Abi Thalib)

DEDICATION

The writer dedicates this script to:

Her beloved parents – Bona Ferdinand and Yessy Liyanti

Her sister – Vionita Eka Septiana Putri

Her brother – Gibran Aprilio Alfaruq

Her Almamater – University of Lampung

Her friends in English Education Study Program

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Bandar Lampung, April 2023.
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I. INTRODUCTION

This chapter contains several key points for a brief explanation of the research. These points are the background of the research, the formulation of the problem, the purpose and use of the research, the scope of the research, and the definition of key terms.

1.1 Background

Language is a medium used to transfer ideas, and feelings from one person to another. Lowe (1985) says that language is a medium for conveying something from one person to another. This means that language is a way for humans to communicate with other humans. English is one of the languages that can connect people. English is not only spoken in countries where English is the mother tongue but English is also spoken in countries where English is not their mother tongue. In other words, English has become an international language used all over the world. Therefore, learning English is very important to communicate with various other countries.

Due to its importance, the English language has been taught in almost all countries of the world, including Indonesia. Indonesia has been aware of the significance of the English language. English has become an obligatory subject in the education curriculum in Indonesia. Until now, English is taught at various levels of education ranging from elementary school to university level.

In learning English, there are four skills that must be mastered by language learners, namely: listening, speaking, reading, and writing. To master these four language skills, a learner must go through a long learning process. A learner who masters

those four skills are expected to be able to absorb various information both orally and in writing and inform others in English. Richard and Renandya (2002) states that among the four skills taught in schools, writing was the most difficult skill for students to master. Many people find writing difficult because writing is not just about pouring their ideas into several media such as paper and computers.

Writing is not an easy activity, especially for students, because writing is not just about putting ideas on paper. Raimes (1987) states that writing is a skill in which we express the ideas, feeling and thought arranged in words, sentences and paragraph using eyes, brain and hand. From this statement, it can be said that in writing we involve our brain to think about the ideas then write it down into sentences. But in reality, many of students complain that they do not know how to write and they cannot connect the sentences into coherent ideas.

Students should have good capabilities in writing in order to write appropriately. In making a good writing, there are five aspects that should be considered in the process of making a composition. Jacob (1981) states there are five aspects of writing, they are content, organization, vocabulary, grammar and mechanics. Those five aspects should be covered so that the readers can understand the information shared by the writer effectively.

There are some texts that junior high students are required to learn. The learners acquire an understanding of descriptive, recount, report, procedural, and narrative texts. A descriptive text is one of these texts that junior high school students studying English should be able to read, comprehend, and write. A descriptive text is one that gives information on a certain object, person, place, etc. According to Wyrick (1987:227), "A descriptive writer creates a word image of people, places, and things and uses emotion to pick out subtleties in the description to impress the person." In other words, descriptive writing is the type of writing descriptions,

characteristics or definitions of things, things or people. Therefore, The students must have some knowledge of the subject matter in order to produce a descriptive paragraph effectively.

At SMPN 10 Bandar Lampung, students experience difficulties in writing skills, especially for first graders. Based on observation and interview with one of the English teachers at the school, she explained that students' scores in writing were still low. The students have no ideas in writing, they are lack of vocabulary, worried about making mistakes and getting problems in writing. In addition, students do not have the idea to write, include in writing descriptive text accurately because they do not master the vocabulary and compose the sentences to describe their ideas.

This happens because the teacher does not use the right strategy in learning to write descriptive text. The teacher still uses conventional methods. The writing learning that has been done so far is by providing some of the necessary linguistic elements, giving some examples of the desired writing, then asking students to make similar writings. The teacher does not use interesting strategy for students, and the teachers do not involve students directly in the learning process. Therefore, to overcome this problem, the researcher uses a Picture Word Inductive Model (PWIM) to help students' problems in writing descriptive texts.

According to Calhoun (1999:21), Picture Word Inductive Model (PWIM) is made for teaching students in reading, writing, and language system. This means that this strategy can be a solution for students' writing skills. The Picture Word Inductive Model (PWIM) is a strategy that can be used to improve students' ability to develop the concept of words and sentences in a paragraph. Therefore, this strategy is expected to provide ideas for students to solve writing problems, especially in writing descriptive texts. This strategy is focused on identifying an object through

pictures and words, so that students will find it easier to develop image-based descriptive writing.

According to previous studies by Sutra (2020), the Picture Word Inductive Model (PWIM) in the second grade of the administrasi perkantoran class at SMK 4 Pinrang, which improved student participation in the learning process and improved test scores for students' writing descriptive text. The Picture Word Inductive Model (PWIM) is a fun and enjoyable activity. The students enjoy finding words based on objects in pictures, and they arrange words into sentences and write paragraphs. In short, Picture Word Inductive Model (PWIM) can motivate students to improve their writing achievement.

Another similar previous research by Putra (2019), he conducted the research untitled The Implementation of Picture Word Inductive Model (PWIM): Effect on Students Ability in Writing Procedural Text. The result of the research showed that there is significant effect of using Picture Word Inductive Model (PWIM) on students ability in writing procedural text.

In line with the research above, there was a research by Nurleni (2018) at the eighth grade of SMPN Al-Huda Jatiagung Lampung Selatan, using Picture Word Inductive Model (PWIM) to improve the students' ability in writing could significantly improve students' writing ability. This strategy can help students to solve their problems in writing. The students easier develop their writing based on a picture. The students can compose their writing for all aspect of writing, including content, organization, vocabulary, language use, and mechanic.

