USING PICTURE WORD INDUCTIVE MODEL (PWIM) TO TEACH JUNIOR HIGH SCHOOL STUDENTS IN WRITING A DESCRIPTIVE TEXT

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Abstrak

Keterampilan menulis dalam Bahasa Inggris merupakan salah satu keterampilan yang sulit dikuasai oleh siswa. Salah satu penyebabnya adalah penggunaan strategi pembelajaran oleh guru yang tidak sesuai. Strategi pembelajaran memiliki fungsi yang sangat penting dalam mempelajari keterampilan menulis. Penggunaan strategi yang tepat dalam menulis dapat mempermudah pemahaman anak dalam memahami sebuah teks dan meningkatkan kreatifitas dan keterampilan dalam menulis. Meskipun banyak strategi pembelajaran yang telah dikembangkan oleh praktisi pendidikan, namun *Model Induktif Kata Bergambar* (Picture Word inductive Model) merupakan salah satu strategi pembelajaran yang menarik sesuai dengan pelaksanaan pembelajaran siswa SMP dalam menulis teks deskriptif. Makalah ini membahas tentang penggunaan *Picture Word Inductive Model* sebagai salah satu strategi pembelajaran yang digunakan untuk mempelajari keterampilan menulis teks deskriptif dalam pelajaran Bahasa Inggris. Keunggulan dari strategi *Picture Word Inductive Model* adalah memberikan siswa contoh gambar nyata tempat (place) untuk mempelajari teks deskriptif dengan cara membangun sebuah kerangka berpikir untuk membuat sebuah teks descriptif yang bagus dan menarik. Pada makalah ini diharapkan siswa mampu membuat dan mengambangkan ide-ide pokok dalam mendeskripsikan tempat atau membuat teks deskriptif. Strategi *Picture Word Inductive Model* ini memberikan kepercayaan diri semua siswa agar berpartisipasi di dalam kelas dan mengunpulkan kosa kata sebanyak – banyaknya dari gambar tempat (place). Dari kosa kata yang telah di temukan kemudian siswa di harapkan mampu membuat kalimat-kalimat sehungga dalam proses pembelajaran dengan penyampaian yang menarik dan mudah difahami, siswa tidak merasa jenuh dan bosan dalam menulis sebuah teks descriptif.

Kata Kunci: keterampilan menulis, *Picture Word Inductive Model (PWIM)*, teks descriptif.

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A. Introduction

English is one of compulsory subjects in the curriculum of education in Indonesia. This subject is taught in every level of education from junior high school to college level. In teaching English to junior high school students, there are four skills that are taught; listening, speaking, reading and writing. Those skills can be divided into two groups, receptive and productive skill. The productive skills are speaking and writing; meanwhile the receptive skills are listening and reading. So, writing is considered as productive skill.

Writing is used to communicate the ideas, opinion in written form. To be able to communicate in written communication, the readers need to understand the message sent by the writer. However, this is not a simple work for the writers to make the understandable text. So, the writers have to write as clear as possible, since there is not any facial expression or intonation to convey the meaning such as in the spoken communication. As a result, many people who learned English find that it is difficult to write in English.

Boardman and Frydenberg (2002:153) say that writing is a continuous process of thinking and organizing, rethinking and recognizing. It means that the students should always keep developing their writing like by checking their grammar, punctuations, word choice and also the combining the ideas. Similarly, Sokolik in Nunan (2003:87) mentions writing is an activity of presenting words into an organization of statements and paragraphs that express the thought of writer to the readers. It means that writing is a work which includes the context and specific purpose to the reader because it can express the writer ideas.

Besides, Harmers (2004:5) mentions that writing is a continuous process of planning, drafting, editing, and final result. In planning stage, the students plan what they are going to write by making detailed notes. They also consider the purpose of their writing, the audience they are writing for and the content structure like the facts, ideas, or arguments which they have decided to include. In drafting and editing process, the students do reflecting and revising on their writing by other readers such as their friends by giving comment and suggestion. Then, the students can produce final version of the text.

Wallace (2004) testifies that writing is the final product of several acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Harmer (2007) adds that there are four stages in writing. The first one is planning. Here, the writer tries to find a topic about what they are going to write. The second one is writing stage. In this stage the writer starts to construct the draft of the chosen topic. Next revising, the writer revises the rough draft. The last one is editing stage where the writers correct the final version of their writing.

In Junior High School, there are some texts that must be learnt by the students. The students learn about descriptive texts, recount texts, report texts, procedure texts, and narrative texts. Among these texts, a descriptive text is one of the texts that should be understood and written by the students in the English subject at Junior High School. A descriptive text is a text that describes about a particular thing, people, place and etc. To write a descriptive text well, the

students have to know some information about the object that is going to be described. The generic structure of this text is identification and description. Identification illustrates the general information about what we are going to describe and description illustrates the specific or detail information about what we are going to describe.

