THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY IN IMPROVING A DESCRIPTIVE TEXT WRITING

AN ARTICLE

By:

DICKI RIYADI

NIM F1021131073

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY PONTIANAK
2017

THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM) STRATEGY IN IMPROVING A DESCRIPTIVE TEXT WRITING

(A Classroom Action Research to the Eighth Grade Students of SMPN 12 Pontianak in Academic Year 2016/2017)

AN ARTICLE

Proposed by:

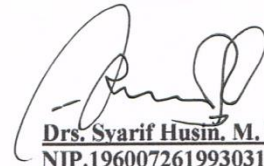**DICKI RIYADI**
NIM: F1021131073

Approved by:

Supervisor I

Dr. Albert Rufinus, MA
NIP.1952080319831001

Supervisor II

Drs. Syarif Husin, M. Pd
NIP.196007261993031001

Legalized by:

The Dean of Teacher Training
and Education Faculty

Dr. H. Martono, M.Pd
NIP. 1968 03161994 031014

The Chairman of Languages and
Arts Education Department

Drs. Nanang Heryana, M.Pd
NIP.19610751988101001

THE USE OF PICTURE WORD INDUCTIVE MODEL STRATEGY IN IMPROVING A DESCRIPTIVE TEXT WRITING

Dicki Riyadi, Albert Rufinus, Syarif Husin
Pendidikan Bahasa Inggris FKIP Untan Pontianak
Email: Dickiriyadi33@gmail.com

Abstract
This research was about improving students' descriptive text writing by using picture word inductive model (PWIM). The student problems were that they find it difficult to develop ideas for their writing and had difficulties to find appropriate words to convey their ideas. They were weak at vocabulary, especially using an adjective to describe something and in using verbs in the present tense. The method of this research was a classroom action research on 42 students of class VIII C of State Junior High School 12 Pontianak in the academic year of 2016/2017. PWIM has helped students to generate and organize ideas in identifying and labeling the picture. By looking at the pictures, students gained motivation and inspiration about what word the students wrote for make paragraph of descriptive text. In the first cycle, some students were difficult to write the descriptive text, besides they did not know how to develop their ideas. In the second cycle, the students understood the kinds of text and developing the ideas. In here the teacher used guided questions to help the students to get more ideas. It was found out that using picture word inductive model (PWIM), the students' descriptive text writing improved.

Key Words: Picture Word Inductive Model (PWIM), writing, descriptive text, classroom action research

Writing is one of English language that the students learn in junior high school. To write a text they can share the ideas and the information that they get from their minds. In writing, they need to learn some aspects which are useful to learn English to facilitate them for better learning. Those aspects are vocabulary, text structure, cohesive devices, grammar, and punctuation. Kane (2000, p. 13) states that grammar means the rules which structure our language. It is one of the most important parts of writing skill that shows whether the writing is right or wrong especially in using tenses. Writing texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts. Good writing texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be a springboard for well rounded, fascinating lesson.

The objective of teaching writing is to make the students good in writing their ideas by using some genres. There are some genres which are conducted at the junior high school. They are narrative, recount, procedure, descriptive, report, news item, analytical exposition, and hortatory exposition. Each genre has its own social function, the generic structure, and the language features. One of the genres stated is descriptive text. Descriptive text is to describe something or object. The generic structures of descriptive text are identification and description. In identification,

the writer introduces a subject which will be described, whether it is a person, a thing, or place. Then, the writer describes the details about appearance, physical, etc. Kane (2000, p. 351) states that description is about sensory experience, how something looks, sounds, tastes. Mostly it is about the visual experience but the description also deals with other kinds of perception. Descriptive text is a part of factual genres (Wardiman et al, 2008, p. 122). It has a social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. In writing descriptive text, the writer must concern on the generic structure in order to make a good text. It is that can make writing is very important, one of them to make a good text.

Considering the importance of writing for the students, teacher's creativity is needed to select the appropriate technique and strategy in teaching writing. It is the teacher's role to create an enjoyable classroom environment and build up students' interest and motivation in learning writing.

Based on the interviews with English teacher and students, there were some problems with low writing ability of students were found in SMPN 12 Pontianak, especially to write a descriptive text. There were students had difficulties to finding appropriate words to convey their ideas. They often asked their friends or their teacher to translate some words in Bahasa Indonesia into the English language. As the students paid much attention in translating words into English, they did not focus on organizing their ideas into the good organization. As a result, their paragraphs were not well sequenced. There were also problems in weak at vocabulary that used to write descriptive text, especially in using an adjective to described something or object and there was also grammar, especially in using the present tense.

