

**APPLYING PICTURE WORD INDUCTIVE MODEL (PWIM)
ON STUDENTS' WRITING DESCRIPTIVE TEXT**

***PENGGUNAAN PICTURE WORD INDUCTIVE MODEL (PWIM)
PADA PADA PENULISAN TEKS DESKRIPTIF SISWA***

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**GRADUATE PROGRAM
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ABSTRAK

ST. AMANAH. 2016. *Penggunaan Picture Word Inductive Model (PWIM) pada Penulisan Teks Deskriptif Siswa.* (Dibimbing oleh Haryanto and Kisman Salija)

Penelitian ini bertujuan untuk mengidentifikasi penggunaan **Picture Word Inductive Model (PWIM)** dalam peningkatan kemampuan siswa dan menarik minat siswa dalam menulis teks deskriptif. Penelitian ini menggunakan desain quasi eksperimental. Penelitian ini menggunakan teknik purposive sampling. Data penelitian dikumpulkan menggunakan tes dan kuesioner. Dalam menganalisis data, peneliti menggunakan analisis data kuantitatif.

Hasil dari penelitian ini menunjukkan pada (1) penggunaan Picture Word Inductive Model (PWIM) meningkatkan kemampuan menulis teks deskriptif siswa kelas X SMK Negeri 1 Bantaeng; (2) siswa kelas X SMK Negeri 1 Bantaeng tertarik belajar bahasa Inggris menggunakan Picture Word Inductive Model (PWIM). Peneliti menemukan bahwa semua kegiatan siswa yang terdapat pada indikator siswa terhadap minat tercapai yang dapat dilihat pada keterlibatan siswa, kesenangan, ketertarikan, dan perhatian terhadap penggunaan Picture Word Inductive Model (PWIM).

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research, and scope of the research.

A. Background

Writing is considered a complicated language skill. Richards & Renandya (2002:303) state that writing is the most difficult skill to master because of its difficulties in generating, organizing, and translating ideas into a readable text. A writer should consider several language aspects in composing a final writing, namely: content, organization, vocabulary, language use, and mechanics (Jacobs, 1981). Writing, although it is a complicated skill, is definitely a skill that the language teacher must teach to their students.

Writing is very important because its activities can give the students the chance to express their personalities, help to consolidate learning in the other skill areas, and allow for conscious development of the language mastery. Moreover, through writing, the language learners learn to communicate with other people, to understand them, to read what they have written, and to write to them (Raimes, 1983).

The teaching of writing at Senior High School is conducted from the first to the third year. Furthermore, the first year students of Senior High School are introduced some genres in learning English. The students are expected to be able

to write based on three genres of writing text, they are: descriptive, narrative, and recount. Each genre is not only different in language features and generic structures but also in social functions. So, they have to consider some aspects before writing a paragraph such as vocabulary, spelling, grammar, and also punctuations of their writing.

Descriptive text is a type of text whose purpose is to describe an object, place, or person in a way that creates a vivid impression in the readers' mind, enabling the reader to visualize what is being described, and to feel that s/he is very much part of the writer's experience (Tompkins, 1994:111). Its purpose is to bring the object described to life for the readers.

However, when students write paragraph they still get difficulties in generating and developing ideas. Harmer (1998: 50) said that such students can write simple story but they are not equipped to create a complex paragraph. When students get writing assignment, most of them are still confused of how to start it. Therefore, they tend to concern more on how they finish their writing sooner than how to make a good writing. Sometimes at the beginning of writing, they have an idea but they get difficulties to develop it. They have topic sentence, but they cannot explain it clearly, they only repeat by using supporting sentence but actually the content is the same as the topic.

In the interview with some students of the first grade students of SMK Negeri 1 Bantaeng, there were some problems faced by students in writing. First, they said that sometimes they did not know how to start and express their ideas into a unified written form. Second, they had limited vocabulary and tend to

repeat some words so their writing is monotonous. Third, they did not know what tense that suitable for their writing. Then, they seemed uninterested in doing a writing task. In addition, the teacher told that they just teach their students by using conventional method such as ask the students to write based on the topic given them or write the tasks from textbook. Those problems was proven by result of preliminary study given by the teacher showed that most of students got the score fewer than 70 or under the minimum completeness criteria (*Kriteria Ketuntasan Minimum/ KKM*) of English writing. It indicated that the students' writing skill is not good and therefore it needs to be paid attention.

Due to that condition, one effective way in teaching writing is by using instructional media. The instructional media are important in the teaching learning process since they can enhance and promote learning and support a teacher's instruction (Mukminatien, 1991). There are many kinds of instructional media that can be used in the teaching and learning processes. One of them is picture. Pictures as the instructional media are very useful for teaching English. The use of pictures as a visual media in the teaching learning process is intended to solve those problems and make the teaching learning more effective and efficient so that the quality of learning outcomes can be improved. So in teaching writing, the teacher can use picture to motivate the students to write and to give information for students in controlled work, to help, to stimulate and to guide students to write a paragraph.

In this case, the Picture Word Inductive Model (PWIM) as instructional media is applied to improve students' skill in writing a descriptive text (Calhoun, 1999). The PWIM is used to help and guide the students in writing process activities as well as in organizing their writing. Moreover, it is expected to make the students do not get bored in the learning process. This model is useful for the first grade students of senior high school to write a descriptive text because it encourages students to express their ideas, opinion, and thoughts on their writing. Besides that, PWIM leads students to have guidance of what to write in their writing because students employ pictures related to content materials under study, they feel a part of the classroom community and can participate in class activities.

Referring to explanation above, the researcher was interested in conducting a research under the title **“Applying Picture Word Inductive Model (PWIM) on Students’ Writing Descriptive Text”**.

B. Problem Statement

Based on the problem above, the researcher formulated the research questions as follows:

1. Does the use of Picture Word Inductive Model (PWIM) improve the students' writing descriptive text?
2. Is the use of Picture Word Inductive Model (PWIM) interesting to the students in writing descriptive text?

C. Objective of the Research

This research was intended to find out:

1. Whether the use of Picture Word Inductive Model (PWIM) improves the students' ability in writing descriptive text.
2. Whether Picture Word Inductive Model (PWIM) is interesting to the students in writing descriptive text.

D. Significance of the Research

The result of the research is expected to give contribution to the theoretical development in teaching English as a Foreign Language especially to improve and attract the interest of the students in writing English text.

Practically, the result of this research is expected to be useful contribution for teachers, students, and future researchers. For the teachers, this model can help them to improve the quality of the way in teaching writing. For the students, they can develop their writing skill and think creatively in learning process through Picture Word Inductive Model (PWIM). And for the future researchers, this research also provides them who wish to conduct research in a similar field.

E. Scope of the Research

By discipline, the study of the research is under applied linguistics because its content is about teaching and learning process of foreign language. By the content, this research was conducted to improve and interest the students of the first grade students of SMK Negeri 1 Bantaeng to write descriptive text, it focused on teaching descriptive text by applying Picture Word Inductive Model (PWIM). By the activity, the students were given treatment to write descriptive text by using Picture Word Inductive Model (PWIM). Writing test and the questionnaire were used to collect the data in order to answer the research questions.

CHAPTER II

REVIEW RELATED LITERATURE

This chapter deals with the description of previous related researches, some pertinent ideas, resume, conceptual framework, and hypothesis.