Based on the explanation above, some previous studies applied Picture Word Inductive Model (PWIM) to the eighth grade of junior high school and vocational high school. Then, There are previous studies that focus on procedural text. For this reason, the researcher is interested to improve students' ability in writing descriptive

text through Picture Word Inductive Model (PWIM) at the seventh grade of junior high school. The researcher hopes by using Picture Word Inductive Model (PWIM) students will be easier to compose sentences when writing, so that problems in writing, will be solved.

1.2 Research Questions

Based on those conditions, some problems are identified as follows:

1. Is there any significant improvement of students' ability in writing descriptive text using Picture Word Inductive Model (PWIM)?
2. Which aspect of writing is the most improved after being taught by using Picture Word Inductive Model (PWIM)?

1.3 Objectives

Based on the formulations of the problem, the objectives of the study are:

1. To investigate whether there is any significant improvement students' ability in writing descriptive text using Picture Word Inductive Model (PWIM).
2. To find out which aspect of writing is the most improved after being taught through Picture Word Inductive Model (PWIM).

1.4 Uses

Based on the relation of the research questions and objectives, the uses of the research are:

1. Theoretically, it can be used to give information for English teachers about improving students' ability in writing descriptive text through Picture Word Inductive Model (PWIM) and also give information for further research.
2. Practically, it can be used for English teachers about an alternative strategy to improve students' writing ability, especially by using Picture Word Inductive Model (PWIM).

1.5 Scope

This study was a quantitative research that focused on improving students' ability in writing descriptive text through Picture Word Inductive Model (PWIM). The population of this research was the first year students of SMPN 10 Bandar Lampung in the second semester of 2022/2023 school year. The researcher focused on descriptive text using pictures to describe a public figure as the material of writing class. The aspects of writing that consist of content, organization, vocabulary, language use and mechanic were evaluated. The goal was to see the improvement students' ability to write descriptive text using Picture Word Inductive Model (PWIM). The researcher conducted treatments in three meetings. There were pre-test and post-test to measure the improvement in this research.

1.6 Definition of Terms

Based on the relation to the uses of this research, various definitions are clarified in order to have similar understanding. The terms of definition as follows:

1. Writing

Raimes (1983) states that writing is a skill in which we express the ideas, feeling and thought arranged in words, sentences and paragraph using eyes, brain and hand.

2. Teaching Writing

Raimes (1983) states that teaching writing is a unique way to strengthen learning. Teaching writing can be a good step in improving students' achievement to express their ideas or thoughts on paper

3. Descriptive Text

Wyrick (1987) states a descriptive writer creates a word image of people, places, and things and uses emotion to pick out subtleties in the description to impress the person.

4. Picture Word Inductive Model (PWIM)

Calhoun (1999) states the Picture Word Inductive Model is a strategy applied in the classroom that uses pictures containing objects and actions to get words from students' ability to think inductively.

In brief, this chapter already discussed the background of the problem, the research question, the objectives, the uses, the scope of the problem, and definitions of the term utilized in this study.

II. LITERATURE REVIEW

This chapter provides several theories associated with the framework which have been defined within the previous chapter. Some explanations that will be discussed in this chapter are as follows: the concept of writing, definition of writing, aspects of writing, the process of writing, writing ability, concept of teaching English writing for junior high school students, the concept of descriptive text, generic structure and language features in descriptive text, concept of Picture Word Inductive Model (PWIM), the procedure of Picture Word Inductive Model (PWIM), the advantages and disadvantages of Picture Word Inductive Model (PWIM), frame of thinking, and hypotheses.

2.1 Writing

One of the productive skills that must be mastered by English learners is writing. This is an important aspect of language learning. Writing consists of words and these words are combined in separate conjunctions to form sentences and then grouped into paragraphs (Creme and Lea, 2003, cited in Nurul, 2016). The paragraphs are then translated into full text, because writing is explained as the production of written words that produce text, but for communication to occur, the text must be read and understood (Cece et al., (2000). speaking, writing skills are the expression of ideas. Expressed in written form.is an expression, which means that the purpose of posting is to provide information or share it with others. According to Raimes (1987) states that writing is a skill in which we express the ideas, feeling and thought arranged in words, sentences and paragraph using eyes, brain and hand. When the idea was born it is in written form with some thought

process. Writers must know very well how to organize their ideas into proper written form.

By focusing on the thought process, writers will improve their writing to create good writing. The writing process cannot be done instantly. As stated by Brown (2001:335), the process of compiling a written text is a process of thinking, composing, and revising that requires special skills. These steps cannot be separated from each other to achieve the purpose of the article.

From the definitions above, it can be concluded that writing is a skill that arises from thoughts or ideas which are then combined into written form with an emphasis on linguistic elements. Several processes have to be followed to get written results. This skill is the writer's way of communicating with the reader. Therefore, the structure of the article must be well communicated so that the reader can understand the content of the text.

2.2 Aspects of Writing

In writing, it is miles necessary to have elements that help you to attain the right composition. In line with Jacobs et al. (1981) states that there are five aspects within the system of writing that should be considered in order to make the writers a success in their writing. Those five factors are :

1. Content

It contains ideas from the author which are developed into productive communicative information which is then translated into written form. All ideas related to the relevance of the topics that have been made. This can be described

implicitly or explicitly with each paragraph containing the main idea and supporting details explaining the author's purpose.

2. Organization

The ideas that have been made are then poured into a series of coherent and logical paragraphs to produce an article that is clearly understood by the reader. Writing that is not sequential can cause the reader to misunderstand the intended meaning.

3. Vocabulary

Choosing the right words is very necessary for conveying meaning to the reader through writing. Writers must be able to master word formation and also string words effectively. Therefore, writers are required to have a large vocabulary so that the writing process can be allocated properly.