According to the problems, teachers have to find a good solution and make the students interested in writing class. One of the media that can help the students in writing descriptive text is picture word inductive model (PWIM). This media was not something new but the researchers in here want to make better and want to face their problem in writing descriptive text by using this media. Picture Word Inductive Model (PWIM) is an interesting strategy combining picture and word that offers some ease to the students. This strategy can facilitate the students to brainstorm what they will write.

Picture Word Inductive Model (PWIM) is an interesting strategy combining picture and word that offers some ease to the students. This strategy can facilitate the students to brainstorm what they will write. PWIM is introduced by Emily Calhoun, a popular teaching techniques author, in 1999. According to Calhoun (1999, p. 21), PWIM is an inquiry-oriented inductive language arts strategy that uses pictures containing familiar objects and actions to lead students in acquiring words to improve their vocabulary mastery, to discover phonetic and structural principles, and to observe and analyze text in their study of reading and writing.

PWIM contains writing techniques such as brainstorming, listing, clustering, and free-writing. Teachers apply those techniques in a sequence step. PWIM uses picture word chart as media. Students have to find words by identifying it. They write words around the pictures. As words are written surrounding the pictures, the chart can be used as an illustrated dictionary to facilitate students' writing process.

The purpose of picture word inductive model to play with words to build phonetic and structural analysis, to observe and analyze words within the context of content area themes to think inductively and to make generalizations about the meaning of words and the ideas and concepts represented in the

picture and the ultimate purpose of PWIM is: to support the transitions between oral language and the written word, and to develop language acquisition while fostering the mastery of the conventions of language.

PWIM is an integrated technique which is designed to maintain students' ability to think inductively. According to Nunan (1991, p. 156), inductive learning provides experience in which the students are not taught about grammar or another type of rules explicitly but they discover rules from their experience using language. This theory is in line with PWIM in which the students read text books as the resource of learning to write sentences. Harmer (2004, p. 67) proposes that as music can provoke creativity in students, the picture works really well as spurs to written production. It can stimuli them to get creative in producing writing ideas.

In general, according to Calhoun (1999, p. 21), "The PWIM is an inquiry oriented arts strategy that use pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies". Teachers apply the PWIM in classes, small groups, and individuals to lead them into inquiring about words, discovering phonetics and structural principles, and using observation and analysis in their study.

By using PWIM, the students can classify the words and makes sentences about the picture and try to think inductively. The inductive approach refers to the style of introducing language context containing the target rules where students can induce such rules through the context and practical examples. In other words, the sequence in this approach goes from creating a situation and giving examples to the generalization where students should discover such generalization by themselves or with the teacher's help.

Mountone (2004) says that with an inductive approach, teachers show their students a series of examples and non-examples then guide them toward noticing a pattern and coming up with the generalization or concept rule. The inductive approach, in its turn, moves from specific to general. In writing a descriptive text the students can be seen the specific object and after that, they make the descriptive text based on that object.

In teaching and learning process of English subject, the students are required to master four skills. One of them is writing. Harmer (2004, p. 3) stated that as a matter of course, writing has to be taught. It is different from the spoken language which is acquired naturally for a child, whereas for writing ability has to be consciously learned. Moreover, according to Meyers (2005, p. 2), writing is partly a talent, but it's mostly a skill. Talent is natural ability since people born without being taught before whereas skill is the opposite of it. It is an ability that is mastered by people because they have practiced it before and like any skills, it improves with practice.

Writing is a process of discovering and organizing the ideas, putting them on paper, reshaping and revising them. According to Hyland (2009, p. 10), the process of teaching writing does not only emphasize a writer as an independent producer of texts, but it goes further to address the issue what teachers should do to help learners performing a writing task in term of producing a text. Although there are various versions of the process of writing, actually, all of them have the same contents. It depends on the teacher's need and student's condition. As Sorenson (2010, p. 3) states that good writing starts with process. According to him, there are four basic steps in writing anything: prewriting, writing, revising, and proofreading.

Teachers have important roles in making the teaching and learning process succeed. Harmer (2007, p. 261) states that there are three roles of English teacher in teaching writing. There are motivator, resource, and feedback provider. As English teacher in teaching writing also can make a variation of the technique that can motivate students to

learn writing, especially writing a descriptive text, one of them is PWIM. From the similar research finding, Karen Anne (2010) concludes that pictures word inductive model (PWIM) could motivate students and an effective model for vocabulary instruction because PWIM makes learning more interesting and an effective in vocabulary instruction.

