IMPROVING WRITING ABILITY THROUGH PICTURE WORD INDUCTIVE MODEL ON THE TENTH GRADE STUDENTS AT MA NURUL QARNAIN JEMBER IN THE 2014/2015 ACADEMIC YEAR

ABSTRACT


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Key words: students’ writing descriptive ability and using Picture word inductive model.

Writing is one of important skills of English language. Related to condition and situation in Tenth grade students, there are some students who get difficult in expressing their idea, using appropriate vocabulary. Considering that problem, teaching writing descriptive text was applied using picture word inductive model to improve the students’ writing descriptive ability.

The problem in this research is “How can Picture Word Inductive Model (PWIM) improve students’ writing descriptive ability on the tenth grade students at MA Nurul Qarnain Sukowono in 2014/2015 academic year?” and the objective of this research is to improve students’ writing descriptive ability through picture word inductive model on the tenth grade students of MA Nurul Qarnain Sukowono Jember in 2014/2015 academic year.

Based on the research problem and the relevant theory, the action hypothesis of the research is the use of picture word inductive model can improve the tenth grade students’ writing descriptive ability at MA Nurul Qarnain Sukowono in the 2014/2015 Academic year. The design of the research is classroom action research with cycle model.

The subject of the research are the tenth grade students of MA Nurul Qarnain Sukowono that consist of 40 students, in the second semester 2014/2015 academic year. The research target is 65% students get score at least 70. The actions in cycle covered 1) planning of the action, 2) implementation of the action, 3) observation of the action and 4) reflection. The instrument used the test item and observation field notes. In order to analyze the data students writing score, percentage formula is used.

The result of this research are as follows: The percentage score of their class in writing test improved from their previous score that is 45% to 55% after being taught writing using Picture word inductive model in cycle 1. There are 22 students or 55% of the 40 students who get score at least 70. In the cycle 2, the result of students’ percentage score in writing ability test are 75%. The score improved from cycle 1 that is 55% to 75% in cycle 2. There are 30 students or 75% who get score 70.

Based on the research result, the use of picture word inductive model is able to improve the tenth grade students’ writing ability at MA Nurul Qarnain in the 2014/2015 academic year.
CHAPTER I
INTRODUCTION

1.1 Background of the Research

Writing is a process of transforming ideas into words on papers in appropriate and accurate ways. According to Nation (in Rahmatrazuli, 2014:2) who states that writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

writing descriptive text is not easy, based on the writer’s interview with one of MA Nurul Qarnain English teachers, it was found out that many students at that school face difficulties in writing descriptive text. Students could not develop their ideas, and they are lack of vocabulary. Others factors are: (1) the students’ percentage score is 55% students got ≤70, and (2) the English teacher also said that the students’ participation in the teaching learning process in English classes was passive or in other words students relatively inactive in writing an English text.

Because on the problem above, it is necessary for a teacher to give support and guidance to improve their writing skill and doing innovation in teaching to improve students’ writing descriptive ability. One of the ways is by applying Picture Word Inductive Model (PWIM). Calhoun (1999:21) stated that Picture Word Inductive Model (PWIM) is as a model of teaching that uses picture and words to stimulate students’ thinking inductively, from specific thinking (see the pictures and words) into general thinking (make the words that available become paragraph).

Based on the reason state above, the writer takes a title of his “thesis” “Improving Writing Ability Through Picture Word Inductive Model on the Tenth Grade Students of MA Nurul Qarnain in 2014/2015 academic year”.

1.2 Problem of the Research

The problem of the Research is formulated as follows:
How can Picture Word Inductive Model (PWIM) improve writing ability on the tenth grade students of MA Nurul Qarnain in 2014/2015 academic year?
1.3 **Objective of the Research**

Related to the statement above the writer formulates the objective of the research is to improve writing ability through picture word inductive model on the tenth grade students of MA Nurul Qarnain in 2014/2015 academic year.

1.4 **Operational of the Terms**

1.4.1 **Writing Descriptive Ability**

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. Writing ability in this research deals with the students’ ability in writing descriptive text. It covers the ability of the students in identifying the generic structure of descriptive text that consist of The first part is called identification and the second part is description.

1.4.2 **Picture Word Inductive Model**

Picture Word Inductive Model (PWIM) is a model of study that uses the picture and words to stimulate students’ thinking inductively, from the specific thinking (see the pictures and words) to general thinking (make the words that available become paragraph).

