

**THE USE PICTURE WORD INDUCTIVE MODEL (PWIM) TO  
IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING  
CLASS VII SMP NEGERI 3 KUTACANE  
ACADEMIC YEAR 2021/2022**

**WIDYA HASNI**

*widyahasni06@gmail.com*

**RAJA FAUZIAH**

*Fauziahraja88@gmail.com*

**ABDUL HALIM**

*abdulhalim28@admin.sma.belajar.id*

**Program Studi Pendidikan Bahasa Inggris  
STKIP Usman Safri Kutacane, Aceh Tenggara, Indonesia**

***Abstract.** This study deals with the use picture word inductive model to improve students' descriptive text writing class VII SMP Negeri 3 Kutacane Academic Year 2021/2022. Its objective is to find out whether the use picture word inductive model has a significance effect in writing descriptive text. Population used in this study of class VII were 87 and samples used in this study were 28 students. The method used in this study is an experimental method with a one group as pretest and posttest design. This study was carried on using quantitative method. The data was analysed by using t-test. The researcher found the pretest mean = 44,64, deviation standard = 6,37 and experienced an increase in the posttest mean = 78,57 deviation standard = 4,05. From this analysis, writer found that guided picture word inductive model has significance in teaching writing descriptive text. It can be proved by the result of the analysis showed that "t<sub>o</sub>" observed about 23,73 was higher than "t<sub>table</sub>" about 2,052 with the level significance is 0,05% it implies that the teacher of English should use picture word inductive model in teaching writing descriptive text so that the teaching and learning process can be successful.*

***Keywords:** Picture word inductive model, to improve, writing descriptive text*

## **BACKGROUND**

Guntur (2017: 3) writing is a language skill that is used for language that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. Writing activities utilize graphology, language structure and vocabulary. This minimal vocabulary makes students less understanding of English lessons, especially writing descriptive text.

Description text is one of the texts that must be studied by class VII students in addition to narrative story text, procedure text, and observation report text. By research this descriptive

text, students are expected to master the basic competencies atmosphere of regional art performances.

The descriptive text is subjective and personal. Students can easily detail or describe the condition of the object to be described from their own point of view. Moreover, the choice of objects that can be described is not an object that is foreign to students. However, the reality in the classroom is not like that. Some students complained that writing or producing essays, including descriptive texts, was a difficult activity to do. Students do not know where to start writing.

The difficulty is felt by students who like to read less. Lack of reading activity causes students to have poor vocabulary. Students find it difficult to create varied and interesting sentences. Sentences tend to be monotonous and use the same repetition of conjunctions. Literacy activities have indeed been carried out in schools. For fifteen minutes before the first hour of class begins, students are required to read books that have been prepared by the school or brought from home. However, this activity has not significantly increased students' reading interest.

The factor is that most of the students learn English passively. Research shows that in order to be successful in learning any subject, pass on his knowledge and skills. Without persistent efforts to process information and practice language skills, students are doomed to fail. A right decision both inside and outside the classroom. In other words, he is proactive in finding and selecting learning practicing as often as possible without having to be assigned, discussing with the teacher about the problems at hand, using the most preferred learning technique, and decide for yourself the pace of learning.

Based on the reasons mentioned above, this research wants to conduct research on "The use of picture word inductive model (PWIM) to improve students' descriptive text writing at class VII SMP Negeri 3 Kutacane Academic Year 2021/2022".

## **REVIEW OF LITERTURE**

### **Definition Of Writing**

Writing is one of the language skills. In the division of language skills, writing is always placed last after listening, speaking, and reading skills. Although it is always written last, it does not mean that writing is an unimportant skill. According to Semi (2017:14) writing is a creative

symbols. Spring (2017: 14) writing goal or purpose to be achieved. Second, there is an idea or something to be communicated. Third, there is a system of transferring ideas in the form of a language system.

According to Tarigan (2017:1) must be fully. According to Semi (2017: 40) writing is a creative process. Writing is a skill that is carried out through stages that must be done by directing skills, arts and tips so that everything runs effectively.

Based on this explanation, writing is one of the important skills which are a creative process of transferring ideas into written symbol.

### **Definition Of Writing Description Text**

According to Tarigan (2017: 66) description is writing that aims to provide details or details about an object so that it can have an influence on emotions and create conveyed.

The word description comes from the Latin word describing which means writing about or expressing something about. On the other hand, the word description can be translated as description, which comes from the word describe which means 'to describe something'. Description is a picture of the reception that is captured by the five senses.