A. Previous Related Studies

1. Related Studies on writing descriptive text

There are some researchers who have conducted research by using a few techniques in teaching descriptive text. Those researchers have found techniques that are more efficient, interesting, and easier in teaching learning process.

- a. Sholeh (2008) used the application of Inquiry-Based Learning strategy to improve the descriptive writing ability of the second year students of SMP Lab. UM Malang. This study showed that the strategy improved the students' writing skill and it has also made the students more active and motivated in the writing process.
- b. Kalesu (2005) conducted a study on teaching and learning of descriptive text by using process writing approach to develop the writing ability of the third year students of SMP 9 Palu. The result of the study illustrated that the students' writing ability increased after the implementation of the approach.

From the previous researches above, the researcher concludes that there are many ways to improve students' ability to write descriptive text. Each method has

different way and characteristics, but the purpose in general is to improve students' writing ability.

Based on that studies, the researcher applied another strategy to improve the students' ability to write descriptive text and to engage students' interest in writing descriptive text. One of teaching strategy that can be used in writing activities is the use of picture. In this research, the researcher specifically used Picture Word Inductive Model (PWIM) Strategy to improve the students' ability to write descriptive text and to engage students' interest in writing descriptive text.

2. Studies on the use of Picture

There are some researchers who have conducted research by using picture. Those researchers have found that the use pictures are more efficient, interesting, and easier in teaching learning process.

- a. Susanti (2009) at State Islamic Junior High School (MTsN) Lubuk Basung, West Sumatra. She found that the students could produce a recount text through pictures sequences. In addition, the students are active and enthusiastic in the teaching and learning process. Writing becomes enjoyable and an interesting activity for them through the implementation of this strategy.
- b. Suriatiratna (2007) conducted research in the second year students of Language Department at SMAN 1 Soppeng on using picture to guide students in learning writing. She concluded that pictures as a guide in learning to write in English made the students writing easier, thus, writing longer essay than when given

verbal title. Furthermore she also finds out those pictures as guide in learning to write in English was interesting for most of students.

The researcher mentioned above indicated that through picture, the ability of the students in writing will improve. It seems that the use picture in teaching English will make the students interested and enjoyable. Teaching learning process will be more effective by using pictures because pictures can motivate them in learning English.

The present research is not in line with the previous relevant studies in terms of the text type, the use of pictures, and the procedure in presenting the stages of process writing approach. Therefore, the researcher conducted a research about the use of the Picture Word Inductive Model (PWIM) strategy to improve the writing ability of the second grade students of SMK Negeri 1 Bantaeng and to engage their interest in writing descriptive text. This present research focused on the different text types called descriptive text. It is viewed from content, organization, vocabulary, language use and mechanics of the paragraph.

B. Some Pertinent Ideas

1. Theories dealing with writing

a. Definition of Writing

Linblom (1983) states writing as a way of learning to focus our mind on important matter, and learning about them. By writing activity, a person can find the solution of a difficult problem; a person can also master the fact and even by writing. This is because the process of writing needs a greater attention on the

problem. In this condition, a writer gives some effort to explore as many ideas as possible and tries to communicate to the reader intended.

Kroma (1988) states that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay.

Based on the opinion above, the researcher concludes that writing is the way where the writer expresses all the ideas in his/her mind into the paper, so the reader can follow the writers' messages.

b. Components of Writing

There are five components of writing by Jacob (1981). They are content, organization, language use, vocabulary and mechanic.

1) Content

The content of writing should be clear enough for readers can understand the messages and gain information in it. Besides that, its content should be also well unified and complete. Lennon in Ilyas stated that the first requirement of worthwhile content is unity. By unity it means that every part or sentence contributes to one principle, unifying thought, furthermore unity is the first quality of effective sentence when they say that a sentences has unity, they mean that everything in it has a logical relation to the purpose of the sentence as a whole and nothing is omitted which is necessary to the purpose.

2) Organization

In organization of writing concerns with the ways, the writer arranges and organizes the ideas or message in the writing. It could be chronological order,

order of importance, general to particular order, particular to general order. The purpose of organizing material in writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial order pattern.

3) Language Use

Language use in writing description and other forms of writing involve correct usage and point of grammar can help the learner improve the use of formal language and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, nouns and agreement. There are many opportunities for error in the use of verb, and mistake in agreement is very common. Mistakes in written work, however, are many areas serious and since we have an opportunity to read and correct errors in verb forms, in subject verb agreement, in pronoun antecedent agreement, and in the case of nouns and pronouns. We should have learnt how to use modifiers and connectives so that they add meaning and clarify to our writing.

4) Vocabulary

Vocabulary is one of the language components dealing with process of writing. In process of writing, the writers always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. One cannot write anything if she or he has nothing to express. He or she should express the ideas in form of words or vocabulary. The lack of vocabulary makes someone fail to compose what he or she are going to say

because she or he feels difficult to choose word appropriate vocabulary will help the writer to compose the writing and also make readers easy to understand.

5) Mechanics

The use of mechanics is due to the capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or organize immediately what the writer means to express definitely.

a) Capitalization. The use of capitalization in writing can clarify the ideas. If the sentences are not capitalized correctly, ambiguous meaning and misunderstanding will appear. It also helps to differentiate one sentence to others.

b) Punctuation. Punctuation can help readers to identify should be taken as unit of meaning and suggest how the units of it relate to each other.

c) Spelling. There are important rules followed in using spelling appropriately. They are suffixes addition, plural formation, and handling error within the words.

c. The importance of writing

Byrne in Kartini (2001) stated that there are many reasons why writing is important, some of them are:

1) Writing is a tool for discovery, we stimulate our thought process by the act of writing and tap into information image we have in our unconscious minds.

2) Writing generates new ideas by helping us to make connection and see relationship.

3) Writing helps to organize the ideas; arranging them in coherent form.

- 4) Writing down ideas allows writer distance themselves from them and evaluate them.
- 5) Writing helps us to absorb and process information, when we write about topic, we learn it better.
- 6) Writing on a subject, makes us become active learners rather than passive learners of information.

2. Theories dealing with paragraph

a. Definition of paragraph

Butler (1978) stated that paragraph is a linked series of related sentences that develop one central idea. The central idea of paragraph is usually stated in a topic sentence somewhere in the paragraph. One of the central components of an essay or a paper is the paragraph. The essential definition of a paragraph is a group of sentences or a single sentence that forms a unit (Lunsford and Connors, 1995:116).

Paragraph contains one main idea a number of subordinate ideas and enlargement. This enlargement can be developed in illustrations, examples, facts, with the main idea of the paragraph. The length of paragraph depends on how many subordinate ideas are needed to complete or explain the main idea. Paragraphs are units of thought and feeling. The content makes the paragraph and paragraph become ways of organizing our complexity into units we can comprehend. The most common construction on involves the topic sentence which brings the paragraph begin with a sentence that announces the topic and an

attitude toward it. Several sentences follow to explain, absolute or enumerate examples or analogy supporting the topic sentence.

b. Main parts of paragraph

A paragraph has three major structural parts namely topic sentence, supporting sentences, and concluding sentence. The three main parts will be described as follows:

1) Topic sentence

The topic sentence states the main idea of the paragraph. It briefly indicates what the paragraph is going to discuss. It contains both a topic and controlling idea. Three aims of topic sentence; to announce the purpose of paragraph, to focus the reader's attention on one central thought that controls all the other sentences in paragraph, and to establish the overall plan and purpose of the essay.