4. Language use

This refers to the use of appropriate language by paying attention to tenses with several time sequences, and grammatical patterns and choosing the right syntactic patterns. How to arrange sentences correctly by knowing the best grammatical elements is a skill that a writer must have in writing.

5. Mechanics

The reader could be easy to convey the thoughts or message of writing via the use of the favorable mechanic in writing. The accurate mechanism in writing includes spelling, punctuation, capitalization, and paragraphs (Arthur,2003). All of those mechanism components are combined in a paragraph that is supposed to make the reader involved and easy to examine the writing. The writers are required to take notes mainly based on the five factors above so that the writing becomes a coherent

and clear paragraph. This component can also be a standard of consideration for judging in writing.

2.3 Procedure of Writing

Writing is an activity to express and put on the notion of the thought in written form. In addition, Harmer (2009) states that writing is a manner, as it goes idea many tiers. It can be stated that once we are seeking to write something, we want a few steps.

From the declaration above, it could be stated that writing is not always an immediate procedure. There are some steps of writing based on Harmer (2009), there are:

1. Planning

This is the first step in the process for writers. At this stage, the author makes a series of ideas related to the topic to be written, then it will all be developed into the first draft.

2. Drafting

This second stage is a further process after planning. Ideas related to the topic are written and developed according to a list that has been made previously. No need to worry about grammar and spelling that is not appropriate, this is because the focus on the drafting stage is only on content creation.

3. Revising

A review of the draft text that has been made can be done by checking whether this text needs to be expanded with new ideas, or whether there are parts that need to be

removed or deleted, as well as re-correcting grammar and spelling that are still not in accordance with what they should be.

4. Publishing

After all the processes are passed, it is time to be in the final process of writing. In this step, the writers should rewrite their drafts, by taking attention to the detail of all words, sentences, and paragraphs, spelling rules and punctuation. Before being shared and published, the writers must ensure that there are no errors in these aspects in their writing.

Based on the explanation above, the technique of writing includes some elements. They are planning, drafting, revising, and publishing. The primary is planning, planning is a brainstorming activity in which you are going to write down freely approximately a subject. The second one is drafting, drafting is the first model of a bit of writing. The third is revising, revising is take a look at clearer and more convincing approximately the statistics possibly the way some things are written is ambiguous and difficult. The last is publishing, publishing is checking the writing and the error cautiously in grammar, word choice, verb forms, punctuation, and spelling.

2.4 Teaching English Writing

Teaching writing to English Foreign Language students have a variety of ways, which increase, the development of language, style of learning, and most important is their own skills. When teaching writing, the teacher directs students to present their own ideas so that they can write and develop the language.

More attention must be given to detail while teaching writing. There are specific guidelines for writing that must be followed. When writing, students must pay close attention to word spelling, punctuation, diction, grammar, writing goals, and the writer's concepts. Developing an idea to write is the first concept they need to master. This is the spirit of their writing because it contains a message that they want to convey to their readers. Raimes (1983) stated that teaching writing is a unique way to strengthen learning. Referring to the statement, teaching writing can be a good step in improving students' achievement to express their ideas or thoughts on paper. Teaching writing helps students become better writers and learn how to write in different genres.

2.5 Descriptive Text

Wyrick (1987:227) states a descriptive writer creates a word image of people, places, and things and uses emotion to pick out subtleties in the description to impress the person. This means that descriptive text provides an overview of something specifically to help people describe it through words. Descriptive text refers back to the senses, describing how an object looks, feels, smells, tastes, and sounds into a paragraph. The purpose of descriptive text is to provide an overview of people, locations, events, conditions, thoughts, and feelings. Gerot and Wagner (1994) explain that the generic structure of descriptive text is an identification and description that describes specifically the parts, properties, and characteristics of the object being described.

2.6 Generic structure in Descriptive Text

In writing descriptive text, it consists of generic structure. There are identification and description. Hammond (1992) states that descriptive text has a generic structure as follows:

1. Identification

Identification is an advent to the item or component defined which includes who, what, when, or where. It is an opening statement in the first paragraph that introduces the subject of the description.

2. Description

The description can be in the form of an explanation of the subject's physical appearance, the qualities of subject, advantages, or special aspects that the subject has.

2.7 Language features in Descriptive text

According to Knapp and Watkins (2005), there are several grammatical characteristics of descriptive writing which are mentioned as follows:

1. Simple present tense is widely used in descriptive texts.
2. The use of the past tense will dominate based on the context, although the present tense be used in description.
3. Relational verbs are used when classifying and describing the appearance, quality, part or function of phenomena.
4. Action verbs are used when describing the acts of the subject.

5. Mental verbs are used when describing feelings in description.
6. Adjectives are used to add additional information to nouns and may be technical depending on the text.
7. Personal and literary description generally relate to individual matters.

Based on the explanation above, there are deliberation in writing a descriptive text. The writer must reflect on the following aspects: the use of generic structure and language features. Concerning all the deliberation, it will help the writer to write a good descriptive text.

2.8 Teaching Writing Strategy

O'Malley and Chamot (1993) describe learning strategies as "specific thoughts or behaviors that individuals use to help them understand, learn, or retain new information. In other words, a strategy is an alternative way to achieve a goal quickly. It is the same with technology. According to Antoni Faridi (2012:11), "technique is defined as a specific trick or strategy used to achieve a direct goal".

Hyland (2009:9) states that "the teacher's role is to guide students through the writing process, avoid emphasizing form and help them develop strategies to generate, organize and refine ideas." These strategies can be achieved by organizing prescribing activities. For example; brainstorming, mapping, etc.