In this research, the researcher is interested in improving the students writing ability by using PWIM. Previously, there were different research findings that the students wrote on a similar topic by Mirnawati in 2015 on this strategy she tries to improve student mastery of vocabulary but in this research, try to improve students in writing descriptive text and to face their problem in writing descriptive text.

Based on the explanation above, the researcher applied Picture Word Inductive Model (PWIM) to improve the students writing ability especially in writing descriptive texts for the junior high school students, it is expected in eighth-grade students of SMPN 12 Pontianak that will enjoy and tried to solve the problems in learning writing, especially in students writing a descriptive text.

METHOD

In this research, the researcher used a classroom action research. This research aims to improve the quality of teaching and learning process. In this case, the researcher wants to improve the students' writing descriptive text of eighth-grade students of SMPN 12 Pontianak by implementation Picture Word Inductive Model (PWIM) through a classroom action research.

Costello (2003, p. 6) stated that classroom action research has a practical, problem-solving emphasis. It carried out individuals, professionals, and educators and its aim is to improve educational practice. This supported by Mc Millan in Mertler (2006, p. 10) that action is undertaken to understanding, evaluate and change. The goal action research is to improve practice immediately within one or few classroom or school.

Lewin in Louis Cohen (2000, p. 234) codified the action research process into four main stages: planning, acting, observing and reflecting. These work as a cyclical process. This research had been conducted in two cycles. The following is the description of the steps in each cycle. 1) *Planning*. It is done in the early stage of the research. The researcher and the teacher prepared the lesson plan, teaching material (descriptive text), the media, observation checklist table, table of scoring and field notes. 2) *Acting*. In this step, the teacher acted to teach a descriptive text using PWIM and to collaborate with the English school as a researcher the observer. Acting took place in teaching cycles. 3) *Observing.* In this observing step, the researcher and teacher took the role of all activities in the teaching and learning process. The results of observation wrote in the field note and observation checklist. 4) *Reflecting*. In this step, the researcher and teacher discussed and analyzed the result of the observation based on field notes and checklist table. The researcher and collaborator will get some important feedback. The feedback is important to plan the next action.

This research was conducted in a single classroom containing the subjects of 42 students in VIII C of eighth-grade students of SMPN 12 Pontianak in academic year 2016/2017 as a subject of the research. The researcher used observation and measurement technique. The observation finished by using observation checklist table, table of scoring and field notes as to notice students' improvement by picture word inductive model (PWIM).

The researcher elaborated the data analysis which is from the observation checklist, field note, and written assessment. Observation is used for describing the process of the classroom action research. It in the form of description of teaching and learning process

based on the observation checklist and field note. The assessment is used to see the progress of each student based on their scores. In the classroom action research, the researcher analyzed the data in the qualitative and quantitative analysis. The researcher analyzed the data from observation checklist and field note by using qualitative analysis, then the researcher to do the quantitative analysis to the students' score on the assessment in a written assessment.

RESEARCH FINDINGS AND DISCUSSION
The Findings
The finding of this research was seen in two cycles. Each cycle consists of four main stages of classroom action research. There is planning, acting, observing, and reflecting. In the first cycle in planning the researcher and teacher prepared the lesson plan and teaching media to help the teacher in the process of teaching learning. The teacher used picture word inductive model (PWIM) to help the students in learning writing of descriptive text easily. The students wrote descriptive texts with generic structures are identification and description. In this case, the teacher provides picture word inductive model (PWIM) to help students in writing descriptive text.

After that in the acting, the teacher acted to teach a descriptive text using PWIM and to collaborate with English school as a researcher the observer. The teacher began the teaching learning process by greeting and explained to the students what will have to do. The teacher showed an example of descriptive text to the students. The students are asked to mention the generic structure and language features of the descriptive text. Then, the teacher reviewed the generic structure and language features of the descriptive text. After that, the teacher explained and showed picture word inductive model (PWIM) and gave the example of descriptive text through PWIM.

In the observing stage, the teacher and collaborator observed the result of planning, acting and developing stages with a collaborator. They observed about the whole process of the first cycle, which includes a lesson plan, teaching materials, teaching media, teacher performance, students' responds, data collection and data analysis. The teacher and collaborator found that the students gave positive response during the activity. But, here some notes in this cycle:

Table 1. Notes in Cycle One:

There were some of them still kept silent and did not follow the activities well.
They did not see the picture well because the teacher does not use LCD projector. The picture is shown in small on the white board.
The teacher does not use the guided question to motivated students ideas to write descriptive text and most students in the classroom are noisy and don't focus on the picture.

Based on that notes, that found the problem and weaknesses in this cycle and the teacher made better on the next cycle that can improve the weaknesses in this cycle. The result of students' score in the first cycle was unsatisfactory.