2) Supporting sentence

The topic sentence can be supported by supporting sentence to develop and explain the topic sentence by giving definition, reason, example, facts, comparison and effect. The supporting sentences follow the topic sentence and make up of paragraph.

3) Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the reader with the most important points to remember. It serves three purposes:

- a) It signals the end of the paragraph.
- b) It summarizes the main points of the paragraph.

c) It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

c. The concept of descriptive text

The first text type, which students have to learn of the second grade students of senior high school, is a descriptive text. Writing this text, the students are required to “list the characteristics of something and usually deals with the physical appearance of the described thing. In other words, a particular person, place, or thing is described in details in this composition. According to Corbett (1983), a description is another form of expository writing. Description tries to draw a picture, convey the sound, smell, and taste of things or objects. It attempts to put the readers directly in touch with physical world within the writer’s sense.

In other words, a descriptive text is a type of text whose purpose is to describe an object, place, or person in a way that creates a vivid a impression in the readers’ mind, enabling the reader to visualize what is being described, and to feel that she is very much part of the writer’s experience (Tompkins, 1994:111). Its purpose is to bring the object described to life for the readers.

The purpose of descriptive writing is to describe objects or people in which the writer is interested. Therefore, the writer should know well what he wants to describe. He should start by observing carefully to take the significant details, bring a clear picture to the readers, and avoid ambiguities. Besides, Stanley (1988:148) states that description presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. According to

him, the aim of description is to convey to the readers what something looks like. It attempts to paint a picture with words.

In summary, descriptive text is the paragraph that list characteristic of the object. It gives the picture in words to make the readers as like see, touch, smell, or listen the object.

3. The Use of Picture in Teaching English

a. The definition of picture

Some definitions of picture are presented here to give more explanation about picture teaching and learning process:

- 1) Gerlach (1971) describes picture as a record or a copy of a real object or event which maybe larger or smaller than the object or event it represents.
- 2) Manser (1991) states that pictures are painting, drawing or photograph, especially as a work of art.
- 3) Hornby (1993:15) states that picture is a representation of an individual painting or drawing and visual impressions.
- 4) Protect (1995) states that picture is a representation of (someone or something) produced by drawing, painting, or taking a photograph.

A picture can be real object (single object person), for example a picture of animal, family, vehicle or transportation, scene, painting or photograph, public place room, or map, and so on. Pictures can be found almost everywhere in magazines, newspaper, albums, textbooks, or outdoors as sign either at billboard or cans. Pictures can be drawn by the students or teacher, from magazine and newspaper, and expensive books for children.

According to Longman (2004) defines pictures as a description that gives you an idea of what something is like. In short, picture is an observable, painting or drawing, visual represents of a person, scene, place, animal, things situation which can be seen clearly on frame or sheet of paper and as resemble a works of pictorial art that can give you ideas. Pictures give an opportunity to review words or sentences that we have learned from textbook. It means that picture can help the student to give an idea, explore knowledge to describe something such as people, place, things, etc.

Latuheru (1989) and Raimes (1983:27) states that pictures provide a share experience for students in the class as a common base that leads to a variety of language activities.

b. Kinds of picture used in teaching English

Pictures can be used in teaching and it is very useful for the learners. They can provide some information of them. Students are helped to express their ideas by looking pictures. They just pick out the information in the picture and tell what is picture about.

Picture can be found everywhere and taken from many sources such as in magazines, newspaper, books, brochures, textbook, albums, outdoor and so on. Pictures can be rendered manually such as by drawing, painting, carving, and rendered automatically by printing or computer graphic technology or developed by combination of methods. Wright (1989) proposes types of pictures in eight ways, they are:

1) Pictures of single object

- 2) Pictures of person (people)
- 3) Pictures of place
- 4) Pictures of fantasies
- 5) Pictures of maps and symbols
- 6) Cartoon pictures
- 7) Ambiguous pictures
- 8) Explanatory pictures

The kinds of pictures are presented above can be developed to be a learning media. The purposes of using picture are to help students with their language learning by activating their prior knowledge. Pictures are just a learning aid and used to attract learners' attention. The two main points of pictures can increase comprehension and expand students' imagination with various interpretations.

c. Advantages of using picture in teaching English

Picture can be used in teaching and it is very useful for the learners because it can provide some information. Students are helped to express their ideas by looking pictures. They just pick out the information in the picture and tell what is picture about.

The function of visual learning based on Sonneman (1997) symbol represents ideas, reminding about speaker comment and helping to remind again some presentation before. Feldman (2005) adds that visualization is memory technique by which images are formed to help recall material. It have several purposes such as make abstract ideas concrete, engages multiple sense, permit us

to link different bits of information together and provides us with context for storing information.

Wright (2005:17) adds differently that pictures contribute to interest and motivation, a sense of the context of the language and a specific reference point or stimulus. He explains that pictures have some roles in writing such as below:

- 1) It can motivate the student and make him or her want to pay attention and want to take part.
- 2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- 3) Pictures can cue responses to questions or cue substitutions through controlled practice.
- 4) Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

Besides, Vernon (1980:277) explains some advantages of pictures as follows:

- 1) Pictures are inexpensive and widely available
- 2) They provide common experience for an entire group
- 3) The visual details makes it possible to study subject which would otherwise be impossible
- 4) Pictures can help to prevent and correct misconceptions
- 5) They help to attention and to develop critical judgment
- 6) They are easy manipulated

In addition Lesnusa (1998) points out some features from using pictures:

- 1) Pictures give students' motivation to use their ability and the most important ingredients in learning to write a foreign language is motivation.
- 2) Pictures have an important role in teaching of English writing on the early stage because they illustrate a point more vividly than words.
- 3) Pictures make the students interested and involve themselves unconsciously.
- 4) Pictures are effective devices for teaching of English writing as they can make the facts more understandable and interesting.
- 5) Using pictures, students have greater opportunities to improve their learning of writing. It can also offer so much help to the teacher in his/her daily work.

It is clear that pictures are a good source of material to be used in language teaching. It is easy to find and to use, and it can be used every level. That will be attractive if the teacher creates a good atmosphere so the learning process will be enjoyable activities because the students are interested and motivated to write.

From the explanation above the researcher concludes that pictures have many advantages as teaching tools to make the learning process more active and communicative. It is easy to prepare, easy to organize, interesting, and meaningful. Pictures as visual learning can help students to remind information and link material in their brain. Pictures as visual aids can be helpful to the teacher of foreign language lessons. It can also increase the students' attention to catch the meaning of the sentences.

4. The Picture Word Inductive Model (PWIM) Strategy

a. The definition of Picture Word Inductive Model (PWIM) Strategy

Generally, the main function of visual materials including pictures, in the language lesson, is to help create a situation, which interests the students. According to Wright (1992:16), pictures make a particularly powerful contribution to both the content and the process of language learning. She also suggests that pictures can often be used to promote productive skills like speaking and writing.

As pictures can be used to assist students in stimulating the students' inspiration (Wright, 1992), pictures are used in this research to help the students get involved and to get information on what they should write. Thus, they will have interest to develop their ideas based on what they see in the pictures.