1.5 **Significance of the Research**

The findings of this study are expected to be useful for:

1. Teaching learning process, who may apply this as one of the alternative teaching model in improving the quality of teaching writing, especially teaching writing descriptive.
2. Students who want to help themselves improved their writing skill.
3. Those who are interested in this study to get more information about improving students’ writing descriptive through Picture Word Inductive Model (PWIM).

1.6 **Scope of the Research.**

This study is focused on the application of Picture Word Inductive Model (PWIM) in teaching writing descriptive text to the students on the tenth grade of MA Nurul Qarnain in 2014/2015 academic year.
CHAPTER II

REVIEW OF THE RELATED LITERATURE AND

ACTION HYPOTHESIS

2.1 Review of the Related Literature

2.1.1 Writing Skill

Caroline et al states (in Sokolik, 2003) Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Additional statements by Harmer (2001:79) states that writing is a form of communication to deliver thought or to express feeling through written form. It is means writing is the form of express feeling that write by writer in form of written. Another definition of writing by Ramli on his paper (2013) states that Writing text is the ability of the students to arrange the idea from oneparagraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful.

Based on the statement above Writing is the process of gathering idea, arrange idea from one paragraph to others in the form of letter, symbol, word and expressing feeling that write by writer, communicating idea to the reader and working with it until presented. The purpose of it to convey information.

2.1.1.1 Micro and Macro Skill of Writing

Ur (1996: 162) states that writing should maintainbetween micro aspect and macro aspect. In micro aspect, the students practice specific written forms at the level of word or sentence (handwriting or typing, spelling, punctuation). On the other hand, in macro aspect, the students emphasize on content and organization.

2.1.1.2 Process of Writing

Harmer (2004:4-5) states that “writing process is the stages that a writer goes through in order to produce something in its final written forms”. There are four steps in writing process, they are planning, drafting, editing (reflecting and revising), final draft.

2.1.1.2.1 Planning

When planning, the writer has to think about three main issues. In the first places, they have to think about purpose of their writing since this influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they
are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language whether, for example, it is formal or informal in tone, thirdly, writers have to consider the content structure of the piece that is, how best to sequence the fact, ideas, or arguments which they have decided to included. E.g.

- What kind of writing shall I do?
  - Narrative
  - Descriptive,
  - Descriptive. Etc.

- What shall I write about?
  - Describing people
  - Describing animal
  - Describing place. Etc.

- Describing People
  - Characteristic of people
  - Occupation

2.1.1.2.2 Drafting

We can refer to the first version of a piece of writing as draft. This first ‘go’ at a text is often done on the assumption that will be amended later. As the writing process precedes into editing, a number of drafts may be produced on the way to the final version. The example of drafting can be seen as follow:

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His short name is Dan. He is the only children of Alan Radcliffe and Marcia Gresham. Dan have dark brown hair and blue eyes. His tall is about 168 cm.

2.1.1.2.2 The example of drafting
2.1.1.2.3 Editing (Reflecting and Revising)

Read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. The example of editing can be seen as follow:

Without title

Daniel Jacob Radcliffe was
born in Fulham, London, 23 July
1989. His short name is Dan. He
is the only children of Alan Radcliffe
and Marcia Gresham. Dan have
dark brown hair and blue eyes.
He is about 168 cm.

2.1.1.2.3 The example of editing

2.1.1.2.4 Final Draft

One writes have edited their draft, making the changes they consider to be necessary, they produce their final versions. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. The example of final draft can be seen as follow:

Daniel Jacob

Daniel Jacob Radcliffe was
born in Fulham, London, 23 July
1989. His short name is Dan. He
is the only children of Alan Radcliffe
and Marcia Gresham. Dan have
dark brown hair and blue eyes.
He is about 168 cm. He
is a loyal, shy, down-to-earth,
and humorous person. He is also
intelligent and somewhat mysterious. He
loves football, Formula One racing and
gymnastics.

2.1.1.2.5 The example of final draft
2.1.1.3 **Requirement of a Good Writing**

According to Boardman (2008:18-25) there are three characteristics in writing a good text or paragraph, namely coherence, cohesion, unity. A paragraph has coherence when the supporting sentences are ordered according to a principle. Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence.

2.1.1.3 **Descriptive text**

Mark & Anderson (2003) say that description specifically to describe a particular place or thing. Another definition about descriptive text, According to Pradiyono in Suryana (2013) states that description is a type of written text, which has the specific function to give description about an object (human or non human).

2.1.1.4.1 **Language Features**

According to Syahputra (2013) descriptive text has five language features: (1) focus on specific participants. (2) the use of adjectives and compound adjective. (3) the use of linking verbs. (4) the use of attributive has and have. (5) the use of simple present tense.

