

**THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL  
IN TEACHING WRITING DESCRIPTIVE TEXT  
AT SMP N 1 KARANGMONCOL PURBALINGGA**



**AN UNDERGRADUATE THESIS  
Submitted to Faculty of Tarbiya and Teacher Training of State Islamic  
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Requirements for Sarjana Pendidikan (S.Pd.) Degree**

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STATEMENT OF ORIGINALITY

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TEACHING WRITING DESCRIPTIVE TEXT  
AT SMP N 1 KARANGMONCOL PURBALINGGA**

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**ABSTRACT**

**THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL  
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The aims of this research are to know how to implement the Picture Word Inductive Model and also to know the advantages and disadvantages of these methods. The research method is descriptive-qualitative. The object of this research is the English teacher and seventh grade students of SMP N 1 Karangmoncol. This research uses a field research approach; data collection is based on observation, interviews, and documentation. The results of the analysis show that, in applying Picture Word Inductive Model the teacher applied eight steps that includes; 1) Selecting a picture, 2) Identifying picture, 3) Labelling a picture, 4) Reading and reviewing the picture word chart, 5) Adding words to the picture word chart, 6) Leading students to create a title, 7) Asking students to generate a sentence, 8) Reading and reviewing the sentence. The advantages of picture word inductive model are making students more active during the learning the classroom community and can participate in class activities. Students hear and see words spelled correctly and participate in the correct spelling and writing. The disadvantage of this research is need much time to apply in teaching learning. Based on the results of the research, found that the implemented of picture word inductive model at SMP N 1 Karangmoncol is effective to improve student's writing and speaking skills, from these method students also get many new words as a modal to generate a sentence that makes student more easily.

***Keywords:*** *Descriptive text, Picture Word Inductive Model, Teaching writing*

## **MOTTO**

Embrace failure as a stepping stone to success, time management is the key to balancing responsibilities.



## **DEDICATION**

*I dedicate my thesis to my best and my beloved parents,  
Mr. Taron and Mrs. Munipah, who always loved me, always pray and doing best  
for my successful.*

*All the people who have supported and helped me when I have a lot of problems  
and difficulties.*



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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents of background the study, clarification of key terms, research questions, objectives and significances of the study, organization of the paper.

#### **A. Background of the study**

Writing is an activity to express the feelings, and thought in written form that is expected to be understood by the readers and can use to communicate. Based on the explanation above, that concluded that writing is an activity of person to convey the ideas in written language so that can be understood of the readers. A writer should to cognize of the abilities and readers needed. This state agreed by Dalman (2016) states that writing is an activity that express of thoughts, ideas, and feelings someone that expressed in a written.

Writing plays role in English learning. Because writing is considered vehicle to communicate the thought to others. Besides, writing can describe someone's ability. Writing can demonstrate to express someone's thoughts, feelings, and options to others. However, for some people writing could describe as dull activity and hard to do. Creating encouragement among students of Indonesia to write is not easy (Nurhayati, 2016). Teaching writing in the context of English as a Foreign Language (EFL) is not an easy task (Ningrum, Latief, and Sulisty, 2016). As we can see, it's very rare to find people that make writing as their hobby. Writing especially feels harder when writing the ideas in English. Indeed, we are non-native speaker of English, where English is a foreign language in our country. Speaking in English sometimes feel hard, moreover if we want to write in English. In short, even though English is important, we are as non-native speakers of English often to think that develop an idea through writing in English is hard and boring.

Nowadays, writing is a well-known activity for junior high school students some writing activities in junior high school are called narrative text, descriptive text, procedure text etc. Descriptive text is a text that purpose to describe an object, place, that enabling for the readers to feel and visualize that something describe by the writer (Tompkins, 1994).

Recently, descriptive text is which one of English writing have been taught subject especially for seventh grade students at SMP N 1 Karangmoncol, writing descriptive text should have passed by students, it is important for students in learning process of increase an idea to create a paragraph that describe someone, place, object, event, animals, etc. After through those learning, the researcher assume that writing ability of seventh grade students have been improved. The reason is that they have learned about how to develop idea, so they are expected capable to develop a paragraph.