Pictures used in this study are pictures associated with words. Picture Word Inductive Model (PWIM) strategy is introduced by Emily F. Calhoun (1999) on his book "Teaching beginning reading and writing with the Picture Word Inductive Model". PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies (Calhoun, 1999:21). Essentially, students study various pictures and then find the object they see, while the teacher draws a line to the corresponding word or phrase.

In this research, the PWIM is a strategy, which uses a picture associated with words describing familiar objects and the student find words out. This is aimed at letting the students use their imagination to make sentences based on the

words/phrases provided in the picture. In this case, the words will help the students to have idea in writing sentences while seeing the picture associated with words/phrases.

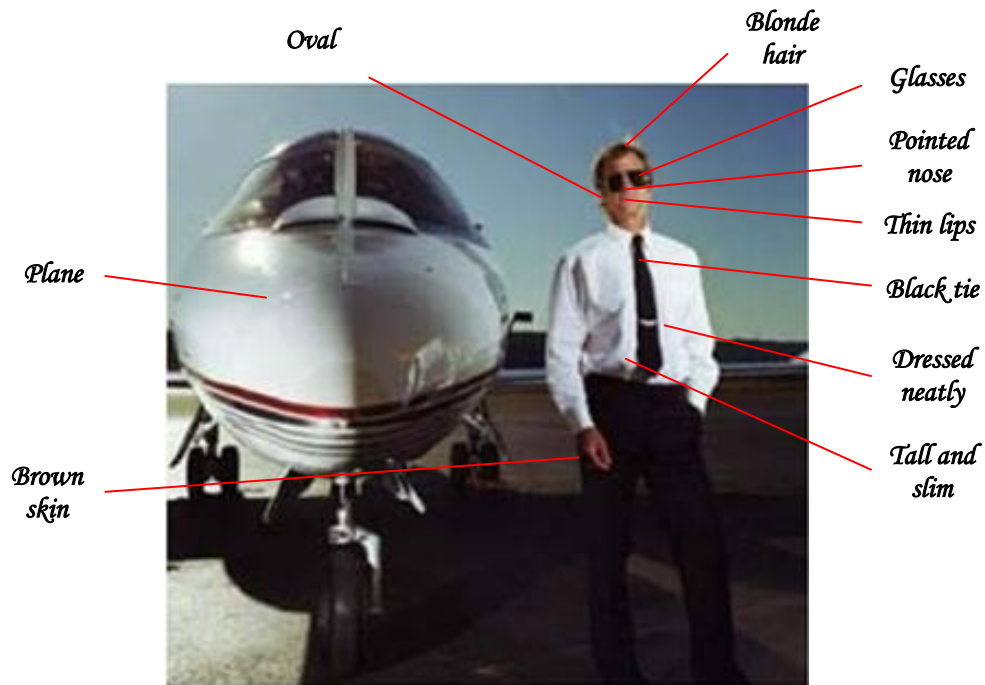
b. Procedure of activities in the Picture Word Inductive Model Strategy

According to Calhoun (1999:22), there are some steps in applying the PWIM Strategy, namely: students study a picture selected by the teacher; identify what they see in the picture for the teacher to label; read and review the words generated; use the picture word chart to read their own sets of words; classify words according to properties they can identify; and develop titles, sentences, and paragraphs about their picture.

In this study, the researcher uses the PWIM Strategy proposed by Calhoun (1999:22) and modifies a new procedure from the entire versions above. In essence, there are four activities in this strategy including; identifying the objects from the picture, labeling the picture parts by drawing line from the object, creating a sentence from each label/word, and arranging the sentences into a good paragraph.

The researcher modified a new procedure into four activities because in this research focuses on students' ability to write descriptive text based on the paragraph created from the picture.

The sample of the PWIM can be seen in this picture below:



Picture 2.1 The Sample of the PWIM

The sentences:

- 1) Captain David Michael is a pilot
- 2) He is handsome and strong
- 3) He is tall and has slim body
- 4) He has blonde hair
- 5) His face is oval
- 6) His skin is brown
- 7) He has a pointed nose
- 8) He always wears glasses and gets dressed neatly
- 9) He wears a black tie
- 10) He flies planes around the world

The paragraph:

Captain David Michael is a pilot. He is handsome and strong. He is tall and has slim body. He also has blonde hair. His face is oval. His skin is brown. He has a pointed nose. He always wears glasses and gets dressed neatly. He wears a black tie. He is a smart man. He flies planes around the world. We admire him.

c. The strengths of the Picture Word Inductive Model Strategy

There are a number of advantages of employing the PWIM Strategy in language learning particularly for teaching and learning writing skills. Swartzendruber (2007:40) states the advantage of the PWIM Strategy especially in enriching the students' vocabulary. He mentions that the PWIM Strategy appears to be an effective instructional tool for classroom teachers to use in facilitating vocabulary acquisition through identifying the picture.

Furthermore, in line with Swartzendruber, the researcher explains the advantages of the PWIM strategy. First, the strategy emphasizes vocabulary, organization, language use, and mechanic in writing paragraph. Second, pictures provide concrete referents for the learning of new words, phrases, and sentences. Third, because students employ pictures related to content materials under study, they feel a part of the classroom community and can participate in class activities. Fourth, the picture word serves as an immediate reference to enable students to add these words to their sight vocabulary. Finally, students see words spelled correctly and participate in the correct spelling and writing.

5. The Concept of Interest

a. Definition of interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

Interest usually refers to an activity that a person prefers to engage in, would not avoid and would choose in preferences to many others activities. Interest also refers to the kinds of thing we appreciate and enjoy. Thus, the selection of any occupation and satisfaction we get from our work usually depend more on our interest than our ability. They further state that interest and ability are closely related but our interest gives us motivation to use our ability. If we are strong in doing something, we will work hard at it than if we are not interested in.

Basically, interest mentally condition of someone that produce a response to particular situation an object that give pleasure as well as satisfaction. So, in this case, interest should be considered because of whatever the students do, they will not do it well unless they are interested in what they are doing.

By looking at the definitions of the interest above, the researcher concludes that interest is a feeling of wanting to know or learn about something where someone has a positive attitude towards something he or she really likes and enjoys.

b. Types of interest

The categorize interest into four types, namely: expressed interest, manifested interest, tested interest, and inventoried interest.

1) Expressed interest

In general expresses interest is the verbal expression of liking or disliking something. This expression term is related to maturity and experience.

2) Manifested interest

Manifest interest is what is observable because of individuals participation in a given activity may be necessary or certain fringe benefit to occur. It is usually valuable to observe the activities related to the event as well as the individual participation the degree manifest interest.

3) Tested interest

Tested interest can be curtailed by measuring the knowledge of vocabulary or other information the examinee has specific interest area. These measures are based on the accumulation of the relevant information as well as specialized vocabulary.

4) Inventoried interest

Inventoried interest is those determined by interest checklist. Usually an examinee is asked to check whether she or he likes or dislike certain activities or situation. Pattern of high or low interest normally result, so that the test taker can began to areas of liking or disliking.

