

THE APPLICATION OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO IMPROVE STUDENTS' ACHIEVEMENTS IN WRITING DESCRIPTIVE TEXT

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Abstract: This study attempted to investigate the application of picture word inductive model (PWIM) to improve students' achievements in writing descriptive text. The purpose of the study is to find out whether PWIM can improve students' achievement in writing descriptive. This study was conducted by applying classroom action research. The subject of this study was the first year students (X/A) of SMA Swasta Gajah Mada Medan. The data of this research were obtained in two cycles. The instrument used for collecting data was quantitative and qualitative. Based on the writing test result, the students' score kept improving every test. The findings indicate that the using of PWIM as a media of learning improved students' writing achievement. The students' score significant improvement, the mean of second cycle i.e. 80.28 is higher than the mean of the first cycle i.e. 70.86. Based on diary notes, questionnaire sheet, observation sheet and interview, it was found that teaching learning process ran well. The conclusion is that the using of PWIM as a media of learning improves students' writing Achievement.

Keywords: *PWIM, students' achievement, writing descriptive*

Abstrak: Penelitian ini mencoba untuk menyelidiki penerapan model induktif kata bergambar (PWIM) untuk meningkatkan prestasi siswa dalam menulis teks deskriptif. Tujuan dari penelitian ini adalah untuk mengetahui apakah PWIM dapat meningkatkan prestasi siswa dalam menulis deskriptif. Penelitian ini dilakukan dengan menerapkan penelitian tindakan kelas. Subjek penelitian ini adalah siswa tahun pertama (X/A) SMA Swasta Gajah Mada Medan. Data penelitian ini diperoleh dalam dua siklus. Instrumen yang digunakan untuk mengumpulkan data adalah kuantitatif dan kualitatif. Berdasarkan hasil tes tertulis, skor siswa terus meningkat pada setiap tes. Temuan menunjukkan bahwa penggunaan PWIM sebagai media pembelajaran meningkatkan prestasi menulis siswa. Skor siswa mengalami peningkatan yang signifikan, rata-rata siklus kedua yaitu 80,28 lebih tinggi daripada rata-rata siklus pertama yaitu 70,86. Berdasarkan catatan harian, lembar kuesioner, lembar observasi dan wawancara, ditemukan bahwa proses belajar mengajar berjalan dengan baik. Kesimpulannya adalah penggunaan PWIM sebagai media pembelajaran meningkatkan prestasi menulis siswa.

Kata Kunci: *PWIM, prestasi belajar siswa, menulis deskriptif*

INTRODUCTION

Language is a tool of communication. To communicate with people in the world, one needs to master a global language that is used by people throughout the world. English is a language that has spread far as a foreign language in many communities. English has held an important role in this global era. Today in every place in the world, people try to speak English.

English education in Indonesia holds a crucial meaning. In every school, English has been an important subject to be taught to the students. The students study in English so that they can interact with the other people with the different language because English is the international language in the world. So the teachers in the school taught all subjects in English.

The goal of learning English is to help students to master four skills of language, namely: speaking, listening, reading, and writing. Writing is spoken language for the child, is acquired naturally as the result of being exposed whereas the ability to write has to be consciously learned (Harmer 2004: 3). In writing, if one wants to write, he would plan the topic to be discussed and plan the sentences, which are aimed to develop and explain the topic. In choosing the topic, tap the curiosity and investigate the subject that interest.

Writing is not easily skill for students to be mastered. Writing invites the students to focus on accurate language use because they think a writer has a talent so that the students are not sure about their writing. There are problems that the students faced in writing namely the students do not learn that writing as a way to express their feeling or their ideas and the students do not think that writing is an important tool for communication with other people. Beside it the students sometimes confused when retelling previous experience, because of lack of grammar. That makes the students basically dislike studying English. In writing descriptive text, students find some difficulties in building and developing their ideas, choosing the right words, using the grammar and organizing the text. In grammar, they are difficult in using simple present in writing descriptive text.