The generic structures of descriptive text are identification and description. In identification, the writer introduces a subject which will be described, whether it is a person, a thing, or place. Then, the writer describes the details about the appearance, physical, etc. Gerot and Wagner (1994) explain that the generic structures of descriptive text are identification and description which is to describe specifically part, qualities, and characteristics of the object that is being described. It means that descriptive text is a text which provides details about the physical features, appearance, or composition of the subject. So, the writer tries to tell the reader about shape, characteristic, behavior, performance, etc. The social function of the descriptive text is to describe a particular person, a thing, or a place. It differs from the report text, another kind of text which is similar with descriptive text. The writer describes a particular or specific object in descriptive text; meanwhile in report text the writer describes the thing in general.

In teaching English in junior high school, there are several genres such as narrative, descriptive, recount texts which will be taught. One of them is descriptive text. Descriptive text is the text which purpose is to describe a particular person, thing or place. Based on the writer experience during teaching practice in SMPN 12 Padang, the students faced some difficulties in writing a descriptive text. *First*, the students lacked of vocabulary that was used to write a descriptive text especially when the students described the places. There were many words that they did not know. *Second*, the students felt bored because the teacher did not use any interesting media in teaching a descriptive text. In other words, the students had less motivation to write because there was not any media used in teaching writing. However, getting students motivated and excited is one of most difficult aspect of teaching writing. So, to make the students motivated and excited in writing. There is one way to interest and motivate the student in writing that is by using an interesting media. Even though, writing a descriptive text seems easier than other genres of the text, it is still found that the students made the mistake in writing a descriptive text.

Based on the problems in writing a descriptive text mentioned above, the writer wants to use a strategy in teaching writing a descriptive text that is using Picture Word Inductive Model (PWIM) strategy. This strategy is chosen because the procedure of The Pictures Word Inductive Model (PWIM) in teaching a descriptive text gives good effect in students' ability in writing. By using Picture Word Inductive Model, the students can classify the words and makes sentences about the picture and try to think inductively. This strategy is also a practical way for teaching and learning process to make writing easier and more effective in order to increase junior high school students' ability in writing a descriptive text.

According to Calhoun (1999:21) the PWIM is an inquiry-oriented language arts strategy that can help the students at words to their sight reading vocabulary as well as their writing. So, this strategy can be used in reading and

writing skill. Furthermore, this strategy can be used with classes, small groups, and individuals to lead them into inquiring about the words. Specifically, the PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from what they have listened and spoken.

According to Joyce (2001:125), the most beginning readers and writers enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations. The PWIM strategy motivates students in writing a descriptive text. Learners succeed using the strategy because the PWIM is based on inquiry into how children learn and how to enhance their learning, including their development of language, the process of learning to read and write, and the reading and writing connection. The Picture Word Inductive Model contains familiar object, actions, and scenes, the students can hear and see the words spelled correctly and directly, then they will analyze word by word, for example; phonetic, synonym, antonym or how to spell it. The students also can read the vocabulary, so it can make the students understand and make it easier to memorize the vocabulary.

Briefly, lacking of ability in writing a descriptive text makes the students' writing looks bad. There is a way to improve the quality of students' writing a descriptive text and increase students' motivation in writing a descriptive text that is by using the Picture Word Inductive Model (PWIM) strategy. This strategy uses picture selected by the teacher or the students, and the students identify what they see in the picture. Then, they label the picture, read, and review the words generated. This strategy uses the word picture chart to read students' sets of words, and classifies words according to properties. Moreover, the students can identify and develop titles, sentence and paragraphs about the picture.

There are several advantages of using Picture Word inductive Model (PWIM): (1) The Picture Word Inductive Model (PWIM) provides concrete visuals for the learning of new words, phrases, and sentences. This Picture Word Inductive Model (PWIM) also gives the interesting visual in order to makes it easier for the students to learn new words, phrases, and also makes the sentences., (2) Because the students are using pictures related to topic or material and labeling the picture together, they will feel that they are as a part of the classroom community and confidence to participate in class activities. The students as a part the community can have confidence and will be happy participate in the classroom.,(3)The Picture Word Inductive Model (PWIM) teaches the students how to inquire into word and sentence structure based on the picture that have been labeling. So, the students can classify the words into variety of groups of words.,(3)Students are assisted in seeing the patterns and relationship of the English language, enabling them to apply this learning to newly encounter words. By using PWIM strategy can help the students to make the sentences using the new words in the pictures and also try to create an understanding of the reading or writing connection.,(4)By using Picture Word Inductive Model (PWIM), the students can get the benefits from the teacher modeling of the key words and

concepts. With practice, they can learn how to create sentences and paragraphs related to the subject.,(5)The Picture Word Inductive Model (PWIM) can help the teacher to provide a better curricular and instructional balance by focusing lessons on composing and comprehending the subject.

So, this strategy is not only useful to help the teacher improving the students' ability in writing descriptive text, but also it helps the students in gathering their ideas before they begin to write descriptive text. Then, this strategy will help the students in revising their writing because they can ask their friends to check their writing before submitting their assignment to the teacher.

