

**The Analysis of Students' Ability to Write Descriptive Paragraph Through Picture Word
Inductive Model (PWIM) at SMK Negeri 3 Rantau Utara**

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ABSTRACT

The objectives of the research were: Students' ability in writing descriptive text are low, Students' needs the innovation in writing model, The suitable way to improve students' writing skill, The difficulties in writing, The using of PWIM for helping the students' problem in writing. The methodology of this research used qualitative research. Qualitative method was chosen because this study aims at providing an ability into the case of writing paragraph in the at 11th Clothing Class of SMK Negeri 3 Rantau Utara, The important things were *Picture Word Inductive Model* (PWIM) Strategy helped students to develop their idea and organizing idea. *Picture Word Inductive Model* (PWIM) Strategy provides students with opportunities to think inductively. Therefore, *Picture Word Inductive Model* (PWIM) Strategy could improve the students' writing skill. Related to the conclusions above, we know that learning result of teaching writing through *Picture Word Inductive Model* (PWIM) Strategy can improve students' writing ability, especially in writing describing people. So, this strategy could recommended to improve students' writing ability in teaching writing.

Keyword: *Ability, PWIM, Write Descriptive Paragraph*

INTRODUCTION

Teaching English as a foreign language (EFL) involves four language skills; listening, reading, speaking and writing. These four skills were interrelated each other, and they were very important in learning English. Then, among those skills, writing was considered to be the most difficult skill to be mastered, because it takes study and practice to develop it. Beare (2011:1) states that for many English learners were learning to write fluently in English was much more challenging than learning to speak fluently, even for advanced level learners, written communications can come much more slowly in English than spoken communications. There are some reasons for this: first, written communication is more formal; second, spoken communication allows for more 'mistakes'; third, less reflection goes into spoken English than written English and last one, expectation are much for formal written English.

Based on the researcher observation at SMKNegeri 3 Rantau Utara on Wednesday (13 September 2017) it was found that the students had some problems dealing with English, especially in writing describing people. The researcher found some problems related with the failure of students in their test. And the problem was related to the students' writing skill. It could be seen from score of students' writing on describing people.

Moreover, the teachers of SMKNegeri 3 Rantau Utara commonly used the conventional strategy such as note-taking, where the teacher only explaining the generic structure, the language features, giving the text example, and giving a task to the students to make a text. The researcher concludes that the teacher don't teach students to develop idea. The researcher in this research tried to use an innovation strategy in writing that was *Picture Word Inductive Model* (PWIM). Calhoun (2007:21) states that Picture Word Inductive Model (PWIM) is an inquiry-oriented strategy for teaching beginning reading and writing that use pictures containing familiar objects, actions and scenes to draw out words from students' listening and speaking vocabularies.

Picture Word Inductive Model (PWIM) is as a model of teaching that uses picture and words to stimulate students' thinking inductively, from specific thinking (see the pictures and words) into general thinking (make the words that are available become paragraph). The advantage of Picture Word Inductive Model (PWIM) strategy is to give the students an example of real images of people in describing people by way of establishing a framework to create a descriptive text in describing people that is nice and interesting.

According to Harmer (2014:67), “just as music can provoke creativity in students – especially those who are particularly responsive to auditory stimuli – so too pictures work really well as spurs to written production”, so by gave the combination of picture and word to the students, their creativity had run well. That combination can also stimulate students’ ideas in writing.

Theoretical Framework

The Meaning of Writing

Writing is one of means of communication and expression. Through writing, every people can share their ideas to the others, everyone, also can convey any information to the other people trough their writing. Moreover, everybody is also able to express themselves through the writing that they create, so writing is one of the effective ways to communicate or to express one’s ideas to whomever in this world.

Writing is an essential aspect of instruction in English language teaching. It should be taught to students since it can improve their language. By writing the students can express their thought, ideas, and feeling. They can tell message from the researcher to the writing and a way of sharing information in the written form for the readers. Harmer (2014: 325) states that in writing we can focus on the product of that writing or on the writing processs itself. Writing is a process and that we write is often heavily influenced by constraints of genre, then these elements have to be present in learning activities. When concentrating on the product, we are only interested in the aim of a task and in the end product.