Celce-Murcia (2001:224) suggests that the teacher's goal is to introduce students to different strategies to begin writing and construct texts and to encourage each student to find which strategy works best for him. Those strategies are:

1. Brainstorming

Brainstorming is usually a group activity where all students in the class participate by sharing their knowledge and thoughts on a specific topic. Students can then take any or all of the information provided as they move on to their first project.

Palmer et al (1994:54) stated that "brainstorming is a technique used to generate and collect ideas for writing". Brainstorming is a method of generating multiple ideas from a group of students to solve a problem. Brainstorming encourages the free flow of ideas, thoughts, knowledge, imagination, creativity, and flexibility in implementing ideas.

Brainstorming aims to capture and direct ideas from the beginning of writing to the end of the writing process. Ideas observed during brainstorming will guide students in their writing and ideas, and they can even review and revise them. They will turn any idea into a good sentence or paragraph.

2. Listing

Unlike brainstorming, the listing can be individual activities for each student in the class. As a first step in finding an approach to a specific topic, The student is encouraged to make as many lists as possible of all the main ideas and subcategories that come to mind while thinking about the topic. The Students should list all the main ideas and thoughts that come to mind before composing the text. It helps students guide their writing to create well-structured text based on a list of ideas.

3. Clustering

Clustering is another technique for capturing multiple ideas quickly. Clustering begins with a keyword or central idea placed in the center of the paper or chart, then students (or the teacher, through student-generated prompts) quickly write down

any free ideas and thoughts related to the topic using words or phrases short. Unlike listing, the resulting words or phrases are placed on paper or on the board in a pattern created by their relationships. Completed clusters appear as spokes on a wheel or in some other pattern, depending on how the writer ties the ideas together. By sharing their cluster examples with others in the class, students can be exposed to a wide variety of ideas on the topic, providing additional material for later writing

4. Free writing

Elbow in Celce-Murcia (2001:224) states that freehand writing is also known as "wet ink" writing, "speed writing" and "quick writing". The idea behind this technique is to have students write for a set amount of time without taking their pencils off the page until the idea stops (about three minutes for the first attempt and usually about five to eight minutes after that). It often works well if the teacher gives students an introductory paragraph or sentence to write freely. In free writing, students prepare words, sentences, and paragraphs to express their thoughts and ideas. According to Palmer et al (1994:55), free writing helps students to start writing easily and with pleasure; it's a technique that helps them write comfortably.

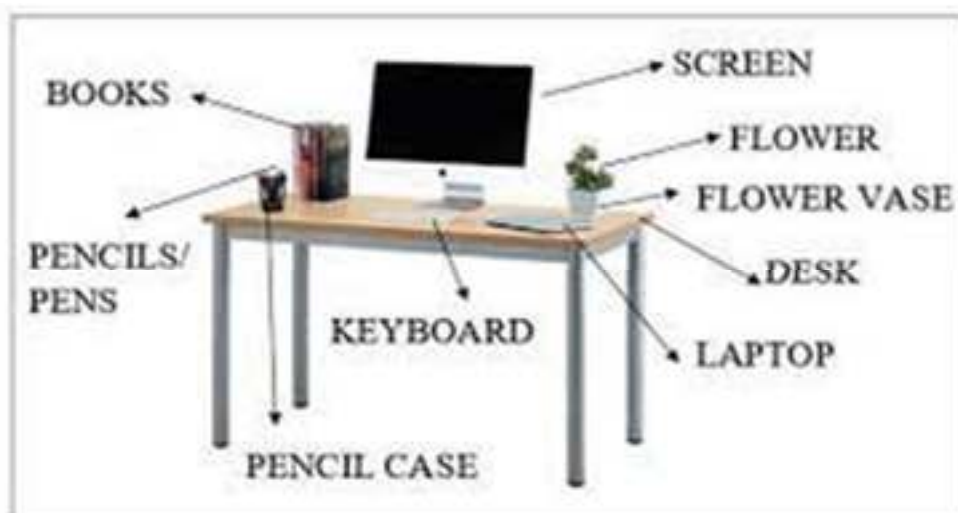
All these activities can be considered as description activities. According to Palmer (1994: 53), successful prewriting activities make students aware that writing is thinking and speaking is writing. The hardest thing about writing for students is generating ideas. A good way to create an idea is to connect one word to another.

The strategies described are different learning strategies related to this study. Brainstorming, lists, grouping, and free writing are strategies that emphasize how writers can collect and generate ideas from students to draft and produce good paragraphs. These strategies can help students produce the text.

2.9 Picture Word Inductive Model (PWIM)

Calhoun in Simarmata (Simarmata, 2014: 21) states that the Picture Word Inductive Model is an inquiry-oriented strategy that uses pictures containing familiar objects and familiar activities to obtain words. This strategy uses words and pictures to develop students' ability to think inductively from specific thinking (seeing pictures and words) to general thinking (making available words into essays). Therefore, this strategy is expected to help students in overcoming their difficulties, especially in writing. This strategy leads students to find every object in the photo that they might describe. Students can more easily develop their descriptive writing, especially based on pictures.

Picture Word Inductive Model (PWIM) supports students to learn vocabulary improvement in writing. The aim of PWIM is to utilize students' ability to assume inductively and generalize the basis of structural and phonetic analysis. This learning strategy is to develop vocabulary, phrases, and paragraph ideas as well as sentence structure. Therefore, this learning strategy can help students in writing system. Through this, students can compose their writing from the vocabulary they see from a picture. Below is an example of Picture Word Inductive Model (PWIM):



2.10 Picture Word Inductive Model (PWIM) in Teaching Writing

A creative teacher usually uses many strategies while teaching to help his/her in learn to give messages during the lesson. Teachers believe that it is more appropriate to use strategies to attract students' attention and facilitate their understanding of the material. The strategy is very useful to help the writer prepare a text, because the most difficult thing students encounter when writing is generating ideas. One of the strategies is The Picture Word Inductive Model (PWIM).