2.1.1.4.2 **Generic Structure of Descriptive**

According to gerot & wignell and wadirman, et. Al in syahputra (2013), point out their argument toward generic descriptive text that can be infered as follow: generic structure of descriptive text consists of two parts. The first part is called identification. Identification part identifies the phenomenon (person, place, or thing) to be described. The second part is called description. Description part describes part, qualities, and characteristics of phenomenon being described.

2.1.2 **Picture Word Inductive Model**

2.1.2.1 **The Definition of Picture Word Inductive Model**

The Picture-Word Inductive Model (PWIM) is a language arts strategy developed by Emily Calhoun to teach beginning learners. It uses pictures containing familiar objects to help students develop their sight reading skills and writing vocabulary. Picture Word Inductive Model (PWIM) is used to guide the students to develop their imagination and idea to make a sentence or paragraph (Calhoun, 1999:21). Additional definition of PWIM by Jiang and
Perkins (2012) on hers journal said that Picture word inductive model is an inquiry-oriented inductive learn arts strategy, which focus on early literacy.

2.1.2.2 How To Create Picture Word Inductive Model

According to Calhoun (1999:23). said there are ten steps for applying Picture Word Inductive Model (PWIM), they are include:

a. Select a picture.
   Teacher must decide what kind of picture that she wants to distribute to the students. Teacher selects the pictures that are related to students’ knowledge or interest.

b. Ask a student to identify what they see in the picture.
   Teacher ask student to identify the picture. The students could develop their idea in identifying the picture. Next, the teacher guide students to write the words in the word chart.

c. Label the picture parts identified.
   (Draw a lines from the identified objects or areas, say the word, write the word; ask students to spell the word aloud and then to pronounce it).

d. Read and review the picture word chart aloud.

e. Ask students to read the words using the lines on the chart if necessary and to classify the words into variety group. Identify common concept, for instance, beginning consonant, rhyming word, etc.

f. Read and review the picture word chart (say the word, spell it, and say it again)

g. Add words, if desired to the picture word chart and to the word banks.

h. Lead students into creating a title for the picture word chart. Ask the students to think about the information on the chart and what they want to say about it.

i. Ask students to generate a sentence, sentences, or paragraph about the picture word chart, ask students to classify the sentences; model putting sentences into a good paragraph.

j. Read and review the sentences and paragraph.
The example of picture word inductive model can be seen as follow:

2.1.2.1 Picture Word Inductive Model

2.1.2.3 Teaching Writing Descriptive Text Through Picture Word Inductive Model for Senior High School

Teaching writing for senior high school is not easy. Because there are a lot of kinds of text in English such as descriptive, narrative, procedure and more. It is a factor that can make writing is the most difficult subject.

In teaching writing, the teacher are faced on difficulties related to make their students can transfer their ideas, and one of the difficulties in teaching writing is about the low exciting students in learning writing. And the alternative ways to teach descriptive text, the writer offer one model of teaching and learning process that use in writing class. It is teaching using Picture Word Inductive Model.

The procedures of teaching descriptive text through picture word inductive model (PWIM) can be see as the following :

<table>
<thead>
<tr>
<th>Table 2.1.2.2 Teaching and Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s Activities</td>
</tr>
<tr>
<td>Explaining about descriptive text (social function, generic structure, and language features: past tense)</td>
</tr>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Giving a descriptive text to students</td>
</tr>
<tr>
<td>Give picture</td>
</tr>
<tr>
<td>Asking students to identify characteristic object based on the picture and write the words identified in the word chart</td>
</tr>
<tr>
<td>Asking students to create a title</td>
</tr>
<tr>
<td>Asking students to generate the words that available in the word chart into paragraph</td>
</tr>
<tr>
<td>Asking students to review their paragraph</td>
</tr>
</tbody>
</table>

### 2.1.2.4 The Strength of Picture Word Inductive Model

According to Gerlach (in Novita et al, 2011:5) said there are six reasons of using pictorial material; they are:

a) Pictures are very useful for presenting new grammatical and vocabulary items.

b) Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher.

c) Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read, and to write.

d) Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structure.

e) Pictorial material can be used to supplement whatever textbook the teacher is using or whatever course he is following. Pictures can be used to provide more practice of the exercise that student have done using the textbook.

f) Pictorial material is easy to collect, to make and to transport.
2.1.2.5 The Weakness of Picture Word Inductive Model

According to Jiang (2014:130) stated that there are six reasons of the weakness of picture word inductive model, they are:

- The classroom is noisy without order
- Hard to hear clearly
- More time for teachers to prepare for the class
- Time consuming as to the reading, and spelling
- unorganized handwriting on the PWIM sheets,
- Too many words at one time to digest the incoming information

2.1.3 The Use of Picture Word Inductive Model in Improving the Students’ Writing Descriptive Ability

Picture Word Inductive Model (PWIM) is used to guide the students to develop their imagination and idea to make a sentence or paragraph (Calhoun, 1999:21). According to Jack in Putri’s journal (2015) he said that picture word inductive model is an inductive teaching strategy for building students’ vocabulary by presenting new words in a picture then model how to read these words to the students. Additional Schmuck (2009) adds that picture word inductive model is a new teaching strategy used to lead the students into inquiring word properties. According to Huda (2013:89) said that PWIM also affect the formation of literacy-students, among others: 1) learn how to create a vocabulary, 2) learn how to study the word and sentence structure, 3) learn how to make paper (title, sentences and paragraphs), 4) generate understanding about the relationship read/write, 5) develop skills in the analysis and structural phonetics, 6) develop an understandability to express themselves by writing, 7) increase arousal read non-fiction, and 8) develop the skills to work together in a study with others in sphere read/write.

Based on the problem above that picture word inductive model can develop students’ imagination and idea to make a sentence or paragraph, picture word inductive model also can build students’ vocabulary and inquiring word properties, if the students have much vocabulary they will be easy to write something.

2.2 Action Hypothesis

Based on the review of the related literature above, the action hypothesis of this classroom action research can be stated that “Picture word inductive model can improve
students’ writing descriptive text ability at MA NurulQarnain in the 2014/2015 academic year”.

CHAPTER III

RESEARCH METHOD

3.1 Kind of the Research

This research is intended to improve writing ability through picture word inductive model. According to Arikunto (2010:135), CAR is a research that is conducted by teacher in the class related to complete and improve teaching learning process.

3.2 Design of the Research

According to Arikunto (2010:131) he said there are four cycles to do action research: 1) planning of the action, 2) implementation of the action or acting, 3) class observation and evaluation, and 4) data analysis and reflection of the action. The design of this action research is illustrate in the following diagram.

![Diagram of Classroom Action Research](image)

Table 3.1 The Design of Classroom Action Research (Adopted from Kemmis&Mc Taggart in Arikunto, 2010:137)

3.3 Subject of the Research

The subject of this research is taken from the tenth grade students of MA NurulQarnainSukowonoJember in the academic year 2014/2015. The writer chooses the tenth grade of MA NurulQarnain that consist 40 students. The class would be chosen because the
students faced difficulties in writing descriptive. Students could not develop their ideas, they did not master the use of grammatical sentence well, they are lack of vocabulary, and the percentage score of their class in writing that is 45 % who got score ≥70. This reason according to observation of the research.

3.4 Area of the Research

This research is conducted at MA NurulQarnain in 2014/2015 academic year. The school is at Jl. Imam SukartoBaletbaruSukowonoJember.

3.5 Procedures of the Research

Based on the research design, the action of the research are implemented in four stages, they are: 1) planning, 2) acting, 3) class observation and evaluation, and 4) data analysis and reflection the action.

3.5.1 The Preliminary Study

The preliminary study is conducted by test and interviewing the English teacher. The English teacher said that the students still got problem in the learning writing English. The English teacher also explained the tenth grade students had problem in writing descriptive especially difficulties in develop their ideas, they are lack of vocabulary, and the English teacher have had some problems in teaching writing. They are limited media and teaching strategies. Beside that the students felt bored to study English language

In the test period, teacher asked students to make descriptive text based on the picture word inductive model. Teacher provide familiar picture for students to make them easier in writing descriptive text.

3.5.2 Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before implementing the action in the class, the researcher had prepared:

1. Choosing the topics based on the genre (descriptive) for teaching writing which is suitable to the Curriculum.
2. Constructing the lesson plans for the first cycle.
3. Selecting the picture word inductive model which is suitable with the material.
4. Constructing the writing test based on the picture to measure writing descriptiveability of the students (first cycle).
5. Preparing the students’ worksheet based on the writing exercises.
6. Preparing the observation guide in the form of checklist containing the indicators being observed in the teaching learning process.

7. Constructing the writing test materials for the second cycle if the first cycle is not achieved.

3.5.3 Implementing

Implementation is the realization of some actions that have been planned systematically to improve the quality of any educational matters. The implementation of the first cycle is based on lesson plan 1 for the first meeting and lesson plan 2 for the second meeting. The allocated time for the action in each meeting is 2x40 minutes and the test is administered for 60 minutes.