The Process of Writing

Johnson (2008: 192-193) describe that there are five-step process writing: prewriting, Drafting, Revising, Editing, and Publishing and sharing. On the other hand, according to Harmer (2014 : 4-5) writing process is the stages a write goes through in order to produce something in its final written form. The composing process includes four steps: prewriting, writing, revising, and rewriting. Each step must be viewed in light of the special needs of ESL students

Writing Assesment

In order to know whether the purpose of the study reached or not, whether the students’ good in writing or not, teacher need to do the assessment. In assessing students’ writing, Jacob (2011: 90) states that there are five indicator of writing to be assess, they are: Content,

Organization, Vocabulary, Language use and Mechanics. In conclusion, Assessing writing is very important for the teacher, because the teacher can monitor students' writing development or their learning process assessment. Assessing writing ability is necessary for the teacher because scoring it the teacher knew the ability of the students and the effectiveness of the strategy that had been used. In the other hand, the teacher needs to assess the students' writing based on the indicator of writing itself. It refers to the components of writing. These are content, organization, language use, vocabulary and mechanic.

Descriptive Paragraph

Descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities.

Generic Structure of Descriptive Paragraph. According to Hammond quoted in PW (2015: 4) there are two generic structures in writing descriptive:

1) Identification

Identification has function to identify the phenomenon to be described. In this part, identification will give the general information about the object wants to described. It means that identification is general information about something or someone that we describe. In the other word, the purpose of identification in descriptive text is an opener sentences.

2) Description

Description describes parts, qualities, characteristics of the object. It means that description of descriptive text content of the supporting information of identification. Description is told about something specifically. It tells about characteristic, qualities or parts describe yet.

Language Features of Descriptive Paragraph

Language features are characteristics of language that used in certain text. According to PW (2015:4) there are several part of the language feature of the descriptive text.

Focus on specific participant such as my house, the school, my cat. It is supported by Hutchinson (2012:6) that good researchers choose nouns that are specific rather than general.

Descriptive text use simple present tense to express the situation or giving the information about the object.

Descriptive text use verbs of being and having 'Relational Processes'. For example my mum is really cool, she has long black hair.

Descriptive text use of descriptive adjectives (strong legs, white fangs). According to Hutchinson (2005:10) adjectives are words that give more information about nouns or pronouns.

Descriptive text use of detailed Noun Phrase to give information about the subject. Example Beautiful scenery, a sweet young lady, very thick fur, Descriptive text use of action verbs, Descriptive text use of adverbials to give additional information about behavior (fast, at tree house). According to Hutchinson (2012:14) Adverbs are words that describe verbs, adjectives, and other adverbs. Researchers use adverbs to describe actions and to tell how, when, or why something happened. Adverbs are also used to tell how often or how much.

The last, Use of Figurative language (John is as white as chalk.) where Hutchinson (2012:44) content that figurative language states or implies a comparison of two unlike things. Using some figurative language is a good way to make your writing more colorful and interesting.

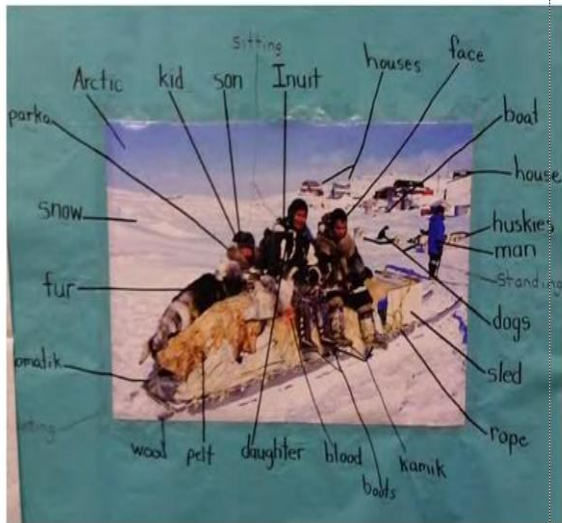
2.5. Picture Word Inductive Model (PWIM)

2.5.1 The Nature of PWIM

PWIM is presented by Calhoun (2007:21) states that the Picture Word Inductive Model (PWIM) is an inquiry-oriented language arts model for teaching beginning reading and writing that use pictures containing familiar objects, actions and scenes to draw out words that they have listed and spoken. It can be said that PWIM is suitable for the beginner level students. It uses picture to teach reading and writing vocabulary and use them to write the sentences or paragraphs.

The Model of PWIM

PWIM consists of pictures which are familiar to the students. It is to make the students able to identify it easily. Picture which used in the material are having some key words to make students find out what they will write about. The picture which have some words or key words are called picture word chart. Here is the example of picture word chart:



Procedure of PWIM

This procedure of this model was review by Calhoun (2007:23), which is:

1) Select a picture

Before the teacher teach writing to the students through *Picture Word Inductive Model*, the teacher have to prepare a picturefirst, the size of the picture is approximately 24 x 30 inches. It is supported by Joyce and Weil in Xuan Jiang (2014: 30) that pictures may serve as important stimulation for connecting learners' life experiences to their language learning in the classroom.