Considering the reasons that have been discussed before, the researcher proposes a method in order to improve the students' ability in writing descriptive text. Picture word inductive model (PWIM) is recommended by the writer to be one of strategies applied in teaching descriptive writing. Calhoun (1999: 21) states that picture selected by the teacher, identify what students see in the picture word chart to read their own sets of words, classify words according to properties, students can identify and develop titles, sentences and paragraphs about the picture. On the hand, Picture Word Inductive Model (PWIM) is a model of study that uses pictures and words to stimulate students' thinking inductively, from the specific thinking (looking at the picture and words) to general thinking (making the pictures and the words that available become a sentence then a paragraph).

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

Based on the related explanation before, the researcher expects by applying Picture Word Inductive Model (PWMI) in teaching descriptive writing can improve the students' ability in writing descriptive text.

LITERATURE REVIEW

In conducting a research, more explanations about the theories that are used in this research are important in order to avoid misunderstanding between the writer and the reader. The following terms are important to be discussed so that the writer and the reader may have the same perception of them.

Students' Achievement

Students' achievements are concerned with how a student has done in relation to a particular course or program. They usually come at the end of the program, and are deliberately based on the content covered in it. Achievement tests are useful for the teacher as well as the students. They indicate how well teaching has succeeded, and where improvements need to be made.

Based on the Taxonomy Bloom there are three aspects of learning achievement such as Cognitive, Affective and Psychomotor. Cognition consisted of knowledge, understanding, application, analysis, synthetic and evaluation. Affective is the changing of behavior that affects someone to do something. Psychomotor, the skill to do something, ready to do it based on physic and emotion, self-control and become a habit. The students' achievement is the goal that should be reached by the teacher as the result of imparting the knowledge, developing understanding and skills.

Writing

In general writing is considered as a one-way transmission from writers' mind to the working out of a graphic display. Peha (2003: 58) states that writing is the communication of content for a purpose to an audience. There are two parts of the content: the main idea, the one most important thing writers want the readers to know and the key details, additional information that supports and explains the main idea. Writers want the readers to think something after they have finished reading. People always have questions to be answered after reading a written text. So, writers should think of the audience as the people they are writing to and the questions they have about the topic.

Writing is activity of taking ideas, thoughts, and emotions and transferring them onto paper (or a computer screen) using knowledge of language conventions and the writing process to create meaningful text. Undoubtedly, writing is most difficult skill for students to be mastered, especially for students with English as a second language. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Furthermore, students have to pay attention to lower level skills of spelling, punctuation and word choice.

Writing is a powerful instrument for students to use to express their thoughts, feelings, and judgement about what they have read, seen, or experienced. As students have developed an understanding of the writing process, they are able to express their writing skill more confidently and effectively.

Knap & Watkins (2005: 22) state that the term 'genre' has been around for a long time. It has been theorized from a range of perspectives, including literary studies, popular culture, linguistics, pedagogy and more recently, English / literacy education.

According to Gerot & Wignell (1994: 17) a genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something. Genre are classified according to their social purpose and identified according to the stages they move through to attain their purpose. There are some types of genre namely spoof, recount, report, exposition, news item, anecdote, narrative, procedure, descriptive, explanation, discussion, and review. Every genre has a number of characteristic and it has the specific purpose which make it is different from other genre. In this study, the writer only focuses on the genre of descriptive writing.

Descriptive Text

The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. It is also one of the most widely used genres across all of the learning areas (Knapp & Watkins: 2005).

Siahaan & Shinoda (2007: 89) state that description is written English text in which the writer describes an object. In this text, the object can be concrete or abstract object. It can be a person, or animal, or a tree, or a house, or camping. It can be about any topic.

Description is a text containing two components; identification and description by which a writer describes an object. The social function of descriptive text is to describe particular person, or animal, or place or thing.

The generic structure of the descriptive text, are: the identification is to identify the object to be described. The description is describes parts, qualities, and characteristics of the parts of object.

The grammatical features of descriptive text according to Knapp & Watkins (2005: 99) are: (1) when describing things, the present tense is used, (2) Focus on specific participants, (3) Use of Attributive and identifying processes. (4) Frequent use of Epithets and classifiers in nominal groups. Here is the example of descriptive text

Table 1. The Example of Descriptive Text

Identification	The olive tree, which grows in front of my house, is beautiful.
Description	It has a vertical trunk. Its main biggest branches start growing from the trunk about two meters above the ground level. The lowest branches grow almost vertical around the trunk. Each of them has several branches too. The branches toward the top of the trunk become smaller and smaller. It has a tick green leaf. It is so natural, that it gives wisdom to our house.