From the types of interest presented above, this research examines the fourth type of interest, namely inventoried interest, since the items of the

questionnaire in this research measures whether the students like or dislike toward given statements about learning reading comprehension by using pre-questioning and the intensity of like or dislike is measured from very low to very high interest.

c. Factors influencing students' interest

Harmer (1991) states that there are two factors can affect students' motivation as well as their interest in learning namely; extrinsic and intrinsic motivation. Extrinsic motivations are concerned with factors outside the learner while intrinsic motivations are concerned what taken place inside the learner. Extrinsic motivation consists of two main types. First, integrative motivation when the students need to be attracted by the culture of target language community. Second, instrumental motivation which describe situation in which students believe that mastery of the target language is needed.

The statement above relevant to what Junaid (1992) says that basically, there are two factors that can influence the students motivation as well as their interest in learning, they are internal and external factors. Internal factors such as the students attitude towards a subject and the students aptitude or linguistic ability. External factors as school factor, which may involve the teachers, the students, and the lesson material; Family factors such as mental support; and social environmental factors.

d. The measurement of interest

These interest inventoried are those among the first tests to employ criterions on keying of items. It is found that person engaged in different occupation is characterized by among interest that differentiated them from person

in other occupations. These differences in interest extended not only to matter sprinkling directly to job activities but also to school subjects, hobbies, sports, types of plays or books the individual enjoyed, social relation and many other facets of everyday life.

It thus proved feasible to prepare an inventory that explore an individual's interest in familiar things and thereby to determine how closely his or her interest as seemed those of persons successfully engage in particular occupation in subjects.

The students' interest has received its strongest inputs from educational and career counseling. In general, interest inventoried compare an individual expressed interest with these typical of person engaged in different occupations, this is done either in the scoring of individual item response, or in the interpretation of scores in board interest areas, or both.

e. Interest and learning

The relationship between interest and learning is further fleshed out by the observation that new learning is depending upon interest. Learning cannot occur unless the organism is interested in learning.

The study of interest is complex and diverse because when we really think about it, we found that our interest, or the determinants of our actions are complex and diverse the problem with the term interest is that it encompasses so much. Especially when we speak of interest it referred to factors we initiate and direct behavior and to those that determine the intensity and the persistence. Thus interest gets up and going to energize us (Singer: 1985).

In line with the explanation interest above, in this study the researcher was interested to use Picture Word Inductive Model (PWIM) Strategy to build up the students' interest in students' writing ability in descriptive text.

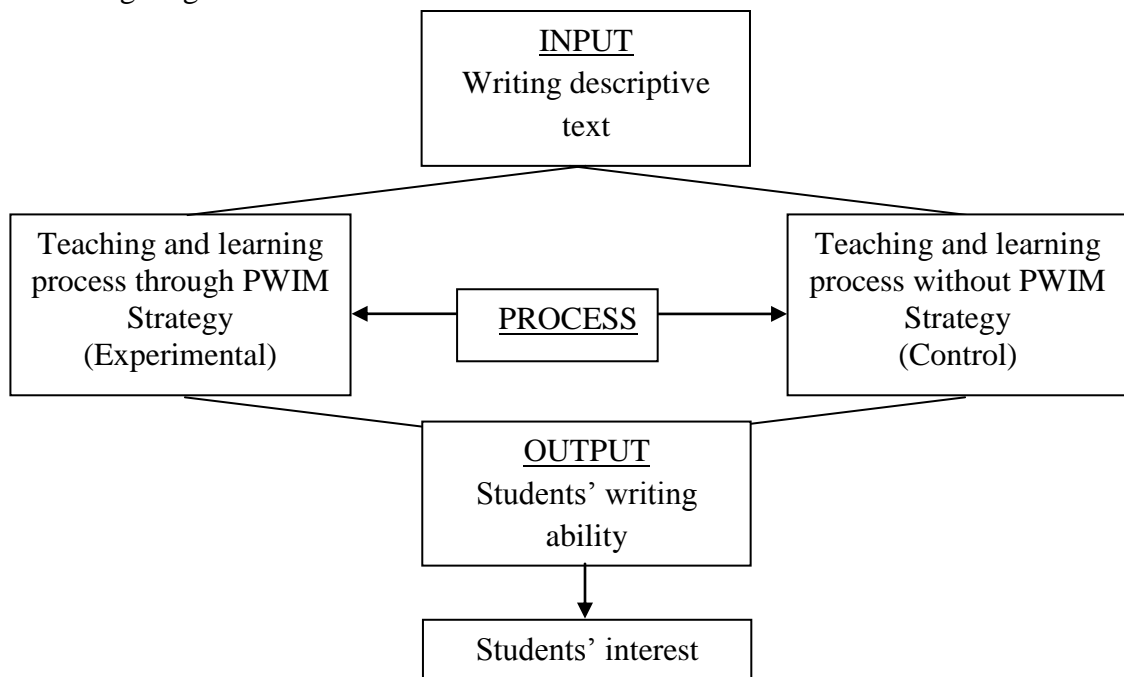
C. Resume

PWIM strategy is teaching media to improve the writing ability. By using PWIM Strategy, the students can express their ideas and information with own word and they can comprehend well what is actually being stated in writing activity.

There are some main reasons why PWIM Strategy should be applied in writing descriptive text. PWIM Strategy leads students to have guidance of what to write in their writing. Because students employ pictures related to content materials under study, they feel a part of the classroom community and can participate in class activities. Then the strategy may become good models for language used.

D. The Conceptual Framework

The conceptual framework underlying the research is given in the following diagram:



Picture 2.2 The Conceptual Framework

The main component of picture 2.2 is described as follows:

1. Input : It refers to the materials given to the students related to write descriptive text.
2. Process : It refers to writing activities such as; the teaching and learning process by using Picture Word Inductive Model (PWIM) strategy for experimental group and conventional method for control group.
3. Output : It refers to the students' writing ability and interest after giving the treatment.

E. Hypothesis

Based on the review of related literature and the conceptual framework, the researcher formulated the hypothesis as follows.

H₀ : The use of Picture Word Inductive Model Strategy does not improve the ability of the second grade students of SMK Negeri 1 Bantaeng to write descriptive text.

H₁ : The use of Picture Word Inductive Model Strategy improves the ability of the second grade students of SMK Negeri 1 Bantaeng to write descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodological aspects of the study. It discusses research design, the variables and the operational definition, population and sample, instrument, technique of collecting data and data analysis.

A. Research Design

The researcher applied quasi-experimental design. This design involved two classes of the same level. One class was taught by using PWIM and another without using PWIM. At the end of treatment, the experimental class and the control class received a post-test, and the result of the two tests were compared to find the significant difference between the experimental and control group. It represented by the following diagram:

E	O1	X1	O2
C	O1	X2	O2

Where;

- O1 = Pretest
- O2 = Posttest
- X1 = Treatment by using PWIM
- X2 = Treatment without using PWIM
- E = Experimental Group

C = Control Group

(Gay, 2006:225)

B. The Variable and The Operational Definition

1. Variables

This research worked on two variables, namely Independent and dependent variable. The two variables as defined below:

- a. Independent variable: Picture Word Inductive Model (PWIM) that helped the students to improve and interest their ability to write descriptive text.
- b. Dependent variable: The students' ability in writing descriptive text and the students' interest.

2. The Operational Definitions

The variables were necessary to be clarified in order to avoid readers from misunderstanding of concept or ideas.

