

Writing Descriptive Text By Using Picture Word Inductive Model Strategy

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Abstrak

Tujuan dari penelitian ini adalah untuk memberikan perlakuan kepada siswa dan membuat siswa mudah dalam proses pembelajaran menulis teks deskriptif. Oleh karena itu penulis mencoba untuk meningkatkan kemampuan menulis siswa dalam bahasa Inggris dengan menggunakan strategi PWIM. Partisipan penelitian ini adalah siswa kelas 7 SMP Negeri 6 Alasa Satu Atap tahun ajaran 2022/2023 yang terdiri dari 30 siswa. Penelitian ini menggunakan PTK dengan dua siklus untuk mengamati aktivitas dan respon siswa di kelas. Hasil penelitian dapat dilihat dari peningkatan skor dari pretest ke posttest 2 dengan skor minimum 75 dan skor maksimum 85 pada posttest 2.

Kata kunci: menulis, teks deskriptif, strategi pwim

Abstract

The objective of the study is to provide the students treatment and make the students are easy in learning process of writing descriptive text. Therefore the writer tried to improve the students writing skills in English by using PWIM strategy. The participants were the 7th grade students at SMP Negeri 6 Alasa Satu Atap in 2022/2023 which consists of 30 students. The study using CAR with two cycles to observe the activities and responses of students in classroom. Result of the study could be seen from the improvement score from pretest to post-test 2 with a minimum score of 75 and maximum score of 85 in posttest 2.

Keywords: writing, descriptive text, pwim strategy

INTRODUCTION

Language can be defined as a socially shared those combinations of symbols and rule governed Those combinations of symbols (language can be defined as a socially acceptable code or conventional system for delivering concepts through the use of symbols and combinations of the desired symbols are governed by the provisions (Trapp & Öchsner, 2018). Language is more important for communication especially English. In International language, English is the one of language that we can use in the world. In Indonesia, English isn't a national language, but as foreign language. Therefore, most Indonesian people have

difficulties in English especially for students in learning process at the school.

here are four skills in learning English they are listening, speaking, reading, and writing. One the important skills in learning English is writing. Writing skill is postulated to be essential to proficient English learners. As the regulation implies that education is not only a matter of developing students' knowledge but also advancing skills and values; therefore, the students are expected to be able to considerably master four skills in learning English: listening, reading, speaking, and writing. Among those skills, they are naturally connected, and they share equal values with each other. Writing is regarded as the most difficult skill for EFL students

to master for it has complexities starting from brainstorming the ideas and organizing them into a readable text. (Meliasari, Ngadiso & Marmanto, 2018). There are several texts that must be learnt by students in Junior High School such as descriptive texts, recount texts, report texts, narrative texts, and procedure texts. Descriptive text is one of the materials in learning English that must be mastered by students of seventh grade in Junior High School.

Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination, (Herizal & Afriani, 2015; Zagoto, Yarni & Dakhi, 2019).

Based on the problem above, teachers must provide strategies for students in the process of learning activities to make students understand and master the material. A good method, strategy, or technique in teaching can help the students in master the lesson. There are a lot method, technique, or strategy for getting English teaching effectively. The study want to use a strategy in the teaching writing descriptive text for students in Junior High School that is used PWIM strategy. Picture Word Induction Model (PWIM) is an inquiry oriented strategy that includes explicit instruction and structured inductive activities. It is focused to develop reading and writing skill. In other words, Picture Word Induction Model (PWIM) supports the students learning of sight words which include expanding their

speaking vocabulary into a reading and writing vocabulary. As final process, this strategy leads the students into the writing of titles, factual sentences, and paragraph building (Martínez, López-Díaz & Pérez, 2020). Because of that, this strategy can help students in the process of writing and make the material more easy to understand. Through this strategies, the students can compose their writing from the basic aspect such as vocabulary and adjectives. So, this strategies can be used in writing skill. Furthermore, this strategy can be used with classes, small groups, and individuals to lead they are curious about words. Specifically, the Picture Word Inductive Model is an inquiry oriented language arts strategy that uses pictures containing common objects and actions to get words from what they have heard and said.