The students' score could not reach the standard of success point. Students had a low score because the students did not understand the generic structure of the descriptive text and most of them were still confused in the used of the present tense, descriptive adjective, and the lake of vocabulary. It influenced the result of their writing. The mean score of the first cycle is 59.52 (poor to average). In the first cycle, some students were not able to develop the ideas.

In last steps is reflecting stage, in here both the teacher and the researcher reflected what had been done in this cycle, after comparing the result of the acting stage with

indicators of success point, the result could not reach the indicators aspects of success. Then the teacher and collaborator decided to continue the action in the next cycle. The teacher tried to use some new ideas to solve the problems found the acting stage.

Next, in the second cycle in planning based on the first cycle, the teacher knew the difficulties of students and tried to prepare the materials. The teacher and researcher prepared the lesson plan, teaching materials, and teaching media. The theme is describing people. In addition, the teacher used time and class management during teaching and learning.

Then, in the acting stage, the teacher started the writing activity with asking some students made the sentences using verb of simple present tense and adjective use to be. After that, the teacher shown a picture related to the topic and the picture shown in PWIM. After that in the observing stage, both the teacher and researcher observed the result of students' score and the whole process of the acting stage. The result of the students' score was still satisfactory. The mean score of the second cycle is 70.47 (average to good). In here the teacher used the guided question to help the students to get more ideas. In the last step of reflecting the result of the students' mean score was categorized B. this was qualified into average to good. Based on the indicator of success, this result was satisfying, because the students can write the descriptive text based on the identification and description. While correcting the students' writing both the teacher and researcher found some students' mistakes in writing descriptive text. However, there were some improvements in this cycle. The improvement happened based on the teacher and collaborator learned the weaknesses in the first cycle. That can be seen in the notes of this cycle:

Table 2. Notes in Cycle Two:

In here the teacher used LCD projector to make better of the student to see the object and they wrote good descriptive text writing.
The teacher used the guided question to motivated students ideas in writing a descriptive text.
On the activity, the students have a good response and most students in the classroom are serious and focus. They were more effective to follow the activity in writing.

Based on that notes, that the teacher and collaborator make better in this cycle. There is significantly improved in the second cycle. The students are interested and they focus on the activity, they like and enjoy to makes the text, because picture word inductive model (PWIM) helped them to make the descriptive text to show the object of the picture and show some example of the sentences clearly.

Discussion

This classroom action research was conducted in two cycles. Each cycle consisted of the planning stage, acting stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 40 minutes) that was performed during the teaching learning process. While doing teaching learning process, the teacher needed a collaborator or observer to see what learning process happened in the classroom and taking some notes.

In the process of the cycles for classroom action research, the teacher revealed the following evidenced by the students' significant progress in writing descriptive text. In each cycle, the teacher applied the technique towards the students in whilst activity. Gradually the students respond in writing descriptive text through PWIM would be explained as follow:

In the first cycle, the students were excited to the use of picture word inductive model (PWIM) through some activities. When the teacher asked the students about their ability and motivation in writing, students said that it is difficult for them to write the text. They had limited vocabulary, had difficulties in the use of appropriate words, and lack of the grammatical pattern. The lack of students in writing affected their low motivation in writing. But, after they followed series activities using PWIM, students were interested to write descriptive text.

The result of students in the first cycle was unsatisfactory. Most of the students had difficulties to differentiate identification, description and the use of verb and "to be". Besides, they also had difficulties in using the adjective phrase in describing people. After the result of students' writing was analyzed through the table of scoring, both the teacher and collaborator found that the text was not successful to deliver meaning to the reader. It has identification, but the detail in the parts of description was confusing. Moreover, most of the students only made few descriptions and could not reach the standard of sentences in writing descriptive text. The result of writing descriptive text in cycle 1 that their mean score was 59.52, the teacher decided to continue the action in the next cycle.

In the next cycle, the teacher tried to focus on the students' competence in using the verb in simple present tense and descriptive text. The teacher used the other picture in PWIM and tried to focus on the text of descriptive text. In the second cycle the teacher and researcher could see the progress of students. Students could analyze and understand the elements of descriptive text through teacher explanation. They wrote based on what they have learned by using PWIM. Students not only focus on the elements or generic structure of the descriptive text, but also a content and grammatical pattern (to be, and verb in simple present tense).

The result of students' mean score was 70.47 and it indicated their writing had improved. But, their text still had errors in grammar and the use of appropriate words in sentences and some mistakes in mechanics. The teacher also would re-explain about the pattern or the use of object and verbs in simple present tense, adjective after to be, and kept monitored the students during the process of teaching and learning.