B. Discussion

The implementation of using the *Picture Word Inductive Model (PWIM)* strategy to teach junior high school students in writing a descriptive text as follow:

1. **Teacher's Preparation**

The teachers have to prepare several things before teaching. If the teachers want the purpose of the lesson can be achieved at the end of the lesson, they should prepare themselves well before coming to the classroom. The teacher should make a lesson plan to guide them in the classroom. Then, the teacher must select the appropriate, suitable and interesting media to build the students' background knowledge. The last, the teacher should choose a strategy that can help the teacher to stimulate the students' interest in writing.

2. **Teaching Procedure**

   a. Pre- teaching activity

The purpose of this stage is to stimulate the background knowledge of the students and prepare them to the topics that will be given to them. The process of pre teaching activity is usually done by showing pictures or asking question to them related to the topic, hoping that they would get better understanding and have an expectation of what is going to be learnt. The way of conducting pre - teaching may differ from one teacher to others depending on the teaching style and the choice of media available in the school. In this stage, the teacher is expected to bridge the student's mind with the topic being discussed. The possible activity can be brainstorming where the teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship with the topic.

b. Whilst- teaching activity

In this stage, the teacher introduces a text. There are several steps in whilst - teaching. *First*, the teacher shows and gives each student the pictures. *After that*, the teacher asks the students what are they see in the pictures. *Then*, the teacher and the students are labeling the picture.

After that, the teachers give an example of sentence based on the words in labeling and write it on the white board. *Then*, the teacher gives an example of descriptive text based on the pictures. Based on the text, the teacher explains about the social function, generic structure and language features of descriptive text. *Next*, the teacher tells the social function of descriptive text is to describe a particular person, place and thing. *Then,* the teacher explains about the generic

structure of the descriptive text are identification which is introduces the general information and description which is introduces about the qualities, parts, and characteristic.

Then, the teacher explains about language features of the descriptive text. The first is focus on specific participants. The second one is using adjective or adverb to explain noun. In descriptive text, the writer will describe a thing in particular. The description should be detail and clear enough to be seen, heard or felt. So, some adjectives or adverb are used to explain noun. The third one is use simple present tense. Simple present tense is used in writing a descriptive text because everything that should be described is true. Finally, use attributive and identifying process. The use of attributive process is to assign the quality of something and the use of identifying process is to identify something.

c. Post- teaching activity

In this stage, students are assigned to create a new descriptive text by themselves as the student's assignment. They will write a descriptive text based on the picture that they have chosen. Here are some steps in Post – teaching activity: *First*, the teacher asks to the students to choose the pictures of places that they want to describe. *Second*, the teacher asks the students to label and also creates descriptive text based on the picture. *Third*, the students have written a descriptive text with their friends, and now they should make it by themselves. After the students finish their work in their home, the teacher asks them to present what they have written in front of the class. After all students collect their work, teacher checks their work and corrects the errors.

In the procedure of teaching a descriptive text above, the teacher gives the strategy of picture word inductive model (PWIM), discussing together with the students. As a teacher, we have to prepare or plan the materials. As an organizer, teacher has to organize the class well, because the students will make noise when they show the picture or asking the question. As a motivator, teacher is expected to grow up and keep the students' interest in studying.

C. Conclusion and Suggestions

Based on the discussion above, the learners can find that teaching writing a descriptive text by using the Picture Word Inductive Model (PWIM) strategy seems more effective, enjoyable and useful for students. In this strategy, they can do several interesting activities to support their teaching and learning process in writing. There are some advantages in using the Picture Word Inductive Model (PWIM) strategy can increase the ability of the students to write a descriptive text to junior high school students. *First*, using the Picture Word Inductive Model (PWIM) helps the students to build up the effective and coherent sentences more easily, quickly and also increase their ability to write a short and valuable writing a descriptive paragraph. *Second,* using the Picture Word Inductive Model (PWIM) strategy, the students expand their knowledge of new words and their meanings. Besides, by the Picture Word Inductive Model (PWIM), the students are able to build up their imagination to write about some events and situations. *Finally,* the

Picture Word Inductive Model (PWIM) links students' idea with pictures in writing.

Based on the conclusion, it is suggested that the English teacher at the junior high school use Picture Word Inductive Model (PWIM) as a strategy in teaching writing a descriptive text.

There are some recommendations in teaching learning English. *First*, the English teachers must be creative when he or she transfers the knowledge of English to students, so the students can easily receive and understand the materials. *Second,* it is necessity for the English teachers to give motivation to the students. *Third*, it will be better if English teacher find out the appropriate and interesting strategy related to the material. Besides, to give contribution to English teacher that teaching writing a descriptive paragraph using the Picture Word Inductive Model (PWIM) strategy is more interesting and brings in relaxation. *Finally,* for the readers who are interested in using Picture Word Inductive Model, it is suggested to prepare an interesting picture which consists of more vocabularies.

Note : this article is compiled based on the writer's paper with her advisor Drs. Saunir Saun M,Pd.

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