3.5.4 Observing

The observation was done by the researcher and English teacher to determine students learning outcomes. It would be done in each cycle. Before the researcher does the activity in the class, the researcher does interview to the English teacher first, to know the students’ weakness in writing descriptive.

After that, the researcher gives the test to the students about writing. Since the classroom action research was conducted, the observation would be done four times. It was intended student’s response to the materials given in the process.

3.5.5 Reflecting

Reflecting was done after implementing and observing. This was the time to reflect or review everything that has been done in the implementing the plan. It evaluated the process problems, effect and successful action. The researcher and the English teacher discussed all aspect involved during implementing the action.

To collect primary data in the form of the students’ score of writing test are analyzed by using the percentage formula as follows:

\[ E = \frac{n}{N} \times 100\% \]

Note:

E: The percentage of the student’s achieving the target score (70)

n: The total number of the students achieving the target score

N: The total number of students

3.6 The Criteria of Success

The criterion of success is used to know whether the implementation of the action achieve or not. The actions are considered successful if at least 65% students achieved the target score ≥ 70.

3.7 The Research Instruments

3.7.1 Writing Test

Test that use in this research is subjective test, and the researcher uses essay as subjective test. To get the writing score, the researcher uses the table of scoring writing as follow:

Table 3.2 The scoring guidance

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SCORE</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>5</td>
<td>Flowing style, very easy to understand, both complex and simple sentences, very effective.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Quite flowing style, mostly easy to understand, a few complex sentences, very effective.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Reasonably smooth style, not too hard to understand mostly (but not all), simple sentences, fairly effective.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Jerky style, an effort needed to understand and enjoy, complex sentences, confusing, mostly (but not all) simple sentences, fairly effective.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very jerky, hard to understand, can not enjoy reading, almost all simple sentences confusing, excessive use of ‘and’.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5</td>
<td>Use of wide range of vocabulary taught previously.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Good use of new words acquired, appropriate synonyms, circumlocution.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Attempts to use words acquired, appropriate vocabulary on the whole but sometimes restricted, have to resort to use synonyms circum location on a few occasions.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>All sentences support the topic, highly organized, clear progression of ideas well linked, like educated native speaker.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Well organized ideas, links could occasionally be clearer but communication not impaired.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Some mediocre organization, rereading required for clarification of ideas.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Little or no attempt at connectivity, though reader can deduce some organization, individual ideas may be clear but very difficult to deduce connection between them.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lack of organization so severe that communication is seriously impaired.</td>
<td></td>
</tr>
</tbody>
</table>

(Adopted from Arthur Hughes 1989, p 104)

### 3.7.2 Field Notes

Field notes is used to record and describe the activities in English teaching learning process that would be done by both the researcher and the English teacher in order to know students’ involvement when they are thought writing descriptive through picture word inductive model.

### 3.7.3 Developing of the Research Instruments

#### 3.7.3.1 Validity of the Test

Validity is very important aspect of good test. Arikunto (2010:211) says that “Validity is a measurement that indicates the validity level of the instrument.” The validity of this research is determined by using content validity.

This research, the researcher use content validity because the text material in the test based on 2006 Institutional level Curriculum or Kurikulum Tingkat SatuanPendidikan (KTSP). The purpose of writing test is to measure the students' writing ability.
Table 3.3 The writing Test Based on the Curriculum

<table>
<thead>
<tr>
<th>Competence Standart</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Menulis</strong></td>
<td>- Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</td>
</tr>
<tr>
<td>- Mengungkapkan makna dalam bentuk teks tulis fungsional pendek dan esei sederhana berbentuk <em>narrative, descriptive</em> dan <em>news item</em> dalam konteks kehidupan sehari-hari</td>
<td></td>
</tr>
</tbody>
</table>

(Adopted from KTSP 2010)

Table 3.4 The number of writing test

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicator</th>
<th>Test Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>- Fluency</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>descriptive ability</td>
<td>- Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

3.7.3.2 Reliability of the Test

Arikunto (2010:221) states that reliability is determined by the carefulness of evaluation instrument and the importance of reliability is consistence, how far of the test or instrument can be relied.