- a. Picture Word Inductive Model (PWIM) is the use of picture associated with words describing familiar objects and the students find words out, create sentences, and arrange them into paragraph. In this study, the researcher used the PWIM proposed by Calhoun (1999:22) and modified a new procedure from the entire version. In essence, there were four activities including; identifying the objects from the picture, labeling the picture parts by drawing line from the object, creating a sentence from each label/word, and arranging the sentences into a good paragraph.

- b. Writing ability is the clear grasp of what is written. The components of writing to be investigated are content, organization, vocabulary, language use, and mechanics.
- c. Interest is the students' desire or curiosity in using PWIM in learning writing descriptive text which can be measured by using the scale of interest that is classified as very high, high, adequate, low and very low.

C. Population and Sample

The population of this research was the first grade students of SMK Negeri 1 Bantaeng. There were ten classes and each class consisted of 20-21 students. The total numbers of the population were 200 students. This research applied purposive sampling technique. The researcher chose two classes as sample, namely: X BB2 as the sample of experimental group and X BB 2 as control group. The total samples were 42 students for both groups.

D. Research Instrument

The researcher used writing test and questionnaire as research instrument in order to collect the data of this research. In writing test, the students were asked to write descriptive text based on the topic given by the researcher. The pre-test scores were used to check the ability of the students to write descriptive text before treatment given. The post-test scores were used to find out the students' ability after being treated. The questionnaire was given to find out the students'

interest in learning English by using PWIM. The questionnaire consisted of 20 items.

E. Procedure of Collecting Data

In collecting the data, the researcher applied the following procedures.

1. Pre-test

Before giving treatment, the researcher gave pre-test to measure students' previous knowledge in writing descriptive text. In this part, the students were asked to write a descriptive text based on the topic from verb to students given by the researcher.

2. Post-test

After giving treatment, the researcher gave a post-test, which the topic was still same. In this case, the students were asked to write a descriptive text. It aimed to find out the effects of treatment, whether there is difference between pre-test and post-test.

3. Questionnaire

The students were given the questionnaire to know the students' interest after the treatment given. The students were asked to respond to various statements provided on the questionnaire.

F. Treatment

1. Experimental Group

The students were taught by the researcher using PWIM, the treatment was given for five times after conducting the pretest. The procedures of treatment were:

- a. In the first meeting, the researcher asked the students previous knowledge about Descriptive text. The researcher explained the definition of descriptive text, the social function of descriptive text and the language features of descriptive text. Then the researcher put a large size of an incomplete Descriptive text in the whiteboard or slide. The researcher completed two gaps of the incomplete descriptive text gap by inviting students' response and students were asked to finish the gaps of the incomplete descriptive text. After that, the researcher showed the correct answers of the Descriptive text. At last, the researcher informed that we would apply the Picture Word Inductive Model to express ideas in writing.
- b. In the second meeting, the researcher showed a picture on the whiteboard and invited students to find words/phrase related to the picture. After that, the researcher explained how to create sentences from the words/phrases that found in the picture. Next, the researcher divided students into groups of five to six students and gives some pictures to the groups and asked them to choose the most favorite and assigns the groups to find vocabularies from the picture selected and makes lines individually. At last, the researcher involved the students in group to change the words into sentences.

- c. In the third meeting, the researcher asked the students to sit in their previous groups and gives short explanation on organization & mechanics focusing on good chronological order, capitalization, punctuation, and dictation. The researcher showed a picture word inductive model and gave example of sentences and paragraph creates from the picture. Then, the researcher distributed previous picture and worksheet to the groups and asks the groups to pay attention and gave correction to their previous sentences. At last, the researcher asked the groups to arrange their sentences into a good paragraph and invited a member of each group to write their paragraph on whiteboard then discuss in whole class.
- d. In the fourth meeting, the researcher asked the students to sit in their previous groups and gave short explanation on content focusing on unity and clear explanation. The researcher gave some pictures to the groups and asked them to choose the most favorite. The researcher asked the group to discuss and to list words/phrase about the picture selected. The researcher asked the students to change their words into sentences and arrange it into paragraph. At last, the researcher asked the students to bring one picture and a paper for the next meeting.
- e. In the fifth meeting, the researcher asked the students to sit in their previous groups. The students stuck their picture on the paper and draw line from the words/phrase found in the picture. The researcher asked the students to change their words into sentences and arranges them into a paragraph then invited each

student to present his/her work in front of their group while other students check and gave correction to the paragraph.

2. Control Group

The treatments were given for five times after conducting the pretest. In control group, the students also learnt about descriptive text by using lecturing method. After giving the treatment, the students are given posttest by the researcher.

G. Technique of Data Analysis

To find out the students' writing ability, the data was analyzed quantitatively using the data result from test. For analyzing the data, the researcher used these following procedures:

1. Writing test

- a. Tabulating the scores of the students' paragraph on the five components of writing.

1) Content

Table 3.1 Scores on Content

Score	Qualification	Criterion
30-27	Very Good	information based on the topic. It should be clear, focused, and interesting detail.
26-23	Good	Paragraph is clear, focused. But, the overall result may not interesting because too general.
22-20	Fair	Lack of development ideas, confusing and disconnected.
19-17	Poor	Not communicated, information is very limited, boring.
16-14	Very Poor	The information is not meaningful.

2) Organization

Table 3.2 Scores on Organization

Score	Qualification	Criterion
20-18	Very Good	Paragraph contains logical sequencing, well organized the order, good introduction, good placement or detail and strong conclusion.
17-15	Good	Main idea stands out logical but incomplete sequencing.
14-12	Fair	Lack of logical sequencing and development non-fluent. The writing lack direction with ideas detail.
11-9	Poor	Not communicated, transition is very weak, connection between ideas fuzzy.
8-7	Very Poor	No organization, confusing the reader.

3) Vocabulary

Table 3.3 Scores on Vocabulary

Score	Qualification	Criterion
20-18	Very Good	Paragraph contains wide range of vocabulary, using effective words.
17-15	Good	Paragraph contains occasional errors of the vocabulary but the meaning not obscured.
14-12	Fair	Paragraph contains frequent errors of the vocabulary but the meaning confused.
11-9	Poor	Paragraph dominated by errors of vocabulary
8-7	Very Poor	Vocabulary of the paragraph are all incorrect

4) Language Use

Table 3.4 Scores on Language Use

Score	Qualification	Criterion
25-23	Very Good	Grammars of the paragraph are all correct.
22-20	Good	Paragraph contains few errors of grammar.
19-16	Fair	Paragraph contains some errors of grammar.
15-9	Poor	Paragraph dominated by errors of grammar.
8-5	Very Poor	If the grammar of the paragraph are all incorrect.

5) Mechanics

Table 3.5 Scores on Mechanics

Score	Qualification	Criterion
5	Very Good	If there are no problems of spelling, punctuation, capitalization.
4	Good	If there are few errors of spelling, punctuation, capitalization.
3	Fair	If there are some errors of spelling, punctuation, capitalization.
2	Poor	If there are many errors of spelling, punctuation, capitalization.
1	Very Poor	Illegible writing

(Jacobs: 1981)

- b. Calculating the five components of students' writing by using SPSS 20.
- c. Classifying the score of the students pretest and posttest:

The data then classify by referring to the scoring system based on the guiding provided by ESL Composition profile which propose by Jacobs, as table 3.6.