Encountered a few writing-related difficulties. Students are confused how star to write their writing ideas into a unified written form. Then, students are lack of vocabulary. Vocabulary which is very necessary of writing, without mastering words students will difficult to develop their writing. Next, students less of motivation to doing writing, they are feel bored and sometimes are joking during learning activity. Motivate to write is needed for students, so that they more interest and stimulate their mind to create an idea. Students have no ideas to write, it is because students not having reference to describe. This situation make students worries and getting problems in writing. They are still passive and no participation in the class. Those problems were 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, English teacher use one effective way in teaching writing descriptive text by using a method that namely picture word inductive model (PWIM), 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 method help students to mastered vocabulary in English as a modal to develop sentences or paragraphs. After students have many words in English they are easily to create sentences and develop it into paragraphs. Because of it, students look more interest and enjoy to participate during the learning. It is give good impact for students in writing, they are not feel bored and confused to increase their ideas to describe something.

Previous studies conducted by Rahayu (2018) entitled "Picture Word Inductive Model: its Effectiveness to Teach Writing Viewed from Student's Interest". In this study, the researcher conducted an experimental study. This experimental study aimed to find out the effectiveness of PWIM to teach writing viewed from student's interest in the eighth grade of MTs ASWAJA Pontianak. The result of the study show that students having high interest have better writing skill that those having low interest on student's writing skill. It means that using picture word inductive model was more effective to improve students interesting to teaching writing. The different from this study that is uses experimental design and random sampling technique. The similarity from this study is that using picture word inductive model increase the student's interest on teaching writing.

The article journal by Ermita (2019) untitled "Picture Word Inductive Model for Better Descriptive Text Writing" this study ia done to find put the effect of using the Picture Word Inductive Model for teaching-learning descriptive text with second-semester students in the

English Education Study Program at the University of Jambi in Indonesia to improve the student's writing skills. This study used an action research method. The results showed that use of Picture Word Inductive Model was a success. The students enjoyed their lesson more and were more motivated, interested and confident during the teaching-learning sessions. The similarity of this research is using Picture Word Inductive Model make students more interest, confident and motivated during learning writing. The different of this research is using action research method to gathering the data.

Similar research by Putri (2020) untitled "The implementation of picture word inductive model (PWIM) to improve students writing of descriptive text". The result of showed that using Picture Word Inductive Model enhanced student's capacity to produce descriptive text. Furthermore, in reference to the outcome, every elements of writing improved, but vocabulary improved the most. In summary, Picture Word Inductive Model effectively enhances student's writing skills for both descriptive and all other types of writing as demonstrated by the abovementioned findings.

Based on the explanation above, some previous studies applied Picture Word Inductive Model (PWPIM) to the seventh grade of junior high school and vocational high school. Students writing skills was improved especially in writing descriptive text. Students have been mastered vocabulary in English. So that, student can easily to write text about describing something. Picture word inductive model also make students more motivated to follow the lesson well, they are active to participate during the learning process. Students not feel bored and confused while doing writing, it makes students more enthusiasm to learn. The teacher at SMP N 1 Karangmoncol also uses the Picture Word Inductive Model (PWIM), which is provided in learning to make teaching English easier, for this reason, the researcher want to conduct the research at SMP N 1 Karangmoncol. Researcher also interested in the



use of the Picture Word Inductive Model in teaching writing. Based on this claim, the researcher conduct a study by the title;

**“THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL IN TEACHING WRITING DESCRIPTIVE TEXT AT SMP N 1 KARANGMONCOL PURBALINGGA”**

**B. Clarification of Key Terms**

To give more understanding and to avoid misconception, the researcher explain the definition of the terms used in this research are:

1. Teaching Writing

Teaching writing is the process of interaction between students and teacher in the classroom that results in written production. Writing stands as an act of interaction that present in a written form and it could be read by a reader (Chan, 1986). The primary objective of teaching writing is to achieve linguistic, communicative, and cultural competences (Malyuga, Litvinov, & Panicheva, 2016).