The Picture Word Inductive Model (PWIM) is a writing strategy that uses a combination of pictures and words as the main point of the learning process. Later, the proposed pictures will be determined by the students under the guidance of the teacher. The aim of this activity is to find all the objects in the picture in order to help them write the rest. This activity is very useful to improve students' pronunciation, spelling, listening and speaking skills. It also helps students to increase their vocabulary. After recognizing and understanding all the label of pictures, students begin to write descriptive text using the word chart as guidance.

There is some previous research on the application of Picture Word Inductive Model (PWIM) to the teaching of writing. The first was carried out by by Nurleni (2018) titled The Influence of Using Picture Word Inductive Model (PWIM) Strategy Toward Students' Descriptive Text Writing Ability at The Eighth Grade of Junior High School in Bandar Lampung showed a significant increase in the performance of student writing. Picture Word Inductive Model (PWIM) strategy also increase students' motivation in writing activities.

The second research by Putra (2019) in the ninth grade of junior high school, which aimed to determine the improvement of students' writing skills through the Picture Word Inductive Model (PWIM). The results show that the Inductive Picture Word

Model (PWIM) is an effective strategy for improving the recitation writing skills of ninth-grade students because it is a thinking tool that mainly uses imagination to develop and organize in ideas effectively.

The third was conducted by Rita (2020), who conducted a study called The Use of Picture Word Inductive Model (PWIM) in Teaching Writing Descriptive Text at The Second Grade of SMKN 4 Pirang, the results showed that the students got significant improvement on their writing achievement in descriptive texts after were taught the Picture Word Inductive Model (PWIM).

In short, teaching writing using the Picture Word Inductive Model (PWIM) is effective. It helps students develop their ideas in writing and guides students on what to write.

2.11 The Procedure of Teaching Descriptive Text Writing Using Picture Word Inductive Model (PWIM)

There are several steps used in the teaching process of writing descriptive text using Picture Word Inductive Model (PWIM) strategy for junior high school. The steps are; pre-teaching activities, while-teaching activities, and post-teaching activities.

The procedure can be applied as follows:

1. Pre-activity

- The teacher greets when entering the class.
- The teacher asks the class leader to lead the prayer.
- The teacher checks the students' attendance.
- The teacher asks the students about their prior knowledge of the material will be studied

2. While activities

Planning:

- Teacher shows a picture of public figure
- The teacher asks students to identify what they can see from the pictures on display at whiteboard.
- The teacher asks students to start writing vocabulary they know based on pictures shown.

Drafting:

- The teacher asks students to label identified parts of the image.
- Teacher reads vocabulary and repeats word pictures which has been formed
- The teacher asks students to read the words these, then classify them into various groups and identify concept similarity.
- The teacher asks students to read and repeat the word pictures as in the previous step (says the word, spells it, then says it once again).

Revising:

- The teacher adds words if not found by students.
- The teacher guides the students to arrange the word into sentences.
- The teacher reads and repeats the sentences made by students.

Publishing:

- The teacher explores students' knowledge about descriptive text based on they already know.
- The teacher explain the definition, generic structure and language features of descriptive text.
- The teacher ask students to classify sentences; model putting the sentences into a good paragraph.
- The teacher asks students to make descriptive text about public figure (based on the image that showed)

- The teacher controls student activities and helps them if needed.
- The teacher asks students to collect the results their essay.

3. Post-activity

- The teacher concludes the learning material.
- The teacher conveys the material to be studied on Next meeting.

Based on the explanation above, the steps of the use of Picture Word Inductive Model (PWIM) approach are students select an image, recognized what they see in the photograph, label the picture elements in the word chart diagnosed, make a sentence from the word chart and make a text from that picture.

2.12 The Advantages and disadvantages of Picture Word Inductive Model (PWIM)

2.12.1 Advantages of Picture Word Inductive Model (PWIM) strategy

In step with Calhoun (1999), there are several advantages of the use of PWIM strategy:

1. Students pay attention to the phrases reported efficaciously many times and the image word chart is an immediate reference as they add these phrases to their sight vocabulary. The teacher can pick out to emphasize nearly any sound and image dating (delivered or taken to mastery).
2. Students hear and see letters diagnosed and written efficaciously many times.
3. Students pay attention to the words spelled effectively commonly and participate in spelling them effectively.

2.12.2 Disadvantages of Picture Word Inductive Model (PWIM) strategy

There are several disadvantages to the use of PWIM strategy as follows:

1. The picture which is used won't interest the students.
2. The instructor must be aware of the size of the photograph. the dimensions of the picture must be suitable for the variety of elegance.
3. The model is time-consuming.

Primarily based on the statement above, Picture Word Inductive Model (PWIM) has some blessings and disadvantages, the advantages are the students pay attention to the words pronounced effectively frequently and the photo word chart is a right away reference as they add those words to their sight vocabulary, the trainer can pick to emphasize nearly any sound and symbol courting (added or taken to mastery). The scholars pay attention and notice letters identified and written effectively commonly, and the students hear the words spelled correctly generally and participate in spelling them correctly. Except, the disadvantages are the pictures which are used may not hobby the scholars. The trainer must be aware of the size of the photo. The dimensions of the photograph have to be suitable to the wide variety of elegance. The model is time-consuming.