Table 3.6 Qualification of the Students' Writing Test

Level	Score	Qualification
A	86-100	Very good
B	71-85	Good
C	56-70	Fair
D	41-55	Poor
E	<40	Very Poor

- d. Computing the frequency and the rate percentage of the student's score by using SPSS 20.
- e. Calculating the mean score of the students' achievement by using SPSS 20.
- f. Calculating the standard deviation of students' pretest and posttest both of experimental and control group by using SPSS 20.
- g. Finding the significant difference between the score of pretest and posttest both experimental and control group by using SPSS 20.

2. Questionnaire

The questionnaire given to the students was Likert scale. It was aimed to ask the sample to respond the series of statements by indicating whether one strongly agrees (SA), agrees (A), undecided (U), disagrees (D), or strongly disagrees (SD) with the statements given.

Each response was associated with a point value and an individual's score was determined by summing the point values for each statements. The point values was assigned to response to the positive statements. For the negative

statements, the point values would be reversed. Where SA=5, A=4, U=3, D=2, and SD=1 for positive statement. For negative statements, the point values are reserved.

Table 3.7 Likert Scale

Positive Statement Score	Category	Negative Statement Score
5	Strongly Agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Sugiyono, 2008:135)

To interpret the students' interest, the researcher used classification system. The questionnaire employs 5 categories and the rating score range from 20 to 100 in determining the level of students' interest. The interval rating score of the students' responses can be shown in the table as follows:

Table 3.8 Qualification of the Students' Interest

No.	Interval Score	Qualification
1	85-100	Very high
2	69-84	High
3	52-68	Moderate
4	36-51	Low
5	20-35	Very low

(Sugiyono, 2008:138)

The researcher calculated the percentage and mean score of the students' interest by using descriptive statistic through SPSS 20.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion about the findings. The findings consist of the rate percentage of the students score, mean score, standard deviation, and hypothesis testing for both of students' writing and the questionnaire. Then the discussion conveys more interpretation about the findings.

A. Research Findings

The findings presented here deal with the students' writing ability and students' interest on the use of Picture Word Inductive Model (PWIM).

1. Students' Writing Ability in Pretest and Posttest

a. Frequency and Percentage of the Students' Score both Experimental and Control Group

Table 4.1 The Distribution of Frequency and Percentage Score of Students' Writing Ability in Pre-test and Post-test for Both Groups.

No	Qualification	Score	Experimental Group				Control Group				
			Pretest		Posttest		Pretest		Posttest		
			F	%	F	%	F	%	F	%	
1	Very Good	86-100	0	0	0	0	0	0	0	0	0
2	Good	71-85	0	0	16	76.2	3	14.3	6	28.6	
3	Fair	56-70	9	42.9	5	23.8	9	42.9	7	33.3	
4	Poor	41-55	12	57.1	0	0	8	38.1	7	33.3	
5	Very Poor	<40	0	0	0	0	1	4.8	1	4.8	
Total			21	100	21	100	21	100	21	100	

Table 4.1 shows the qualification of students' score in pretest and posttest for both control and experimental group. After conducting PWIM for experimental group, it shows a great improvement of students' score. There was no student got "very good" classification in pretest and posttest. There was no student got "good" classification in pretest. But in posttest, 16 (76.2%) students got this classification. Then, there were 9 (42.9%) students got "fair" classification in pretest and 5 (23.8%) students got it in posttest. For "poor" classification, 12 (57.1%) students got it in pretest and no student got it in posttest. The last, "very poor" classification, there was one student got it in pretest and posttest.

In control group, the students' score also improved. There was no student got "very good" classification in pretest and posttest. There were 3 (14.3%) students got "good" classification in pretest but in posttest 6 (28.6%) students got this classification. Then, 9 (42.9%) students got "fair" classification in pretest, and 7 (33.3%) students got it in posttest. For "poor" classification, there were 8 (38.1%) students got this classification in pretest and 7 (33.3%) students got it in posttest. The last, there was 1 (4.8%) student got "very poor" classification in pretest and in posttest.

From the findings above, it can be concluded that students' score both experimental and control group improved. However, the use of PWIM in experimental group significantly improved and stimulated the students to have good writing descriptive text.

b. Mean Score and Standard Deviation

After giving the pretest, treatment, and posttest, the researcher presents the mean score and standard deviation of pretest and posttest on students' writing. The mean score and standard deviation of experimental group and control group can be seen in the table below:

Table 4.2 The Mean score and Standard Deviation for Both Groups.

Test	Experimental Group		Control Group	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Pretest	53.95	8.133	57.38	12.820
Posttest	73.05	4.522	60.48	12.307

The table above shows the mean score and standard deviation of both control and experimental group in pretest and posttest. For the experimental group, the mean score is 53.95 and the standard deviation is 8.133 in pretest. While in posttest, the mean score is 73.05 and the standard deviation is 4.522. For the control group, the mean score is 57.38 and the standard deviation is 12.820 in pretest. In posttest, the mean score is 60.48 and the standard deviation is 12.307.

From the data above, the researcher concluded that the students' mean score in posttest was greater than pretest for both experimental and control group. On the other hand, experimental group has greater percentage than control one.

c. Hypothesis Testing (T-Test)

Table 4. 3 Students' Score in Post-test.

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
NILAI	Experimental	21	73.0476	4.52190	.98676
	Control	21	60.4762	12.30699	2.68560

Table 4.3 shows the mean score in experimental group was 73.0476 with standard deviation 4.52190 while the mean score for control group was 60.4762 with standard deviation 12.30699. It can be concluded that the mean score of experimental class is higher than the mean score of control group.

Table 4.4 Inferential Analysis on Post-test.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
NILAI	Equal variances assumed	29.806	.000	4.394	40	.000	12.57143	2.86115	6.78883	18.35402
	Equal variances not assumed			4.394	25.303	.000	12.57143	2.86115	6.68236	18.46049

Table 4.4 above shows that the *t-value* was 4.394 with degree of freedom 40 and *P value* 0.000. From the degree of freedom we knew the *t-table* of this research was 1.684.

According to criteria testing of hypothesis, H_0 accepted if *t-value* < *t-table* and *P value* > α (0.05) and H_1 accepted if *t-value* > *t-table* and *P value* < α (0.05). Based on the data analysis above, it can be concluded that H_1 was accepted in posttest because the *t-value* (4.394) > *t-table* (1.684) and *P value* (0.000) < α (0.05). In other word, there is a significant difference of the students' score between experimental and control group after giving the treatment.

From the findings above, the researcher concluded that the use of Picture Word Inductive Model (PWIM) improves the ability of the first grade students of SMK Negeri 1 Bantaeng to write descriptive text.

2. Students' Interest on the Use of Picture Word Inductive Model (PWIM)

c. Qualification of Students' Score on the Questionnaire

To know the students' interest toward the use of PWIM in teaching writing descriptive text, the researcher distributed questionnaire to the students, after analyzing the data, the result showed that the use of PWIM interest the students of SMK Negeri 1 Bantaeng. This is indicated by the percentage of the students' questionnaire shown in table 4.5

Table 4.5 Qualification Students' Interest

No.	Interval score	Qualification	Frequency	Percentage (%)
1	85-100	Very High	18	85.7
2	69-84	High	3	14.3
3	52-68	Moderate	0	0
4	36-51	Low	0	0
5	20-35	Very Low	0	0
Total			21	100

The result indicated that 18 (85.7 %) students were “Very High”, 3 (14.3%) students were “High”, and no one student was in moderate, low, and very low. It means that all of the students were interested in learning writing descriptive text using Picture Word Inductive Model (PWIM).

d. Mean Score and Standard Deviation

The mean score and standard deviation of the questionnaire can be seen in the table 4.6.