2. Descriptive Text

Descriptive text is a general text where it can be included to another text. According Husna (2013) descriptive text is a kind of writing that consists of description characteristics and definition of object or something. While, Gerot and Wignel (in Mardiyah, 2013) state that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly. Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, place and things physically by their appearance.

3. Picture Word Inductive Model

According to Calhoun (1999) “PWIM is an inquiry-oriented language art strategy that uses picture containing familiar objects and actions to lead the students in acquiring words, writing vocabularies, developing sentence and paragraphs about the picture by using observations and analysis in their study of reading and writing”.

Moreover, Feng in Jiang (2013) states that “PWIM is used by English teachers to get better scores and as an alternative technique for teaching writing skills”.

### **C. Research Questions**

Based on the background of the study above, the research questions are;

1. How does the teacher implement the picture word inductive model to teach descriptive text at SMP N 1 Karangmoncol Purbalingga?
2. What are the advantages and disadvantages of using picture word inductive model to teach writing descriptive text at SMP N 1 Karangmoncol?

### **D. Objectives and Significances of the Study**

#### 1. The Objectives of the Research

- a) To analyze the implementation of Picture Word Inductive Model method in teaching writing descriptive text at SMP N 1 Karangmoncol.
- b) To find out the advantages and disadvantages of Picture Word Inductive Model in teaching descriptive text at SMP N 1 Karangmoncol.

#### 2. Significances of the Research

The significances are divided into two aspect, they are theoretical and practical significances.

##### a. Theoretical Significances

- 1) The researcher expects this research can provide more interesting media in learning English at school.
- 2) This research is expected to improve the quality of students in teaching writing skill.
- 3) The researcher expects this research can be used as a reference for the further research.

##### b. Practical Significances

- 1) Teacher

The result of this study expectedly will be useful in teaching English to attract students to learn in writing.

2) School

The results of this study may be useful for school in improving student achievement in the future.

3) Other researcher

It is expected that other researcher will get new insight and conduct next research about other writing learning media.

### **E. Organization of the paper**

Systematic or structural of the research divided to explain as follows:

Chapter I includes an introduction that consist of background of study, clarification of key term, research question, aim and significances of the research, and organization of the research.

Chapter II includes of theoretical framework, it discusses about definition, steps, benefits, advantages and disadvantages, purposes of picture word inductive model. Definition of descriptive text, generic structure, language features, types and purpose of descriptive text. Definition of teaching writing, the importance of teaching writing, strategies, function and techniques in teaching writing. Definition of writing, types, aspect, writing process, purpose and assessing writing. And previous studies.

Chapter III includes of research methodology. This chapter consist of research design, research site and participants, object and subject of the research, data collection techniques, data analysis.

Chapter IV includes are finding and discussion of the research, that explain about the implementation of picture word inductive model in teaching writing descriptive text at SMP N 1 Karangmoncol, and the advantages and disadvantages of picture word inductive model to teaching writing descriptive text at SMP N 1 Karangmoncol.

Chapter V presents the conclusion, limitation of the study, and suggestion which is the researcher outlining these issues and providing information to the readers.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents theoretical framework, previous study, conceptual framework related to the research.

#### **A. Theoretical Framework**

##### **1. Picture Word Inductive Model**

###### **a) The Definition of Picture Word Inductive Model (PWIM)**

In general, according to Calhoun (1999) states that the Picture Word Inductive Model is designed to teach reading, writing, and the language system. Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their descriptive writing based a picture. Jiang and Perkins (2013) explain that the intent of the Picture Word Induction Model (PWIM) strategy is to capitalize on students' ability to think inductively and generalize the basis structural and phonetic analysis. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structures. Because of that, this strategy can help the students in writing process.

Through this strategy, students can compose their writing from the basic aspect such as vocabulary. Picture Word Inductive Model is a strategy that uses an integrated language arts approach to teaching beginning reading and writing, and it includes the components skill of phonetic analysis, structural analysis, spelling and mechanic (Calhoun:1999). Fredericks (2009) states that Picture Word Inductive Model uses pictures containing familiar objects, actions, and scenes to draw out words from children's listening and speaking vocabularies. The picture given makes the students built many words. The goals of Picture Word Induction Model (PWIM) are to:

- 1) Build vocabulary as a basis for writing, learning phonics and spelling generalizations
- 2) Gain confidence in one's ability to learn,
- 3) Learn how to inquire into language and use knowledge and skill to read, write and participate fully in education.