2) Ask students to idenfy what they see in the picture

Ask to the students to identify every detail based on what they see in the picture for example there are nose, hair, etc.

3) Label the picture parts identified.

After identifying the activities or thing what they see in the picture, the students Draw a line from the identified object or area, then say the word and write the word.

4) Read and review the picture word chart aloud

The students read the words and classifyies the words into a variety of groups based on similar elements. Ask students to read the words and to classify the words into a variety of groups.

5. Ask students to read the words based on the lines on the chart.

In this case the students have to read the word based on the line word chart, identify and classify the word. Example: how to spell bananas, apples, why there is consonant *s* in the end of bananas and apples word etc. Read and review the picture word chart (say the word, spell it, say

it again). Add words, if desired, to the picture word chart and to the word banks. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph. Read and review the sentences and paragraphs.

RESEARCH METHODOLOGY

The place of the study was SMK Negeri 3 Rantau Utara. It is a senior secondary school which located in Jalan W.R. Supratman No. 1B Kecamatan Rantau Utara Kabupaten Labuhan Batu, Sumatera Utara. This new school was established in 2013. There are ninth classes registered from grade X until XII. English is taught as compulsory subject. There are two meetings in a week with time allocation 90 minutes for each meeting. It consisted of test interviews and single classroom observations for around a month in class 11th Clothing Class. The first two weeks will use for test, interviews and the rest of the week used for classroom observations. This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an ability into the case of writing paragraph in the at 11th Clothing Class of SMK Negeri 3 Rantau Utara, specifically writing descriptive paragraph. According to Fraenkel and Wallen (2009:13) case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization.

RESEARCH FINDING AND DISCUSSION

Research Finding

This chapter presents the research that had been at class 11th Clothing SMK Negeri 3 Rantau Utara on 1 until 16 Januari 2018. The analysis of the collected data was carried out to answer the research question that was to find out whether using Picture Word Inductive Model (PWIM) strategy gives significant effect on students' writing skill at class 11th Clothing SMK Negeri 3 Rantau Utara. Then to find out the degree of students achievement in the stated indicator.

Data Reduction

In this subtitle is presented the description of data that the students got in post-test. The researcher conducted a post-test to determine the use of Picture Word Inductive Model (PWIM) strategy to improve students' writing skill especially to the experimental class. While the control class the students were taught as they had usually been taught by their English teacher. Both of classes used the same material in post-test (descriptive text).

The data of this research was based on students' scores in test. The students' writing test result was scored and evaluated by two scorers by considering five components; content, organization, vocabulary, language use and mechanics. So, the researcher has taken the result of the mean score between the first scorer and the second scorer as the final result of the students' writing score in test.

Discussion

This section discusses the research findings based on the theories related to the study. The first to remind that this finding research was purposed to prove this research' hypothesis about whether or not the students who were taught of PWIM Strategy had better writing skill on describing people than those who were not by using true experimental method. The finding of this research was calculated by using ttest and comparison students' score in components of writing skill (Jacob, 1981).

CONCLUSION

Technique, strategy and materials can improve students writing in English. The important thing is the students can write better than the students whom were taught without technique or strategy. This research has discussed how The Analysis of Students' Ability to Write Descriptive Paragraph Through Picture Word Inductive Model (Pwim) at Smk Negeri 3 Rantau Utara. Picture Word Inductive Model gives opportunities to enable the students to write a good paragraph.

It can be conclude that Teaching writing by using Picture Word Inductive Model strategy gave significant effect to students writing ability. In fact, the analyzing of data showed that the students' ability in writing was increased. The students' score of experimental class in post-test was higher than students' writing score in control class. This indicated that the hypothesis was accepted.

The important things were *Picture Word Inductive Model* (PWIM) Strategy helped students to develop their idea and organizing idea. *Picture Word Inductive Model* (PWIM) Strategy provides students with opportunities to think inductively. Therefore, *Picture Word Inductive Model* (PWIM) Strategy could improve the students' writing skill. Related to the conclusions above, we know that learning result of teaching writing through *Picture Word Inductive Model* (PWIM) Strategy can improve students' writing ability, especially in writing describing people. So, this strategy could be recommended to improve students' writing ability in teaching writing.

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