2.13 Theoretical Assumption

The researcher believes that the application of the Picture Word Inductive Model (PWIM) will improve students' writing ability in descriptive texts and certain aspects of writing itself. The researcher assumes that using Picture Word Inductive Model (PWIM) to teach writing could make the learning process more active and enjoyable because it is easier for students to find ideas by finding the word related to the

picture. They can be stimulated to develop their imagination and ideas to arrange words into sentences, then write and review into good paragraphs based on the pictures and words they have found. Furthermore, considering five aspects of writing; content, organization, language use, vocabulary, and mechanic. The researcher believes that content will be the aspect of writing that will grow the most after taught using Picture Word Inductive Model (PWIM), because content is aspect of writing which contains ideas from the students which are developed into productive communicative information which is then translated into written form. by using Picture Word Inductive Model (PWIM), students are helped to develop their ideas through words from the pictures provided. The use of branches in Picture Word Inductive Model (PWIM) helps to organize and produce well-developed paragraphs.

2.14 Hypotheses

Hypotheses is make referring to the formulation of the problem that has been mentioned previously. Based on several theories from the literature review and previous research that have explained before, the hypotheses which were proposed in this research as follows:

1. There is any significant improvement students' ability in writing descriptive text through Picture Word Inductive Model (PWIM).
2. Content is the writing aspect that improves the most after the students were taught through Picture Word Inductive Model (PWIM).

Thus, the theories that have been explained above include: the concept of writing, the definition of writing, aspects of writing, the process in writing, the concept of writing ability, the concept of teaching English writing for junior high school

students, the concept of descriptive text, generic structure and language features in descriptive text, the concept of Picture Word Inductive Model (PWIM), the procedure of Picture Word Inductive Model (PWIM) Strategy, the advantages and disadvantages of Picture Word Inductive Model (PWIM) Strategy, frame of thinking, and hypotheses.

III. METHODS

This chapter is the technique used to aid the researcher in obtaining result, consists of several sub-chapters: research design, population and sample, the method of data collection and analysis, research procedures, the method of research variable and scoring check of validity and reliability, treatment of the data and hypothesis testing.

3.1 Design

The researcher selected experimental research as the most appropriate design. The form of experimental research used by researcher was pre-experimental method. According to Setiyadi (2006), this research applied *one-group pretest-posttest design*.

This research consisted of two stages; before and after the students being given the treatment of Picture Word Inductive Model (PWIM). To find out whether or not there was an effect of variable X into variable Y, a statistical formula was used to the experimental class as follows:

T1 X T2

T1 = Pre-test score (before being given treatment)

X = Picture Word Inductive Model (PWIM) Strategy (treatment)

T2 = Post-test Score (after being given treatment)

3.2 Population and Sample

The population in this study was the students at the first grade of SMP N 10 Bandar Lampung within the educational year of 2022/2023. There were nine classes of the seventh grade (VII A-VII I), where one class was taken as the sample of this research. Based on the consideration that every student has the same chance (Setiyadi:2006). Thus, the researcher chose VII E, which consisted 27 people, as the sample of this research.

3.3 Variables

In this research, there were two variables, namely the independent variable and the dependent variable :

1. Independent Variable (X)

This variable was the variable that affects other variables or it can also be a variable that influences on variables. In this study, the independent variable was Picture Word Inductive Model (PWIM).

2. The dependent variable (Y)

This variable was the variable measured to determine the magnitude of the impact or influence of other variables. In other words, the dependent variable was the variable that was influenced by the independent variable. In this study, the dependent variable was the students ability in writing descriptive text.

3.4 Data collection

In order to collect the data, the test was instrument that used in this research, they were pre-test and post-test:

1. Pre-test

Pre-test presents become used to understand the students' writing ability before the treatment. This test was given at the first meeting before the treatment. The researcher conducted the test become achieve by way of asking the students to write their descriptive text. The topic was about describing person. The writing test was given the pictures and they have to chose one topic based on the pictures that have been provided. The test was about 45 minutes.

2. Post-test

Post-test become used to understand the students' descriptive text writing ability after the students get the treatment using Picture Word Inductive Model (PWIM). The final stage of this research was given at the last meeting. The students were given to writing descriptive text about the person once more. The writing test was also chose one topic based on the pictures that have been provided. The test was 45 minutes.

3.5 Procedure

A few approaches applied to conducting this studies as follows:

1. Finding the subject of the research

The concern of the research was student at the first grade of SMP N 10 Bandar Lampung. There was one class as the subjects of the research.

2. Designing the instruments of the research

The instrument of this research was writing test. The students were given the instrument in several topics that already consulted.

3. Determining materials

The descriptive text material given based on the first grade junior high school syllabus. Then define to students about the generic structure, language features and how to correctly structure the descriptive text.

4. Administering for Pre-test

Pre-test was used to determine the initial potential of students. The students were assigned to write descriptive text by chose one of several titles that provided.

5. Conducting treatment

The research turned into performed in five meetings for the class. Pre-test, three meetings for treatment, and post-test. Within the first treatment, the students learned about how to describe person. They were given an example the outline of Soekarno Hatta. At the second treatment, they were given an example the outline of Jefri Nichol. The third, they were given the explanation about the description of Jerome Polin. In the strategy of their writing process each of meetings, Picture Word Inductive Model was the method that used within the class.

6. Doing post-test

This test was given after increasing the use of the Photo Word Inductive Model (PWIM) to support students in compiling their descriptive textual content. The

motive of this test was to find out whether there was a significant difference in students' writing ability.

7. Analyzing the research result

Reading the data acquired from the pre-test and post-test targets to determine the increase that occurred in this look at.