Teachers use the Picture Word Induction Model (PWIM) with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetics and structural principles, and using observation and analysis in their study of reading, writing, comprehending and composing (Cabassa, 2009).

Calhoun (1999), PWIM is an inquiry-oriented arts strategy that uses pictures containing familiar objects and actions to elicit word from children's listening and speaking vocabularies. Teachers apply the PWIM in classes, small groups, and individuals to lead them into inquiring about words, discovering phonetics and structural principles, and using observation and analysis in their study. Calhoun (1999) states that in PWIM strategy, the students are presented with pictures of sequential pictures. Then, they shake out the words from the picture by identifying the objects, actions, and qualities they recognize in the picture. The teacher helps them to draw a line from the object to the surrounding board and writes the words or phrase. Besides that, picture word inductive model also builds on the listening and speaking vocabularies of the students.

The model is designed to capitalize on children's ability to think inductively. It means that the process of teaching begins with the explanation and then the main idea comes later. Joyce, Weil, and Calhoun (2011) state that PWIM is the strategy in writing and reading by using think inductively to correlate words with pictures. This strategy will make students easy in adding new vocabulary through reading and

writing, so they will add some words or new vocabulary from their sight through the picture by correlating their mind and their sight of the picture.

According to Calhoun (1999), Picture Word Inductive Model (PWIM) is made for teaching students in reading, writing and language system. This mean that this strategy can be a solution for students' writing skills. The Picture Word Inductive Model (PWIM) is a strategy that can be used to improve students' ability to develop the concept of words and sentences in a paragraph. Therefore, this strategy is expected to provide ideas for students to solve writing problems, especially in writing descriptive texts. This strategy is focused on identify an object through pictures and words, so that students will find it easier to develop image-based descriptive writing.

Based on the definition from the expert above, the researcher conclude that picture word inductive model is the strategy which involves inductive process where the students look for the sign and then use it to identify the meaning of the picture more broadly. It can be said that this process is different with deductive process where meanings and roles that is given to the students to apply it in doing the task.

#### b) The Steps of Picture Word Inductive Model

There are some steps in teaching writing using PWIM, Calhoun (1999):

- 1) Select a picture.
- 2) Ask students to identify what they see in the picture.
- 3) Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).
- 4) Read and review the picture word chart aloud.
- 5) Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

- 6) Read and review the picture word chart (say the word, spell it, say it again).
  - 7) Add words, if desired, to the picture word chart and to the word banks.
  - 8) Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
  - 9) Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
  - 10) Read and review the sentences and paragraphs.
- c) The Advantages of Picture Word Inductive Model

Calhoun (1999) says that there are five advantages and three disadvantages of using PWIM in teaching learning process. The advantages are:

- 1) Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- 2) Students hear and see letters identified and written correctly many times.
- 3) PWIM provides concrete visuals for the learning of new word, phrases, and sentences.
- 4) Because students are using pictures related to topic or material and labelling the picture together they will feel that they are as a part of the classroom community and confidence to participate in class activities.
- 5) PWIM teaches the students how to inquire into word and sentence structure based on the picture that have been labelling.



- 6) By using PWIM the students can get the benefit from the teacher modelling of the key words and concept.
- 7) Students hear and see word spelled correctly and participate in the correct spelling and writing.

However, such strategy still has some disadvantages for teaching writing as follows:

- a. The pictures that are used might not interest the students.
  - b. The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class.
- d) The Purpose of Picture Word Inductive Model

Calhoun (1999) states that the purpose of using picture word inductive model is to develop students' vocabulary, concept about word, sentence, and paragraph, it also to capitalize on children's ability to think inductively.

For most beginning readers and writers, the picture word inductive model is a satisfying and pleasurable activity. They 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 concept and generalizations. The picture word inductive model motivates students because most become successful learners. 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.

## **2. Descriptive Text**

- a) Definition of descriptive text

According to Gerot and Wignell (1994), "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". Basically, it provides details about

characteristics of people, places, and things. The details are used to help the reader in creating a mental picture.