Writing

Writing is the act of forming graphic symbols, that is letters or combinations of letters and then the symbols have to be arranged to form sentence. Moreover, writing involves the encoding of a message of some kind: that is, we translate our thoughts into language. It also adds writing is a task which is often imposed on us, perhaps by circumstances. This is not only has psychological effect; it may also cause a problem in terms of content what to say. Being at a loss for ideas is a familiar experience to most of us when we are obligated to write (Ferry, 2017). (Herizal & Afriani, 2015) that writing is a laborious activity for the students, which is involves many skills: students must be able to recognize that certain shapes from letters, and these letters represent particular sounds; when the letters are put together.

Descriptive Text

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place (Herizal & Afriani, 2015). Descriptive text

have two part there are introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. Students can use the simple present and adjective clause in writing descriptive text. According (Ferry, 2017) the are three types of description you will find most useful namely:

- a. Description of a place For Descriptive paragraphs and shorts essays, it is best to limit the description to a small place (a room), a house instead of something as large a city or a country.
- b. Description of Person In a descriptive of a person, you must be selective. You cannot write a biography or tell everything you know, that will take far too long. You may write about the person's performances, character, or personality.
- c. Description of Things In a descriptive of thing, you might need to describe about colors, forms, and characteristic from that thing which you will describe.

Picture Words Inductive Model Strategy

This model helps to develop primary or early stage readers' vocabulary, reading and writing skills, through building on what they already know (Hestiana & Anita, 2022). So, this strategy can be used in writing skill. Furthermore, this strategy can used with classes, small groups, and individuals to lead them to ask question about words. Specifically, the PWIM is an inquiry oriented language arts strategy that uses pictures containing common objects and actions to get words from what they have heard and said. There are some advantages of PWIM. The PWIM is a satisfying and pleasurable activity. They like to find objects and actions in the picture, see the words and sentences produce is expressed in printed and becomes part of curriculum, classifies words and sentences, and finds useful language concepts and generalization. The PWIM can motivate students become successful learners. Learners succeed when

using the model because the PWIM is based on the question of how children learn and how to improve their learning, including their development of language, learning to write, and writing connection. PWIM is that it approaches the development of sight vocabulary directly. Therefore, it can add students vocabulary to make descriptive text.

Steps in teaching writing using PWIM

- a. Select a picture.
- b. Ask students to identify what they see in the picture.
- c. Label the picture parts identified.
- d. Add words, if desired, to the picture word chart and to the word blanks.
- e. Lead students to make 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.
- f. Ask students to make a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentence, model putting the sentences into a good paragraph.
- g. Read and review the sentences and paragraphs.

METHODS

This study will explain how to improve student's writing skills in descriptive text using PWIM strategy with Classroom Action Research (CAR) as a method of study. This study consist of four steps they are planning, acting, observing, and reflecting. According to (Oktafiani & Husnussalam, 2021) the main aim of Classroom Action Research is to identify a problematic situation or issue that the participants who may include teachers, students, managers, administrators or even parents consider worth looking more into deeply and systematically.

This study is done by the teacher in the class to find some problems. Participants of the study was the 7th grade students of SMP Negeri 6 Alasa Satu Atap in 2022/2023 which consist of 30 students. To collected the data, the writer used

pretest, field not, and posttest. In the writing process, the students must observe to five aspects of writing to produce good and correct writing. Based on (Oktafiani & Husnussalam, 2021) the five aspects of writing are follows content, organization, grammar, style, and mechanic.

Pretest is collecting data from a relatively small number of respondents using the data collection procedures specified for the study. A pretest is given at the first meeting before giving treatment in CAR. The pretest was conducted to determine the extent of students score in writing in order to find out the score of writing skills of the students before doing treatment. The pretest was conducted on May 04th 2023 in cycle 1 and May 09th 2023 in cycle 2. The pretest was conducted 10 items in cycle 1 and cycle 2.