To know whether or not the test item reliable, the researcher use alpha formula because the item in this test is essay.

\[ r_{xx} = \left( \frac{k}{(k-1)} \right) \left( 1 - \frac{\sum \sigma_y^2}{\sigma_t^2} \right) \]

\[ r_{xx} \] = Instrument of reliability
k = Sum of the test item

\[ \sum \sigma^2_h = \text{Sum of the variants item} \]

\[ \sigma^2_t = \text{The total of the variants} \]

(Adopted from Arikunto 2010:241)

From The calculation of try out test, The result is 0.77. If the result of test compared with degree of freedom with N = 40 (40-2) and level of significant 5% (0.05), so the value of r-table is 0.312. It shows that the result of try out test is higher than r-table (0.77 ≥ 0.312). It means the test in students’ writing descriptive ability through picture word inductive model is reliable.

CHAPTER IV

THE RESULT OF THE RESEARCH

4.1 The Description of Research Setting

This research was conducted to the tenth grade students’ of MA Nurul Qarnain. The location of the school is at Jl. Imam Sukarto Sukowono Jember. The research was conducted in January 2015. The time was taken from 5\textsuperscript{th}-19\textsuperscript{th} January 2015 with the all time allocation 80 minutes every meeting.

4.1.1 The Description of Setting in Cycle One

The actions of the first cycle were conducted in two meetings. The first action was done on 5\textsuperscript{th} January 2015 and the second action was conducted on 8\textsuperscript{th} January 2015. The stages of the activities in cycle one included the planning of the action, the implementing of the action, the observing of the action, and the reflecting of the action.

4.1.1.1 Planning

Planning was done after the pre-cycle collaborated with the English teacher. It was intended to plan and prepare everything that was needed in all of the steps in implementing the action of the research in order to get the best result, such as preparing the material that would be given to the tenth students, the teaching technique and learning process. There were two meetings in the first cycle, the first meeting would held on the 5\textsuperscript{th} January 2015 at 08.20 until 09.40, and the second would held on 8\textsuperscript{th} January 2015 at 10.00 until 11.20.

The first cycle would carried out the action based on lesson plans that have been made with the English teacher. The theme that would be used in the first meeting would be
“describing place”, the students would given example of descriptive text and explain how to make a good descriptive text based on the picture.

4.1.1.2 Implementing

The action is conducted in the classroom during the English subject in the school, after all of material and teaching technique already prepared. The action was identifying a descriptive text, and the first meeting was carried out based on the lesson plan I . The lesson plans of the first cycle action were made based on the curriculum KTSP 2006. The material of the lesson is picture word inductive model that related with descriptive text.

In implementing the picture word inductive model, the students were given example of picture that contain word, identified the picture, labeling the picture, make a descriptive text based on the picture and explain how to make a good descriptive text based on the picture.

4.1.1.3 Observing

Observation was used to control the activities and application of the action of the research. The English teacher helps to observe the class used field notes. After that, the researcher gives the test to the students about writing. Since the classroom action research was conducted. It was intended student’s response to the materials given in the process.

4.1.1.4 Reflecting

The reflection was done after calculating the students’ score by percentage of writing test and the result of class observation using picture word inductive model in teaching learning process. After analyzing the result of writing test, it was found that students did not achieve the target of this research that was 65% ≥ 70. Meanwhile, from the analysis field notes were done. It was known that the students still confused about the explanation of descriptive text because the teacher in explain the material unclear. A few of the students were paid attention and students who sit in back were noise and talk by themselves. Some of students lack of vocabulary and could not write sentence in the form of simple present tense well. If the result of the action in the first cycle was not successful, it should continue to the next cycle until the criteria of success was achieved. The analysis of the class observation result of the first meeting up to third meeting done on the 10th January 2015.

4.1.2 The Description of Setting in Cycle Two

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle 2 were implemented. There were two meetings in the second cycle, the first meeting was held on the 12th January 2015 at 08.20 until 09.40, and the second was
held on 15th June 2015 at 10.00 until 11.20. Every meeting covered four stages of activities namely (1) planning, (2) acting, (3) observing, (4) reflecting.

4.1.2.1 Planning

Based on the reflecting in the first cycle, it is needs such kind of activities to revise lesson plan and the action that was done. The theme used in the first and second meeting was “describing people” by using picture as a media. The steps and activities in the second cycle has different step with the first cycle. in the second cycle the purpose was revise the action in the first cycle.

The observer can identified some following problems as follows:
1). The students still have difficulties in applying picture word inductive model because it was a new experience technique on writing text.
2). The students could not develop their ideas.
3). The students lack of vocabulary.
4). Some of students made noise so it caused the class was not conducive.