### **Definition Of Inductive Picture Word Model**

Huda (2015:85) the inductive picture word model is an inductive picture word model or also called the inductive picture word model is a learning model that is included in the information processing teaching model group because the pedagogical focus lies in the arrangement of teaching materials so that students can study language, form, and its use, such as how letters, words, phrases, sentences, or longer text can be used to support communication and language. This model encourages students to read a lot, develop vocabulary, develop skills in phonetic and structural analysis, and learn to understand and make use of widely distributed texts. The picture word inductive model is one of the inductive learning models that uses picture media or practical guidance in early teaching of all ages. The inductive picture word model is designed so that students can immediately succeed in learning activities.

Especially for novice readers at elementary and higher levels. This model "happens" to be one of the "members" in the group of teaching models for processing information because of its pedagogical focus around lesson preparation so that students can examine language, form and usage, such as how letters, words, phrases, sentences, or texts are used. Work longer to support communication in English.

## Hypotesis

Based on the theoretical framework and conceptual framework, the researcher formulates the following hypothesis: There is an increase in students' ability to write descriptive text using the picture word inductive model (PWIM) in grade VII SMP Negeri 3 Kutacane academic year 2021/2022.

## RESEARCH METHODOLOGY

This research is a quantitative research that uses a picture word inductive model to improve students' writing descriptive text skills. Quantitative is research that uses numbers as its analysis. According to Saifuddin Azwar (2017:1) quantitative research is a research method. All variables involved must be clearly identified and measurable.

Latipun (2017: 14) explains that the population is the entire individual or object under research based on the same characteristics. All subjects studied are the population in the research. The subject under research can be a school, or one who occupies a certain area. The population in this research was class VII SMP Negeri 3 Kutacane with 87 students.

CLASS	POPULATION
M. Nasir	28 Students
Cut Nyak Dien	30 Students
Teuku Umar	29 Students
TOTAL POPULATION	87 Students

According to Ezmir (2020:41) 28 subjects are seen as the minimum acceptable sample size. Based on this explanation, the researchers used M. Nasir class the sample with a total of 28 students.

Data collection techniques include the types of data collected. The test used is a pretest (pretest) and a final test (posttest). the differences in abilities obtained by students after learning with certain actions. The steps in collecting this data are: 1. The researcher prepares the initial test instrument in the form of an essay with a total of 1 essay to write descriptive text. 2. Research conducted direct observations to schools and asked permission from the principal to conduct research. 3. After the principal gave permission, the researcher distributed a preliminary test, to find out the students' prior knowledge about writing descriptive texts. 4. Next, the research corrects the students' initial tests and establishes the results. 5. Then the researcher conducted learning according to the steps of the pictorial word inductive model. After the learning was completed, the researcher held a final test, then analyzed the results of the test.

The data collected in this research were in the form of test scores. The test score data is the initial test score and the final test score, which will be processed through descriptive analysis.

This research is planned at class VII SMP Negeri 3 Kutacane on Aceh Tenggara. The reasons are choosing this school because sufficient of students' population and never has done this research in this school.

**Table 4.2 The Different of Means of Pre Test and the Post Test Descriptive Statistics**

Koding	N	Mean	Std. Deviation	Std. error
Students' Score Pre Test	28	44,64	6,37	1,22
Students' Score Post Test	28	78,57	4,05	0,78

The table showed that the mean score before and after the using picture word inductive model on students' ability to writing descriptive text.

## CONCLUTION AND SUGGESTION

### Conclution

Based on the data analysis and the discussions, the researcher took the conclusion as follows : 1. The minimum completeness criteria of English Lesson at SMP Negeri 3 Kutacane = 70. The mean score of students test on pre test = 44,64. The mean score on posttest improved become = 78,57 and it reached the minimum completeness criteria score. There were 33,93 point the. The calculation of data by using t test and found the  $t_{\text{observation}} = 23,73$  then compared it with  $t_{\text{table}} = 2,052$  of level alpha = 5%. It meant that  $t_{\text{observation}}$  was higher than  $t_{\text{table}} = 23,73 > 2,052$ . So, the researcher concluded that there were improvement students' ability in writing descriptive text using picture ord inductive model at class VII SMP Negeri 3 Kuatacane Academic Year 2021/2022 and the hypothesis in this research was received.

### Suggestion

In relation to the conclusion above, suggestions are put forward as follow: 1. Teachers need to further provide writing descriptive text to students and more creative use of model or new methods. 2. Students must be more active in learning writing descriptive text and should bring a dictionary

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