After two action stages, both the teacher and researcher worked together to compute the students' individual score and the mean score. The research findings showed that the mean score in the first cycle was 59.52 and raise to the level of 70.47 in the second cycle. This was qualified as average to good. This was supported by the students' individual score. This showed the fact that in the last cycle from 42 students about 11.90% (whose scores were 80-100) were qualified as good to excellent, 88.09% students (whose scores 60-79) were qualified as average to good, 0% students (whose scores 50-59) were qualified as poor to average and 0% students (whose scores were under 0-49) were qualified as poor.

Furthermore, what was written in the field notes supported the numerical data. The field notes recorded the students' behavior during the teaching learning process. Students were able to respond to teacher greeting, to get involved in brainstorming activity, to listen carefully to the teacher explanation and to actively participate in a guess on of the family. The students in their pair were very enthusiasts on their discussion and every student wrote descriptive text using PWIM. They wrote descriptive text and shared their feelings and difficulties during the teaching learning process.

The technique can improve both the result of teaching and students active in the teaching learning process. Therefore, the research hypothesis is proved that there are a significant improving students writing ability in the descriptive text through PWIM at the eighth-

grade students of SMPN 12 Pontianak in academic year 2016/2017.

CONCLUSION AND SUGGESTIONS
Conclusion

The conclusion can be drawn as follows: Students' descriptive text writing was improved through picture word inductive model (PWIM). This was proved by the result of mean score and the result of the observation. The mean score in the first cycle was 59.52 and in the second cycle 70.47. This classroom action research was conducted in two cycles with four main stages, there are planning, acting, observing, and reflecting. The students' score improved step by step in each cycle until they fulfilled all indicators of success.

This confirmed the teacher that students' descriptive text writing had improved. The students can actively cooperate to learn in pairs and group works. Using picture word inductive model (PWIM) was useful to the students since it gave students chance to learn how to be active in writing process and to learn about the new object to describing an object for good produce a descriptive text.

Suggestion

Seeing the result of data analysis, here the researcher provided some constructive suggestions, that is, the teacher should give the students chance to share their feelings and difficulties about classroom activities as inputs for the teacher to do better in the future. The teacher should manage time and classroom effectively in order to create a nice and enjoyable atmosphere during teaching learning process in the classroom. The teacher should use the interesting technique or media that can help the students easily in the learning process in classroom activity. The teacher has to provide the picture in teaching learning process in order to make the students enjoy in studying.

REFERENCES

Anderson, M. a. (2002). *Text Type 3.* Australia: Macmillan Education PTY LTD.

Burney, Aqil. (2008). *Inductive and Deductive Approach.* Department of Computer Science: University of Karachi

Calhoun, E. F. (1999). *Teaching Beginning Reading and Writing with the Picture Word Inductive Model.* Alexandria, VA: Association for Supervision and Curriculum Development.

Calkins, L. M. (1994). *The art of Teaching Writing. In e. a. Palmer, The art of Teaching Writing.* Heinemann: Amazon.

Costello, P. J. (2003). *Continuum Research Methods Series.* Continuum International Publishing Group.

Harmer, J. (1998). *How to Teach English.* New York: Logman.Inc.

Harmer, J. (2001). *The Practice of English Language Teaching.* Essex, England: Longman.

Harmer, J. (2004). *How to Teach Writing.* United Kingdom: Longman.

Heaton, J. B. (1988). *Writing English Writing Test.* London & New York: Longman.

Hyland, K. (2009). *Second Language Writing.* Cambridge: Cambridge University Press.

Kane. (2000). *General Education Development.* Illionis Program: Internet: http://www.kane.k.12.il.us/OtherSer/GEDinfo.html.

Lewin. (2000). *Research Methods in Education. In L. L. Cohen, Research Methods in Education* (p. 234). London: RoutledgeFalmer.

Mirnawati. (2015). *Improving Students' Vocabulary Mastery in Teaching Descriptive Text by Using Picture Word Inductive Model (PWIM) Strategy. Thesis.* Fakultas Keguruan dan Ilmu Pendidikan Universitas Tanjungpura, Pontianak.

Mountone, P. *(2004). How to Use Examples Effectively: Deductive vs. Inductive*

Approaches. Santa Barbara: University of California.

Nunan, D. (1992). *Research Methods in Language Teaching.* USA: Cambridge.

Wardiman, A. e. (2008). *English in Focus: for Grade VII Junior High School (SMP/MTs).* Jakarta: Pusat Perbukuan, DEPDIKNAS.