Picture Word Inductive Model

Calhoun (1999: 21) states that Picture Word Inductive Model (PWIM) is an inquiry-oriented languages arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the Picture Word Inductive Model (PWIM) with classes, small groups, and individuals to lead them into inquiring about words. The model is designed to capitalize on students' ability to think inductively. A major principal of the model is that the students have the capability to make generalizations that can help them to master the conventions of language.

The basic material for this model is the picture word chart. The picture word chart comprises the picture and the words that are identified from the pictures by the students. The concept of using pictures as a stimulus for language experience activities in the classroom was developed specially for teaching students to read and write.

The Picture Word Inductive Model (PWIM) is designed to enable students to be immediately successful as language learners in the formal school setting and to immerse them in how language works.

The Picture Word Inductive Model (PWIM) approaches the development of sight vocabulary directly. The students read and spell the words that are shaken out of the picture. Then, these words are placed on large word cards that they can look at and the teacher can use for group instruction. Students also get their own set of word cards. They sort these words and consult the picture dictionary to check their understanding and refresh meaning of the words. The students keep word cards in envelopes, word banks, or word boxes, consulting them as they wish and eventually using the cards and words to compose sentences.

Procedure of Applying Picture Word Inductive Model

According to Calhoun (1999: 23), there are ten moves of the Picture Word Inductive Model (PWIM). Those are: *Select a picture*. The teacher selects an interesting picture that is related to the topic. The right pictures are tangible, concrete and attractive. Place the picture on the board or wall that is that is at eye level of the students to aid their exploration and gathering of evidence. The richer and larger picture is suggested in this model.

Ask the students to identify what they see in the picture. Ask students to discuss the picture in group is better in this case. Make a group of 4-5 students. Individual discussion is suggested for the shy students. Help students to find what they see in the picture. Ask them to relate the pictures to their daily life and then generate their confidence to participate in the classroom activities.

Label the picture parts identified. Label the picture parts that have been identified by the students by drawing a line from the identified object or area. Ask students to say the word and write the word in large enough print. Then, ask students to spell and pronounce the word.

Read and review the picture word chart aloud. Lead the students to read aloud and review the chart together daily.

Ask the students to read the words. Students read and classified the words into a variety of groups, e.g. beginning consonant (chair, cat, chalk, candy) and rhyming words (peach, watch, cheese, chalk).

Read and review the picture word chart. Students say the word, spell it and say it again.

Add words, if desired, to the picture word chart and to the word banks. Ask the students to find many words that belong to useful categories. These words can be used as a part of the lesson.

Lead students in creating a title for the picture word chart. Lead students to think about the information in their chart and what they want to announce first to the reader. They are free to create the title so far it is related to the topic.

Ask the students to generate a sentences or a paragraph about the picture word chart Ask students to classify sentences and lead them to organize the sentences into a good paragraph. Lead them to make a descriptive text. *Read and review the sentences and paragraph*. The goal is for every student to learn to read the sentences and paragraph fluently.

METHODOLOGY

This research was designed as an action research because it involved substantive act with a research procedure to find the improvement. A classroom action research was conducted because it could result the improvement of students' skill. An action research is an action discipline by enquiry in which a personal attempt at understanding while engages in a process of improvement and reform (Hopkins, 1993:44). Since it is a process of improvement, it can be implemented in the classroom which teaching learning process occurs.

Burns (1994: 293) defines action research as the application of fact that is found to practical problem solving in a social situation with a view to improve the quality of action within it. According to Wallance (1998: 18) action research focuses on individual or small group professional practice in it is not concerned with making general statement. An action research does a whole process in which a problem situation diagnosed, remedial action planned and implemented, and its effect monitored to know how far the improvements are to get underway. So, the main aim of action research is to solve real problem.

There are four steps need to be done in classroom action research, they are: planning, action, observation, and reflection.

- 1) Planning means identifying a problem or issue and developing a plan of action in order to bring about improvements in a specific area of the research context.
- 2) Action is about deliberating the process activity that will be done.
- 3) Observation concerns with observing the effect and documenting the context, actions, and opinions of those involved.
- 4) Reflection is evaluating the effect of the action in order to make sense of what has happened. (Kemmis & Mc Taggart, 1228 in Burns, 2010)

Those four steps are conducted in a cycle. Teacher needs to prepare actions that she is going to do because the first cycle will influence the second cycle and so on. Each cycle has three meetings. The cycle of process is done till the problem is resolved.