Therefore, this action was needed to solve the problems found in cycle one. In this implementation of cycle two, there some action applied to get better result there are as follows:
1). Using familiar pictures.
2). The teacher giving the instruction more comprehensively.
3). The teacher changed the students’ seat which in cycle 1 whom seat in back moved in front of the class.
4). Ask students to revise their rough draft into good text with their friends in pair.

4.1.2.2 Implementing

The implementation of the action in cycle two was based on which were revised based on the problem found in cycle one. In implementing the picture word inductive model, the students were given an example of descriptive text by using picture and explanation how to make a good descriptive text based on the picture. After the teacher gave an example of descriptive text by using picture as media, the students more interested to be pay attention in the teaching and learning process. The students easier to express their ideas in written form especially in descriptive text, made sentences in the form of simple present tense by giving bracket to the word of descriptive text. The students’ seat which in the previous meeting of cycle one whom seat in back moved in front of the class. So, the students who sit in the back were not talk by themselves.
In the second cycle, it was expected that after the action in the second cycle, the results of the students’ writing score would be better than the first cycle. So, the students could achieve the target of the research that is 65% of the students get ≥ 70.

4.1.2.3 Observing

The activities in class observation of the cycle two same with the way in cycle one. The class observation was done during teaching learning process of English. The teacher as collaborators helps to observe the class used field notes.

In the test period, teacher did not make any transformation in cycle 2. This was almost same with cycle 1, but the topics that needed to be chosen by students in cycle 2 were different rather than in cycle 1.

4.1.2.4 Reflecting

The reflection was done after calculating the students’ score by percentage of writing test by using picture word inductive model in teaching learning process. After analyzing the result of writing test, it was found that the percentage of writing test is 75% and the students could achieve the target score.

4.2 The Result of the Research

4.2.1 The Result of Cycle 1

4.2.1.1 The Result of Observation in Cycle 1

The notes of the first cycle (3 meetings) show that students still got difficulties in expressing their ideas, and collecting the detail of information based on the picture word inductive model because they were lack of vocabularies. Moreover, students in the backseats did not follow up and it could interrupt the others. In common classroom atmosphere; noisy, is one of many other problems that should be managed by the researcher.

Based on those note the researcher could concluded that there are several problems that have to revise in the next cycle. So, the researchers hope that while teaching and learning process in the next cycle have to be better than the action in cycle one.

4.2.1.2 The Result of Writing Test in Cycle 1

Based on the result of the writing test conducted in the first cycle, it showed that from 40 students, there were 18 students or 45% of the students got score ≤ 70. In the other hand, there were 22 students or 55% of the students got score ≥ 70. As mentioned before, the cycle of this research was considered to be successful if 65% students got score ≥ 70. It means that
the action in cycle I was not successful and it was necessary to continue the action into cycle 2.

4.2.2 The Result of Cycle II

4.2.2.1 The Result of Observation in Cycle 2

The result of observation in the first meeting of cycle 2, the students were good enough in managing and controlling the class according to the field notes of the teacher. It can be said that the observing in cycle 2 was success because the students were manage and control the condition of the class in teaching learning process.

4.2.2.2 The Result of Writing Test in Cycle 2

The reflection was done after the result of writing test and observation was knowledgeable. From the result of writing test in cycle 2 the percentage of students achieved the target score ≤70 is 75 %. It conclude that the target score had been achieved the standard average score requirement. So, it is not necessary to proceed to the third cycle.

CHAPTER V
DISCUSSION

5.1 Discussion of Cycle One

Based on the research result in chapter IV, it was found that there was a gradual improvement on the students’ writing descriptive ability that could be described as follows.

In the first cycle, the students’ writing ability after being given the action by teaching writing using picture word inductive model was unsatisfactory. It was found that the result of the percentage requirement of writing ability is 55 % (see appendix 14) in the first cycle had not been achieved and it can be said that it could not improve the students’ writing descriptive ability. It was unsuccessful because in teaching and learning process the students still got difficulties in writing a short descriptive paragraph in their own words, expressing their ideas and lack of vocabulary. They still confused about the instruction that had been given by the teacher.