3.6 Scoring Rubric

Evaluation aspects in writing by means of Jacobs et al. (1981) include content material, organization, vocabulary, language use, and mechanics used on this research. The criteria of writing score are created by Jacobs et al. (1981) as follows:

Table 3.1 Scoring rubric by Jacobs (1981)

| Aspects of Writing | Score | Criteria |
|---------------------|--------------|--|
| Content | 30-27 | Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic. |
| | 26-22 | Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail. |
| | 21-17 | Fair to poor: limited knowledge of subject, little substance, inadequate development of topic. |
| | 16-13 | Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate. |
| Organization | 20-18 | Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive. |
| | 17-14 | Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
| | 13-10 | Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |

| | | |
|---------------------|-------|--|
| | 9-7 | Very poor: does not communicate, no organization or not enough to be evaluated. |
| Vocabulary | 20-18 | Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register. |
| | 17-14 | Good to average: adequate range, occasional errors of word/ idiom choice and usage but meaning not obscured. |
| | 13-10 | Fair to poor: limited range, frequent errors of word/ idiom choice and usage. The meaning is confusing and obscured. |
| | 9-17 | Very poor: little knowledge of English vocabulary. |
| Language Use | 25-22 | Excellent to Very good: Almost no errors in of tense, number word order or function, agreement, preposition, pronouns, and etc. Effective complex construction. |
| | 21-18 | Good to Average: Effective but simple construction, several errors of agreement, tense, preposition, pronouns, number word order. |
| | 17-11 | Fair to Poor: Many errors of tense, agreement, number word order or function, pronoun, and prepositions. Major problems in simple/complex construction. |
| | 10-5 | Very Poor: No mastery of sentence construction. Dominated by errors of tense, preposition, and etc. Not enough to be evaluated. |
| Mechanic | 5 | Excellent to Very good: Almost no errors in spelling, capitalization, punctuation, and paragraphing. |
| | 4 | Good to Average: Occasional errors in punctuation, spelling, capitalization, paragraphing but the meaning is not obscured. |
| | 3 | Fair to Poor: Frequent errors in spelling, capitalization, punctuation, paragraphing. The meaning confusing and obscured. |
| | 2 | Very Poor: Dominated by errors in spelling, capitalization, punctuation, and paragraphing. Poor handwriting and not enough to be evaluated. |

The score percentage of writing based on five aspects can be drawn as follows:

Content 30%

Organization 20%

Vocabulary 20%

Language use 25%

Mechanics 5%

Total = 100%

3.7 Instrument

The written assessment consisted of two, namely pre-test and post-test in this research. This study used the first turn test which was given before students got the Picture Word Inductive Model (PWIM) treatment to find out and determine the students' competencies at first. The second test asked to write descriptive text to see their competencies after received treatment through the Picture Word Inductive Model (PWIM). Both of these activities aim to determine the improvement of students' that is accepted through the consequences of the test. Detailed instructions and procedures, including a time allocation, were provided with the test. In fullfilling the criteria of good test and reability and validity of the test should be considered.

3.8 Test Validity and Reliability

3.8.1 Validity of Writing Test

The validity of an tool has to reveal how properly that device measures what is meant to be measured (Setiyadi, 2018). The researcher used content and construct validity in order to measure the test has a good validity, as follows:

1. Content validity

Hatch and Farhadi (1982) state that content validity is concerned with whether the test is sufficiently comprehensive and representative for the test. The provided material must be appropriate for the curriculum in order to be considered valid content. So, the researcher used a descriptive text writing test in this study that was designed for junior high school students in the first grade. The test was considered valid in terms of content validity since the writing provided a representative sample of language ability and structure, and the material was selected based on the 2013 English Curriculum and the objectives in the curriculum of the first grade students at SMPN 10 Bandar Lampung.

2. Construct validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or constructs (Setiyadi, 2013). Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. In this research, the researcher asked the students to write a descriptive text to measure the students writing achievement. The researcher measured the result of students' writing with the scoring criteria proposed (Jacobs, et al,(1981). The scoring rubric consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanic. Those aspects are things that the test had been covered with construct validity.

3.8.2 Reliability of Writing Test

The consistency of this writing test can be seen from the use of inter-rater reliability. It method that there were two raters who observe the students' writing take a look at. The first rater is the English teacher of SMP N 10 Bandar Lampung and the second rater is the researcher. The assessment turned into based totally on that proposed via Jacobs et al. (1981).

The results of the two raters were in comparison to decide reliability. therefore, the researcher used *Rank-order Correlation* to identify the reability of two raters.

Statistical formulation by (Hatch and Farhady, 1982: 206) that used as follows:

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

p : coefficient of rank order

d : difference of rank correlation

n : number of students

1-6 : constant number

The reliability coefficient can be analyzed with the reliability standard proposed by (Arikunto, 1998: 260) below:

- a. A very low reliability (range from 0.00 to 0.19)
- b. A low reliability (range from 0.20 to 0.39)
- c. An average reliability (range from 0.40 to 0.59)
- d. A high reliability (range from 0.60 to 0.79)

- e. A very high reliability (range from 0.80 to 0.100)

According to the above reliability standard, it can be concluded that the writing tests will be considered as reliable if they achieve at least 0.60. (high reliability). The explanation that follows shows how reliable this research is.

1. Result of reability of the pre-test score

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$P = 1 - \frac{6.147}{27(729 - 1)}$$

$$P = 1 - \frac{882}{19656}$$

$$P = 1 - 0.04487$$

$$P = 0.95513 \text{ (Very High Reability)}$$

2. Result of realibility of post-test score

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$P = 1 - \frac{6.260}{27(729 - 1)}$$

$$P = 1 - \frac{1560}{19656}$$

$$P = 1 - 0.07936$$

$$P = 0.92064 \text{ (Very High Reability)}$$

Based on the results above, it shows that both test have a very high reability by getting score 0.955 for pretest and 0.920 for posttest. This indicates that all the tests have a good consistency of assessment result.