The cycle can be seen in this figure.

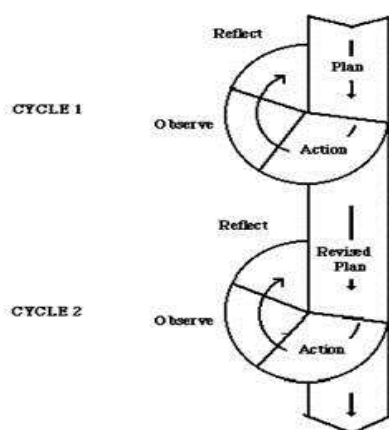


Figure 1. Action Research Model (Kemmis and Mc Taggart 1998)

The Subject of the Research

The subject of this research is the Grade X students of SMA SMA Swasta Gajah Mada Medan. The subject was chosen because the researcher found some problems in their writing achievement and the researcher assumed that those students needed the improvement of their writing descriptive text.

The Instrument of Data collection

The instruments of data collection in this research are: (1) *written test* that were used to assess the students’ achievement in writing descriptive text, (2) *diary note* which contained the research’s personal evaluation about the class and the progress of the project, (3) *Observation sheet* that were prepared to investigate the situation and the problems found during the teaching and learning process, (4) *Questionnaire sheet* that were needed to know student’ opinion about English subject, descriptive text and Picture Word Inductive Model, (5)*Interview sheet* that were useful to know the response about the implementation of Picture Word Inductive Model.

The Technique for Analyzing the Data

This research is conducted in cycle. The collecting data is conducted by administrating two cycles. Each cycle has three meetings. Every meeting has four steeps that need to be followed namely planning, action, observation, and reflection.

Cycle 1

Planning

The teacher begins the teaching by planning teaching materials. It is important to be done in order to make every steps of teaching learning process run well. The researcher prepares these things:

- 1) Giving the test to the students to know the student’s basic skill in writing descriptive text before the students are taught by using Picture Word Inductive Model (PWIM).
- 2) The lesson plan about the topic, that is writing descriptive text, for each meeting.
- 3) Preparing and making media that was needed when doing the scenario of teaching learning,
- 4) Preparing the interview and observation sheets that were used to know student’s reaction and class condition as a whole, and also to see the development that was existed since applying the Picture Word Inductive Model.
- 5) Preparing the writing test II

Action

Action was the implementation of planning. The entire action was run based on the planning before. The researcher should be more flexible and welcome to the situation changing in the class. Thus, the action should be dynamic, need immediately decision for what should be done and complete simple evaluation. Picture Word Inductive Model was applied in this phase. The activities in action were showed in Table 3.1:

Table 2. The Activities In The Action

Activities	Output
1. Conducting the orientation test of descriptive writing.	1. Students’ achievement score.
2. Teacher told the students the goal of the activity.	2. Students understood the goal of the activity.
3. Teacher explained about descriptive text; the social function, definition, the generic structures and the grammatical features of the text.	3. Students’ understanding about the information and the concept of descriptive text.

4. Teacher gave an example of descriptive text. Reading the text with the students and asking students to find the generic structures and analyze the language features of the text.	4. Students were able to identify a simple descriptive text.
5. Students were divided into groups consist of 5-6 students. The groups were formed randomly.	5. Students sat in groups.
<p>6. Teacher demonstrated The Picture Word Inductive Model in teaching descriptive writing;</p> <ol style="list-style-type: none"> a. Teacher displayed a large picture on the board. b. Asking the students to identify the picture. c. Teacher along with the students lablled the picture parts they had identified. d. Teacher spelled and pronounced the words of the picture parts identified and asked the students to repeat after her. e. Teacher made a word chart which was placed beside the picture and invited students to write all the words of picture parts identified in the word chart. f. Teacher pronounced the words in the word chart followed by the students. g. Teacher made an example of the picture title and asked students to create a title of the picture. h. Teacher made a sentence from the word in the word chart to generate the picture title and asked the groups to generate their own title. i. Teacher continued making the sentences into a paragraph which described the picture and asked the students to make a simple descriptive text about the picture by using the word in the word chart. j. Representative of each group read aloud their text. k. Students were supposed to give comments and suggestions of their friends' work. 	6. Applying Picture Word Inductive Model in teaching descriptive text.
7. Conducting writing test II	7. Students' achievement score.