Moreover the result of field notes during teaching learning process in cycle one in the first meeting up to second meeting those were:

1. The teacher should explain the material more detail.
2. The students still confused about explanation.
Some of students cannot finished their writing because they do not understand about instruction and the students can not deliver their ideas into written form, it caused the teacher is unclear in explaining the instruction. According to Picture Word Inductive Model (PWIM) is model of study that uses the pictures and words to stimulate students’ thinking inductively, from the specific thinking (see the pictures and words) to general thinking (make the words and pictures that available become a sentence or paragraph). In fact, some of the students still had not finished their writing because they did not know how to start writing used picture word inductive model. The teacher explained the material so fast. It was also made the students got difficulty in developing and generating the ideas into writing form. Therefore, According to Calhoun (1999:23) said there are ten steps for applying Picture Word Inductive Model (PWIM) namely, Select a picture, Ask a student to identify what they see in the picture, Label the picture parts identified, Read and review the picture word chart aloud, Ask students to read the words using the lines on the chart if necessary and to classify the words into variety group, Read and review the picture word chart (say the word, spell it, and say it again), Add words, if desired, to the picture word chart and to the word banks, Lead students into creating a title for the picture word chart, Ask the students to think about the information on the chart and what they want to say about it, Ask students to generate a sentence, sentences, or paragraph about the picture word chart, Read and review the sentences and paragraph.

5.2 Discussion of Cycle Two

Cycle two was conducted as revision of cycle one; there were some revision that the researcher and the English teacher discussed in lesson plan in this cycle there were as followed:

1. Using familiar pictures with different topic.
2. The teacher giving the instruction more comprehensively by giving an example of descriptive paragraph.
3. The teacher asked the students to make an outline based on the topic.
4. Ask students to revise their rough draft into good paragraph with their friends in pair.
5. The teacher changed the students’ seat which in cycle 1 whom seat in back moved in front of the class.

After giving the action in the second cycle, it was found that the students’ writing ability had significantly improved. The students’ writing ability in the second cycle had achieved the standard average score that was 75 % got score ≥ 70. In relation to this case, the
improvement of the students’ writing ability in the second cycle was also followed by the improvement of their involvement in the process of writing activities. The improvement of students’ writing ability was caused in teaching and learning process in cycle two, the teacher gave more examples of descriptive text to the students, the students were given familiar picture, the teacher gave the instruction clearly.

From the result improvement of each cycle, it could be conclude that there were improvement of the result in each cycle as presented table below:

**Table 5.1** The Improvement of Students’ Writing Test Ability and the Percentage of Students’ Score in Each Cycle

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55%</td>
</tr>
<tr>
<td>2</td>
<td>75%</td>
</tr>
</tbody>
</table>

Based on the results above, it was known that in the first cycle the students still got difficulties in their writing; many students had lack of vocabulary. The students often made errors of grammar or word order in their writing in cycle one. From the table above, it prove the theory that picture word inductive model could help the learners to increase their writing ability especially in writing descriptive text in teaching learning process.

Further the improvement of the students’ writing ability was in line with the experts’ statement that teacher can use picture word inductive model to encourage students to write by giving picture. Picture Word Inductive Model (PWIM) is model of study that uses the pictures and words to stimulate students’ thinking inductively, from the specific thinking (see the pictures and words) to general thinking (make the words and pictures that available become a sentence or paragraph). Additional Schmuck (2009) adds that picture word inductive model is a new teaching strategy used to lead the students into inquiring word properties. In addition, the goal of teaching writing using picture word inductive model is to stimulate the students to express their ideas and increase their vocabulary, writing sentence, sentences and paragraph by their self. According to Huda (2013:89) said that PWIM also affect the formation of literacy-students, among others: 1) learn how to create a vocabulary, 2) learn how to study the word and sentence structure, 3) learn how to make paper (title,
sentences and paragraphs), 4) generate understanding about the relationship read / write, 5) develop skills in the analysis and structural phonetics, 6) develop an interest and ability to express themselves by writing, 7) increase arousal read non-fiction, and 8) develop the skills to work together in a study with others in sphere read / write.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions. The suggestion was given to the English teacher, to the students and other researchers.

6.1 Conclusion

Based on the results of the writing test and the discussions in the previous chapter show that PWIM makes students easier in writing descriptive text, making them easier in exploring their idea in making descriptive text and easier elicit new vocabulary. So the researcher conclude that Picture word inductive model could improve writing ability on the tenth grade students at MA Nurul Qarnain Jemberin the 2014/2015 academic year by using clear and colorful paper, giving chance to the student to explore their vocabulary, rolling the students’ seat. By implementing this media, the writing ability on the tenth grade could be improved. Besides that, having known how to use picture word inductive model well, the students were more interest and motivated in joining the writing class.

6.2 Suggestions

Knowing the results that picture could improve the students’ writing descriptive text, some suggestions are given to the English teacher and students, as follow:

1. The English teachers hopefully use picture for new information and an alternative teaching reading media.
2. The students are suggested to use picture to increase their ability in reading comprehension by letting them learn what they want to learn in English lesson.
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