3.9 Data Analysis

The steps to analyze the data that have been collected are below (Hatch and Farhady, 1982):

1. Scoring of all pre-test and post-test.
2. Calculating the mean from the results of the test using this formula :

$$Md = \frac{\Sigma d}{N}$$

Md : mean (average score)

Σd : total students' score

N: number of students

3. Knowing significant difference of students writing before and after being taught using Picture Word Inductive Model (PWIM) using the formula:

$$I = M2 - M1$$

I: The improvement of students' writing descriptive text achievement.

M1 : Students' average score of pretest.

M2: Students' score of post-test.

4. Discussing the results that have been obtained to answer the reaserch question.

3.10 Normality Test

Before testing the hypothesis using T-test, it is necessary to find out whether the data in experimental class is normally distributed or not. Since the objective of this study is to find out the improvement of students' writing achievements, the data was treated by using normality test.

This test was used to measure whether the data was normally distributed or not. The data was tested by *One-sample Kolmogorov-Smirnov* Formula (SPSS 18).

The criteria of normal distribution are:

HO: the distribution of the data is normal

HI: the distribution of the data is not normal.

The hypothesis is accepted if the result of the normality test is higher than 0.05 (sig. > a). In this case, the researcher used the level of significance of 0.05.

3.10.1 Normality Test Result

According to Setiyadi (2006), there were three basic assumptions that should be fulfilled in using Repeated Measure T-test analysis to examine the hypotheses :

1. The data are an interval.
2. The data are taken from random sample in population (non-absolute).

The researcher chose one class randomly since every student has the same ability.

3. The data are distributed normally.

The hypotheses test by *Shapiro-Wilk* Formula was applied to know whether the data are normally distributed or not.

H0 : The distribution of the data is normal.

H1 : The distribution of the data is not normal.

If the result of the normality test is higher than 0.05 (sign $>\alpha$), the hypothesis will be accepted. To determine whether the data are distributed normally or not, the researcher used the level of significance of 0.05. The test of normality was used as follows:

Table 3.2 Tests of Normality

| | Tests of Normality | | | | | |
|----------|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Pretest | .102 | 27 | .200* | .973 | 27 | .679 |
| Posttest | .093 | 27 | .200* | .963 | 27 | .426 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From table 3.2 normality test value for the pre-test (0.679) and normality test value for the post-test (0.426) both above 0.05. It may be said that H0 was accepted. On the other hand, the data of pre-test and post-test were distributed normally.

3.11 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this study is accepted or not. There are two hypotheses. The first hypothesis was test statically in this study. The first hypothesis is drawn as follow:

H1 : There is significant improvement of students' writing achievement from pretest to posttest after using Picture Word Inductive Model (PWIM) in writing descriptive text.

The hypothesis are analyzed using Repeated Measure T-test of Statistical Package for Social Science (SPSS). The analysis was computed using SPSS 18.0.

In short, this methodology chapter includes: design, population and sample, sampling technique, the technique of data collection, research instrument and procedure, research variable, scoring rubric, test of validity and reliability, data analysis and treatment and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter include the conclusion of the research findings and suggetions for English Teacher who are willing to teach writing achievement as well as for the futher researches.

5.1 Conclusion

The objectives of the research are to determine whether there is significant improvement in students' ability in writing descriptive text following Picture Word Inductive Model (PWIM), as well as which aspect of writing has improved the most. According to the study, it was found that:

1) The use of Picture Word Inductive Model (PWIM) in teaching writing have a positive effect on students' ability to write descriptive text. Based on the result showed there is significant improvement on students' ability in writing descriptive text through Picture Word Inductive Model (PWIM). The results, which indicated that the students' mean score on the pretest was 64.41 that increased to 78.65 on the posttest, as well as the findings of the hypothesis testing on the *Paired Sample T-test*, which showed that the significant value was less than 0.05. In Other words, it can be concluded that the implementation of Picture Word Inductive Model (PWIM) is effective to improve the students ability in writing descriptive text.

2) Most students are able to translate their ideas through words from the pictures provided. The Students find it simpler to organize and write coherent paragraphs by using Picture Word Inductive Model (PWIM). Thus, linear to findings that writing has improved in all aspects, but content has increased the most. The mean of this aspect increases with the gain 4.7 from 19.2 in pretest to 23.9 in posttest.

5.2 Suggestions

In consideration of the research finding, the researcher would like to make some suggestions as follows:

5.2.1 Suggestion for English Teachers

1) English teachers are advised to employ this strategy when teaching writing descriptive text, because the researcher observed that students may build their ideas depending on the topic by using Picture Word Inductive Model (PWIM). Besides, students become more active and enjoy the learning process.

2) The teacher should prepare the material and make sure to provide a good quality of picture. Finding the interesting topic is required to build an interaction with students.

5.2.2 Suggestion for further researchers

1) Junior high school students were the target subject for this study. Therefore, further research may be carried out to find out how Picture Word Inductive Model (PWIM) is used at various levels, such as elementary school or senior high school.

2) In this study, descriptive text was used as a measurement tool to assess how much Picture Word Inductive Model (PWIM) improved students' writing ability. Further researchers can experiment with using Picture Word Inductive Model (PWIM) with several text types, such as analytical exposition text, narrative, and recount.

The conclusion of the research findings and recommendations for English teachers who are interested in using Picture Word Inductive Model (PWIM) as a technique in teaching writing, as well as for those who want to conduct similar research, are given in this final chapter.

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