Observation

Observation is done by using diary note and observation sheet. Observation is proposed to find out the information from the teacher side, students side, and the situation side.

Reflection

Reflection is a feedback process from the action that will be done. It is very necessary to help the researcher make decision for what to do or to revise. The teacher takes feedback on teaching-learning process from the result of the observation, the problem that exist, and the causes of the problem.

Cycle 2

The second cycle purposes to improve the data in the first cycle. If in the first cycle, the score of the students are still low, the second cycle will be carry on. It also involves four steps like in the first cycle; planning, action, observation and reflection.

Scoring of Writing Test

To evaluate the students' improvement in writing descriptive text is needed scoring of writing. According to Jacobs (1983: 104) there are 5 components that will be used in scoring of writing. They are:

Content: Scoring the content is based on the students' ability to write their ideas and information in the form of logical sentences.

Vocabulary: Vocabulary refers to the students' ability in using word effectively and appropriate register.

Language use: Language use refers to the students' ability in writing the sentence correctly and logically.

Mechanical skill: Mechanical skill refers to the students' ability to use correctly those convention peculiar to written language e.g. punctuation, spelling.

Table 3. Criteria of Students' Achievement.

No	Quantitative	Qualitative
1	85-100	Excellent
2	70-84	Good
3	60-69	Fair
4	50-59	Poor
5	0-49	Fail

Technique of Data Analysis

In this study, the researcher used the qualitative and quantitative data to measure the improvement of the students in writing descriptive text. Qualitative data was taken from the observation sheet, diary notes and questionnaire. Qualitative data was drawn whether the teaching learning process had reached the goal of the study or not, while quantitative data were taken the writing test conducted in each cycle after doing the treatment. Qualitative

data was helped the researcher in analyzing the improvement of students' achievement in writing descriptive text. The quantitative data were show the effectiveness of teaching learning process through Picture Word Inductive Model.

To know the mean of the student's score of each cycle, the researcher will apply the formula below:

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

Where:

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

$\sum X$ = the total score

N = the total numbers of students.

To categorize the number of component student, the following formula was applied:

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

Where:

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

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

T = the total number of students taking the test

Data

The data in this research were classified into two kinds they were quantitative and qualitative. Quantitative data were taken from the result of the test which given to the students while qualitative data analyzed from the observation sheet, diary notes and interview. In collecting the data, the writer has conducted five meetings. There were consisting in two cycles. The first cycle was three meetings and the second cycle was two meetings. All the data were taken from the second year of science students that consisted of 36 students and the writer taken 32 students as sample.

The Quantitative Data

The quantitative data were taken from writing test score. The writing test was carried out in the last meeting within two cycles. Every cycle consisted of two meetings. So, the students' writing test scores were taken once in one cycle and one orientation score was taken in the first meeting. The first test as an orientation test was given without any treatment. The test in cycle I and cycle II were given to the students after taught completely in every cycle.

From the result of those data, the improvement of student's achievement in writing descriptive text used of picture word inductive model (PWIM) as could be seen from the mean got in orientation test, test I (in cycle 1) and test II (in cycle 2). The result of students' writing scores can be seen in the below table.

Table 4. Students' Writing Score

No.	Students' Initial Name	Orientation Test	Score in Cycle I	Score in Cycle II
1	AGR	46	50	70
2	AOS	50	65	70
3	BPS	51	73	83
4	DP	51	75	80
5	DOS	52	60	79
6	DS	54	73	80
7	ES	54	73	78
8	EES	58	60	70
9	FFS	58	75	87
10	FS	59	65	80
11	GS	59	65	78
12	IS	59	70	87
13	IJS	59	74	84
14	JS	59	70	75
15	JM	59	78	79
16	KKT	59	66	81
17	KS	59	70	75
18	LFS	59	75	81
19	LS	60	73	79
20	LRS	60	75	82
21	MSH	60	65	80
22	MST	61	72	79
23	MHS	61	77	85
24	MSM	61	70	78
25	MIS	61	76	80
26	RST	61	77	85
27	RRS	61	69	86
28	RMM	61	75	86
29	RSR	62	74	85
30	RSH	63	70	83
31	SMS	76	77	81
32	VN	60	75	83
Total		1,873	2,262	2,569
Mean		58.53	70.68	80.28