Table 4.6 Mean Score and Standard Deviation of Students' Interest

	N	Mean	Std. Deviation
Hasil Tes (X1)	21	87.6190	4.57686
Valid N (listwise)	21		

Table 4.6 shows the mean score of students' interest is 87.6190 with the Standard Deviation 4.57686 which means it is in positive category according to

the range of students' interest score. Therefore, the students are interested in the use of Picture Word Inductive Model (PWIM) in writing descriptive text.

B. Discussion

This research is intended to find out: whether the use of Picture Word Inductive Model (PWIM) improves the students' ability in writing descriptive text, and whether Picture Word Inductive Model (PWIM) is interesting to the students in writing descriptive text. The description data collected through writing test and questionnaire as explained showed that the use of PWIM could improve and interest the students' ability in writing descriptive text. There are possible explanations for the result found in this research.

Firstly, before doing teaching and learning process both experimental group and control group, the researcher gave pretest to measure students' previous knowledge in writing descriptive text. The result showed that both group had low writing ability. According to minimum completeness criteria (KKM) of English lesson for the first grade student of SMK Negeri 1 Bantaeng, the students must be able to get the score in 70. In fact, the result of pretest both experimental and control group, most of students could not achieve the score. It indicated that students need more attention to their writing.

The researcher found some errors of students' writing in pretest. Before PWIM was applied, the students made many mistakes in terms of content, organization, vocabulary, language use, and mechanics. This condition might be caused teaching method and less writing process, so that the students cannot

improve their achievement of writing. Students need to more active in writing process. They also need stimulation to express their ideas into written form.

After giving pretest, the researcher gave treatment to the students. In experimental group, the researcher applied PWIM during the treatment as a strategy to improve students' writing ability. The students were asked to write their ideas from the pictures and arranged into text form. While the control group, they were taught with the same material of descriptive text. During the treatment the students were interested in learning English to improve their vocabulary and grammar. It could be seen from the students' enthusiasm to write descriptive text using PWIM. The researcher gave chance to the students to find a lot of vocabularies that could described the picture. So they had known what kind of vocabulary they wanted to use related to the topic.

It also influenced the content and organization part because students could not express their thought if they did not have a number of vocabularies. Students' vocabularies also improved when treatment because they did brainstorming in their group, so they could get any vocabulary from others. Moreover, the students wrote their sentences into correct tense after they were given explanation about the tense used to write descriptive text.

The students' writing ability improved when the treatment by using PWIM in term of content and organization, the students were helped to create their writing because they got ideas from the picture such as identify familiar object or adjectives related to the picture. So the students could explore their thought to form sentences and create supporting ideas related to the topic. Then the students

also could describe the topic specifically so the content of their writing were easy to understand. Therefore, the researcher gave explanation about how to organize ideas. Students had to pay attention on their paragraph especially coherence and cohesion to make their sentences and paragraph related each other. Then, the students knew what they had to write, they began to write their descriptive text by introductory paragraph and followed by specific information. The mechanics of students' writing also showed better than before. The students would consider their writing, such as pay attention on their capitalization and punctuation after wrote one sentence.

After giving posttest, the findings showed that students' score both experimental and control group improved. Those were proven by the mean score of the students' writing test. In experimental group, the mean score is 53.95 and the standard deviation is 8.133 in pretest. While in posttest, the mean score is 73.05 and the standard deviation is 4.522. For the control group, the mean score is 57.38 and the standard deviation is 12.820 in pretest. In posttest, the mean score is 60.48 and the standard deviation is 12.307. It indicated that there was significant improvement of the students' score in experimental group. In other word, after comparing the mean score and standard deviation of both experimental and control group, researcher found that PWIM significantly improved students writing ability in descriptive text.

There were several factors influencing the result of experimental group higher than control group. Firstly, the PWIM is used to help and guide the students in writing process activities as well as in organizing their writing.

Moreover, it is expected to make the students do not get bored while learning process. This model is useful for the first grade students of senior high school to write a descriptive text because it encourages students to express their ideas, opinion, and thoughts on their writing.

Second, the students are interested in writing descriptive text by using Picture Word Inductive Model (PWIM). It was proven by the mean score of students' interest. The mean score is 87.6190 with the Standard Deviation 4.57686 which means it is in positive category according to the range of students' interest score. In other word, this model gives the positive interest to the students. It is known based on the result of the questionnaire which is distributed to the students related to the experimental research. PWIM leads students to have guidance of what to write in their writing because students employ pictures related to content materials under study, they feel a part of the classroom community and can participate in class activities.

The findings of this research goes in line with some previous theory found that picture has many advantages as teaching tools to make the learning process more active and communicative. It is easy to prepare, easy to organize, interesting, meaningful and authentic. It also supported by Wright (1992) stated that picture can motivate students to write and help them to improve their writing ability. It can make students learn enjoyably and easy to understand the topics. Moreover, PWIM appears to be an effective instructional tool in classroom to facilitate students writing through identifying the picture (Swartzendruber, 2007).

The result of this present research also shows something new than previous relevant studies on the use of picture. Not only students' ability in language skill especially writing that can be improved but also students' mastery in language element, which is their vocabulary. Their vocabulary mastery improves because they have to find any vocabularies from the pictures and also they do brainstorming in whole class, so they get new vocabularies from their friends. Besides that, this research challenges the students to be more active and creative in learning process because the design of presenting PWIM is done by group, because each member of the group has to collaborate to create their descriptive text.

From the discussion above, it can be concluded that the students' writing ability and interest of the first grade students of SMK Negeri 1 Bantaeng significantly improved after using Picture Word Inductive Model (PWIM) as treatment in learning. It was also proven by the students score that most of them could achieve the score above 70 which also mean they could achieve the minimum completeness criteria (KKM) of English lesson and the mean score of students' interest is 87.6190 means it is in positive category according to the range of students' interest score.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion related to this research.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that:

1. The use of Picture Word Inductive Model (PWIM) improves the descriptive writing skill of the first year students of SMK Negeri 1 Bantaeng.
2. The first year students of SMK Negeri 1 Bantaeng are interested in learning English by using Picture Word Inductive Model (PWIM). The researcher found that all of the students' activities from all of the indicators of interest were reached which could be seen on the students' involvement, feeling pleasure, attraction, and attention in using Picture Word Inductive Model (PWIM).

B. Suggestion

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

1. It is suggested that the teachers should always encourage students in learning English generally and use the PWIM as one of the alternative strategy of learning English especially in teaching descriptive text.

2. It is suggested that the teachers should be creative in teaching English to avoid the boredom of the students and the students can enjoy and absorb the subject well.
3. It is suggested that the students use PWIM as a learning strategy to practice their writing ability, which can be done in their extracurricular activities. They can use their own picture to develop their writing.

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