Descriptive text is a text that tells about an object based on our senses (Oshima & Hogue, 2007). The text describes the object about how it look, smell, taste, sounds, and feels. The text-only tells about one object. The object can be a person, place, or things. The characteristic of the descriptive text itself is using adjectives & prepositions Zemach & Rumsek (2006). With the structure consist of title, Introduction that tells about general information and description that give the detail of the object.

A good descriptive text is a text that can give the reader full information about the object, then they can easily have an imagination about the object. In the case to make a good description, so it needs to focus on several things. First, descriptive text only focuses on one topic or object description. Second, descriptive text is written in good order. Third, follow the grammatical rule in writing descriptive text. Those characteristics can make descriptive text become a good one. To help the students to make a good descriptive can be done by using Picture Word Inductive Model.

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

#### b) Generic Structure

Gerot and Wignell (1994) and Yusak (2004) add their opinion about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

##### 1. Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular

thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri (2010) adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

## 2. Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being describe. Masruri (2010) add that description is a part of paragraph which describes the character. So, the writer describes all information related to topic.

### c) Language Features

The grammatical characteristics of descriptive writing can be divided into four categories, according Gerot & Wignel (1995):

#### 1) Focus on specific participants

It means that the focus of descriptive text should be on describing a current participant. Examples of such language include "*My English Teacher*," "*My Cat*," "*My Favorite Place*," and so forth. It is advised to make the text simple to finish. It also facilitates the reader's liberal concentration on a single topic.

#### 2) Use noun phrase

It suggests that in order to help the reader visualize the attributes of the subject or object, the writer should arrange noun phrases in the present tense, such as "*My teacher has beautiful hair*." As the last example shows, hair denotes a noun, but wonderful denotes an adjective. An adjective phrase with an auxiliary verb is created when an adjective comes after a noun word.

3) Using the possessive pronouns

Has or have is part of it. Each subject use of the differential ownership: what belongs to I, you, they, and us, belongs to she, he, and it. Example "*Roni has a big house*" as an example.

4) Use linking verb

The pronouns to be (is, am, and are) are used to create nominal sentences. It acts as a connecting thread between the subject and the complement. With the phrase "She is my best friend" as an illustration.

5) The Use of Simple Present Tense

The simple present tense is one of the tenses that is commonly used when writing descriptive text. The habitual activities are described in this tense. Additionally, general statements of fact activity are explained using it. Azar (2003) states that the present progressive and basic present tense have several variations, including:

a) Simple present of verbal form

The Patterns of Simple Present Tense		Example
(+)	S+to be (is, am, are)+N/Adj/Adv	I am a student.
(-)	S+to be (is, am, are)+not+N/Adj/Adv	I am not a student.
(?)	To be (is, am, are)+S+N/Adj/Adv	Am I a student?

b) Simple present of nominal form

The Patterns of Simple Presents Tense		Example
(+)	S+V1=s/es+O	Juang wears a unique pants.
(-)	S+do/does+not+V1+O	Juang does not wear a unique pants.
(?)	Do/Does+S+V1+O	Does Juang wear a unique pants?

#### d) The Types of Descriptive Text

An explanation is helpful in different types of writing. It can, however, stand on its own. Here are a few instances of descriptive writing, per Regina (2003)

##### a) Describing Personality

Identifying a person or his unique characteristics comes first when try on to describe them. People's physical characteristics (hair, eyes), emotional traits (warm, nervous, etc.), moral traits (greedy, flush, worthy, etc.), and intellectual traits (clever, perceptive, and soon) must all be correctly described. As a result, the author describes the individual.

##### b) Describing a place

Comparable to people, places are frequently described by their heads, such as a town's features, a region, or a particular location like a garden or park. Giving some specific examples is the greatest method to describe a location. The hotel, the house, the school, and soon. It's also critical to ascertain the spare's size and agreement.

##### c) Describing process

In order to create a descriptive text, the author must be aware of and comprehend how something occurs and is carried out. The writer takes into account the steps involved in finishing the process as well as the verb that is often used in the imperative form.