The Qualitative Data

The qualitative data were taken from observation sheet, diary notes and interview. The observation sheet was aimed to describe the situation, the responds of the students and the teacher's attitude during teaching-learning process. The diary notes were aimed to know the writer's personal evaluation about the situation during teaching-learning process. Interview was done in the first meeting and last meeting. The interview was done to the students and English teacher. The interview was done twice, the first one to find out the students' difficulties in writing English while the last to find out the students' opinion about picture word inductive model (PWIM).

Data Analysis

The Quantitative Data

From the each test which was given to the students, it was known that there was students' improvement. There was three times test which had been examined. The first test was orientation test, the second was test of cycle 1 and the last was test of cycle 2.

It was found that the students score kept improving from meeting to meeting. The students score in orientation test was lower than test of cycle 1. Then, the student score in cycle 2 was higher than the students score in cycle 1. The improvement of students' writing score on writing descriptive text through picture word inductive model (PWIM) can be seen from the mean of students' score in every writing test through this following formula:

$$=X \frac{\sum x}{N} \times 100\%$$

Where:

X = the mean of the students

$\sum x$ = the total score

N = the number of the students

Table 5. Students' Mean Scores

Tests	Total Score	Mean
Orientation Test	1,873	1,873
Test in Cycle I	2,262	2,262
Test in Cycle II	2,569	2,569

The table above showed that there is improvement of the students' mean score during the research. The students' mean score in the writing test cycle I was higher than pre-test. The students' mean scores writing test cycle II was the highest from all the students' mean score during the research. The students' mean score improved from 58.53 to 70.54 to 80.28.

The range of students' score improvement as follows: There were one student who got highest score improvement, they are in the range 30-34 (very high). There were eight students in the range of score improvement 25-29 (high). There were thirteen students could only the improvement 20-24 (medium). In the range of score improvement about 15-19 (average), there were eight students who got this range. No students get improvement about 10-14 (low). One student got less improvement.

Table 6. The Range of Students' Score Improvement

Range of Score Improvement	Students' Initial Name	Total
30-34	MIS	1
25-29	MST, DOS, DS, FFS, IS, IJS, RRS, RMM	8
20-24	LS, LRS, MSH, MST, MHS, MSM, MIS, RST, RMM, RSR, RSH, VN	13
15-19	JS, RSH, MIS, MST, LS, GS, MSM, KS	8
10-14	EES	1
5-9	SMS	1

The percentage of students who were successful in learning during the research could be seen as follow:

1. The number of students who got score ≥ 75 in orientation test was 1 student and the number of students who did the test was 32 students. So the percentage of the students who got score ≥ 75 was 3.12 %.

2. The percentage of students who were success learning in cycle I: The number of students who got ≥ 75 was 11 students and the number of students who did the test was 32 students. So the percentage of the students who got score ≥ 75 was 34.37 %.

3. The percentage of students who were success in learning in writing test cycle II: The number of students who got ≥ 75 was 29 students and the number of students who did the test was 32 students. So the percentage of the students who got score ≥ 75 was 90.62%.

The percentage students who were successful in learning was calculated by the following formula: $P = \frac{R}{T} \times 100 \%$

Where:

P : the percentage of the students who got score ≥ 75

R : the number of students who got score ≥ 75

T : the number of the students who did the test

Based on figure 2 above, it showed that percentage of students who were successful in learning improved in each test. In Orientation test there was only 3.12 %. (One student) who got score ≥ 75 . In cycle I test there was the improvement of percentage of students who got score ≥ 75 that was 34.37 % (eleven students). In the cycle II there test was 90.62%. (29 students) who got score ≥ 75 . In the cycle II, not all students got score ≥ 75 but there were three students who did not get score ≥ 75 . Even though they did not get score ≥ 75 , their score kept improving from pre-test until writing test cycle II. Thus, it could be said that the use of picture word inductive model (PWIM) in teaching writing descriptive text could improve students' skill in writing descriptive text.