Field notes are a notes made by the writer as a recording of the important events in every meeting. Field notes used to see the activities and responses students in the class more detail about teaching learning activity. It included students interaction and activity during teaching writing using PWIM in the class.

The posttest was given to measure the students achievement after treatment. The study conducted posttest after conducting the study through Picture Word Inductive Model (PWIM) strategy. It aimed to assess their achievement on the writing skill, particularly on descriptive text. The posttest was conducted on May 15th 2023 in cycle 1 and May 17th 2023. The posttest was conducted 10 item in cycle 1 and cycle 2.

RESULTS AND DISCUSSION

Results

Table 1. Cycle 1

| | |
|----------|--|
| Planning | Writer came to the school asking permission for the study and discussed about schedule with teacher. Then the writer and the teacher discussed about syllabus and lesson plan. |
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|------------|---|
| Acting | Writer entered the classroom and introduced PWIM strategy at the class. Writer explained PWIM and how to apply in the writing descriptive text. The writer asked the students to make some descriptive paragraph as a test to evaluate students writing ability by looking the picture of popular public figure. |
| Observing | The writer used field notes to observed students activity and to observed respond of students in the teaching writing descriptive text using PWIM strategy. |
| Reflecting | Writer analyzed and made conclusion from observed the students. Writer evaluated the implementation PWIM strategy in the writing descriptive text in first cycle. |

Table 2. Cycle 2

| | |
|----------|--|
| Planning | Writer prepared lesson plan and the tested instrument for teaching material. |
| Acting | Writer entered the classroom. Writer taught and explained the material with PWIM strategy again. Writer shared a worksheet for students. Writers asked the students to make paragraph of descriptive text from the picture of public figure which was shown some adjectives |

| | |
|------------|--|
| | from the picture in the worksheet as a test to assess the students skills. |
| Observing | The writer used field notes to observe students activity and observed respond of students in the class. |
| Reflecting | The writer discussed with the teacher that the study had been completed Writers was made the result from observation of improvement students in the writing descriptive text using PWIM strategy. |

Table 3. Improvement on Students Score of The Test

| | Pre-test | Post test 1 | Post test 2 |
|---------------|----------|-------------|-------------|
| Minimum Score | 58 | 60 | 75 |
| Maximum Score | 70 | 80 | 85 |
| Mean Score | 64 | 70 | 80 |

Data on the table above explain that the students still had difficulties in writing on the pretest. In the pretest, students only could make one until three descriptive sentences. It was because the students didn't know enough about adjectives and how arrange the sentences. After the writer gave the students treatment in teaching using PWIM strategy and gave the students more the adjectives knowledge, some students had begun to understand and could arrange sentences into several paragraphs but some students still had difficulties in doing it. We can see from data in posttest 1 that minimum score of students writing ability in class is 60 and maximum score is 80. Then the writer tried more treatment the students ability in writing descriptive text and it could improve with a minimum score of 75 and a maximum score of 85 on the posttest 2.

That could explain that PWIM strategy could improve students ability in writing descriptive text.

Discussion

The writer started this study by preparing some materials and media for teaching such as syllabus, lesson plan, test material, and schedule of class. And then after entered the classroom, writer did some activities from pre activity until post activity. In pre activity writer prepared teaching strategy material and prepared students at classroom. Then the writer applied PWIM strategy in teaching writing descriptive text. For post activity, the writer concluded the material to students and how the effect of PWIM strategy to improve students writing skills in descriptive text.

CONCLUSION

The skills in writing descriptive text of students could be improved by using PWIM strategy. This could be proven from the study conducted by the writers used Classroom Action Research (CAR) in two cycles. Writers can prove improvement the ability of students from the results of pretest, posttest 1, and posttest 2 which shows the improvement in students ability. And by teaching used PWIM strategy the students are also interested in learning writing descriptive text.

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