##### d) Describing an object

The most accurate approach to characterize an object's characteristics, like its size, shape, form, colors, etc.

##### e) Describing an event

The writer will be able to recall and commit to memory the events that occurred during the event they are recounting. Assume the author will write about the accident that occurred two days

ago. In this case, they provide a detailed explanation of all the event-related details. When necessary, it places the occurrence in the actual surrounding.

e) Purpose of Descriptive text

According to Knapp and Watkins (2005) state *“the genres of describing are one of the fundamental functions of any language system and one of the first skills emergent language users learn to control”*. They also state *“descriptions enable the categorisation or classification of an almost infinite range of experiences, observations and interaction into a system that orders them either objectively or subjectively, depending on the learning area or intent of the writer”*. Besides of the state above, can conclude that purpose of descriptive text is to make a describing for people, place, or things.

## 1. Teaching Writing

a) The Definition of Teaching Writing

According to Mufliah et.al (2021), states that teaching writing is kind of productive skill for students to produce the written text by applying several processes of writing that consist of controlled writing, guided writing and free writing. Controlled writing is an activity that in the exercise, the final product and the final content is determined by the teacher (Simpson, 1998). Guided writing lesson is a lesson where the teacher shows the process of writing sentence or paragraph using appropriate English rules to the students, and then they are given opportunities to use these strategies in their own work. Free writing is provided when the teacher only gives the title and everything is done by the students. Furthermore, writing has three main processes involving prewriting, writing activity, and re-writing activity (Titisari, 2015).

Teaching writing is the process of interaction between students and a teacher in the classroom that result in written production. Writing

stands as an act of interaction that present in a written form and it could be read by a reader (Chan, 1986). The primary objective of teaching writing is to achieve linguistic, communicative, and cultural competences (Malyuga, Litvinov, & Panicheva, 2016).

b) The importance of teaching writing

Writing is very important for students. Students can get many chances to explore what is in their mind from writing. It also helps them to describe, narrate, and show their ideas in the form of written text. Harmer (2004) states that writing can encourages students to focus on accurate language use, because what they think as they write will provoke the student's language development as they resolve the problem. Writing also develops student's writing to create meaningful sentences is how teachers can stimulate students what they should write first.

Most of the students who have formal education system will learn to write, at least basic a level. Writing is useful for students because it helps students on their learning such as writing descriptive text, narrative text etc., it is so important because most of activities should be done by writing. Students will be able to express their idea and give information to other people. That is why students should have good mastery in writing. It can be conclude that writing is the important skill that should be mastered by students because it is used to increase their language mastery.

c) Strategies in Teaching Writing

According to Caswel (2004), the writing proses present students with a step by step producer that leads to the completion of a piece of writing. Students follow a formula to solve problem. The writing process provides the procedure to procedure the best piece of writing possible by a particular day of writing.

According to Tompkins (2000) stated that the stages in writing activities;

1. First, prewriting stages is students getting ready to write.
2. Second, drafting is students focus on getting their own ideas in their own environment.
3. Third, revising is students clarify and refine ideas in their compositions during the revising stages. The students reread their works and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers.
4. Fourth, editing is putting the piece of writing into in final form or it seem like the process of correcting mechanical errors.
5. Fifth, publishing is students publish their writing and share it in front of the class.

d) Function

According to Ananda (2019) state that, the principal purpose of teaching writing is to make students can express their ideas, thoughts or feeling on the papers meaningfully. So, in teaching writing process interesting for students in order to achieve the basic purpose of teaching writing above.

e) Techniques in Teaching Writing

Writing is challenging for a number of reasons, according to Charles & Hardfield (2008). Firstly, the writer must choose what information the reader needs to know and how to convey it. Second, language skills are challenging since writing calls for proper word choice and grammar. Thirdly, there is a cognitive challenge since students must arrange their ideas for a reader who is not familiar with them.

It is said that an English instructor has a significant role to play in encouraging students to write. In order to help students, the teacher needs to be patient. Some methods that have been utilized recently to teach writing include as follows:

1) Using music

According to Harmer (2004), music may be a very powerful tool for inspiring writing because it often arouses strong emotions



and thoughts. Music has a universal quality, making a large portion of it simple enough for everyone to understand.