Table 7. The Percentage Of Master Students In Writing Competence

Meeting	Students who got score up to 75		
	Students' Initial Name	Total	Percentage (%)
Orientation test	SMS	1	3.22%
Test in Cycle I	DP, FFS, JM, LFS, LRS, MHS, MIS, RST, RMM, SMS, VN	11	32.25%
Test in Cycle II	MSM, DP, DOS, DS, ES, FFS, FS, GS, MIS, IS, IJS, JS, JM, KKT, KS, LFS, LS, LRS, MSH, JM, MST, MHS, RST, RRS, RMM, RSR, RSH, SMS, VN	29	90.32%

The Qualitative Data

Diary Notes

From the diary notes it was found that the students had difficulties in writing skill in the first meeting of the research. They did not transfer their idea into text well. When picture

word inductive model (PWIM) was introduced for them, they became active and interested to write a text. So that by getting these diary notes, the writer has known the reflection and evaluation of using the picture word inductive model (PWIM) in teaching writing.

Observation Sheet

Based on the observation sheet, the teacher used an exciting model or media to attract students' attention. The teacher used PWIM structure to make teaching process run well. It was aimed to encourage the students to write without afraid to make a mistake in writing. However, some of the students were still confused and could not identify the parts of descriptive text. It was caused by their limited vocabularies and seldom practiced in writing. The teacher tried to make the students write without felt make mistake in writing through picture word inductive model and asking them to make a cooperation during the teaching learning process.

Interview

Based on the interview, it was found that the students had problem in learning writing. They admitted that they still had low writing skill because they lacked of English vocabularies, rarely reviewed and rehearsed unfamiliar English words. However, after they got the treatment, the confessed that their writing descriptive improved significantly.

FINDING AND DISCUSSION

From all the data analyzed, the writer found that there was an improvement of students' writing skill in descriptive text taught through picture word inductive model (PWIM). The students' mean score in orientation test before treated by PWIM was 58.53 and one student got score ≥ 75 so the percentage of students who were success in learning improved in writing test I is 3.12%. The students' mean score in cycle I test after treated by picture word inductive model (PWIM) was 70.68 and eleven students got score ≥ 75 so the percentage of students who were success in learning improved in writing test II was 34.37%. The students' mean score in cycle II test after treated by picture word inductive model (PWIM) more detailed was 80.09 and twenty nine students got score ≥ 75 so the percentage of students who were success in learning improved in writing test II was 90.62%.

The writer also analyzed the qualitative data which taken from diary notes, observation sheet, and interview. It was found that students were very interested in following picture word inductive model (PWIM), students were able to use picture word inductive model in transferring their idea into text well, and the class was effectively run from diary notes, observation sheet, questionnaire sheet and interview. All these data indicated that most of students gave good attitude and response during the teaching and learning process. The students enjoy the lesson.

Based on the quantitative (score of writing test) and qualitative data (diary notes, observation sheet, and interview) during cycle I and II, the writer found that the students made improvement in their skill in writing descriptive text, and also it was found that the teaching process run well. It can be concluded that picture word inductive model (PWIM) had successfully improved students' writing skill in writing descriptive text. Thus, picture word inductive model (PWIM) as a good media in teaching descriptive text and helps the students to be more interested in writing. Besides that, teacher can be taught students through picture word inductive model (PWIM) or others media, it can helps the teacher.

CONCLUSION AND SUGGESTION

After analyzing the data, the writer found out that the students' writing score significantly improve. It can be seen from the improvement of the students' means score in orientation test was 58.53 (3.12%), it was improved in cycle I test became 70.68 (34.37%) and became 80.28 (90.62%) in cycle II test. Moreover, the students were enjoying in writing descriptive text through picture word inductive model (PWIM). It was showed in diary notes, observation sheet, questionnaire sheet and interview.

Based on the result of the data, the conclusion was that picture word inductive model (PWIM) significantly improved students' skill in writing descriptive text.

The findings of this research showed that picture word inductive model (PWIM) could improve students' skill in writing descriptive text. Therefore, the following suggestion is offered for English teacher should use media in teaching learning process because the writer has experienced the benefits through picture word inductive model (PWIM) of teaching writing.

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