## 2) Using picture

According to Raimes (2000), visuals serve as excellent catalysts for written expression in the same way that music can encourage creativity in students, especially in those who are highly responsive to auditory stimuli. Images are frequently used to illustrate concepts in grammar and vocabulary exercises. According to Raimes (2000), picture are beneficial in that they facilitate the usage of standard language forms and vocabulary.

## 3) Using game

Charles and Hardfield (2005), claim that teaching writing can be done through games. Students will be more concerned and enthusiastic learners when games are used. They'll discover something fresh and distinct from what they typically learn in class. According to Charles and Hardfield (2005), students can overcome one of the aforementioned difficulties by including games into the learning process since they provide them a specific, attainable goal.

## 2. Writing

### a) The Definition of Writing

Writing is the most difficult skill to master when studying a foreign language. Writing demands competence in many areas, such as vocabulary, structure, purpose, audience, and mechanics like spelling, capitalization, and punctuation. According to Rass (2001), this makes writing a difficult skill for both native speakers and non-native speakers. According to Brown (2001), writing is the act of transferring ideas onto paper in order to give them shape and cogent arrangement. Thus, writing is a process of thought. Hugley et al. (1983) state that writing is a kind of communication. Depending on how aware a person is of societal standards. Thus, as writing is a

communication instrument, it can foster the development of social relationships and social expectations.

Writing is a difficult task, particularly for students, as it involves more than just putting thoughts on paper. In writing, ideas, feelings, and thoughts are arranged into words, phrases, and paragraphs using our hands, eyes, and brains, according to Raimes (1987). This remark suggests that in order for students to write well, they must have strong writing abilities. There are five factors that should be taken into account when creating a composition in order to produce quality writing. Writing has five components, according to Jacob (1981): structure, vocabulary, grammar, mechanics, and content.

Sari' et al. (2022) claim that writing is a process of learning as well as a skill. Put differently, writing is essentially stating a claim and then providing evidence to bolster or clarify it. Writing is a means of expressing oneself to readers through written language. Writing demands an understanding of vocabulary, syntax, grammar, and other concepts that are needed to construct sentences and produce well-written writings.

According to Hyland (2003), writing method's emphasize a person's capacity to develop their own perspectives on many topics and writing is a means of expressing one's own meanings. This indicates that writing can be used to discuss a topic of an event or experience, as well as opinions and feelings of personal significance.

#### b) Types of Writing

According to Rahmawati (2015), there are two forms of writing, and the type of writing system that occurs in the native language naturally plays a significant role in determining how easy it is for kids to learn to write:

##### 1) Factual or Practical Writing

Facts are dealt with in writing. It is found in the composition of letters and summaries by the writer.

## 2) Imaginary Creative Writing

Writings of this type are usually found in literary works. Depending on the students' age, interest level, and writing style, several types of writing will be assigned. For instance, we could assign beginners to compose a short poem. When assigning a task to children who are beginning language learners, teachers ensure that both advanced and intermediate students have access to sufficient vocabulary.

### c) Aspect of Writing

According to Siti (2018), writers are considered successful if they incorporate certain basic elements of writing. There are five requirements that must be met.

The following five elements of writing serve as benchmarks for quality writing:

1. Content (the capacity for original thought and idea development).
2. Organization (the capacity for suitable writing).
3. Vocabulary (the capacity to utilize terms and idioms).
4. Languages (the capacity for well-structured writing).
5. Mechanics (the aptitude for proper spelling, punctuation, capitalization, and layout).

According to the foregoing argument, a piece of writing must include all five components of a good written form: organization, vocabulary, mechanics, content, and languages.

### d) Writing Process

Writing is difficult, especially academic writing, according to Widhiyani (2019). Study and practice are necessary in order to master this ability. It's crucial to remember that writing is a process rather than a finished result for both English language learners and native speakers. A writing process consists of four parts:

#### 1) Planning

By organizing the information and the order in which they will write it, the teacher helps students to think through their writing before they begin. It implies that students thought to be aware of the objective of their writing, as well as the language and content they take to utilize. The topic must also be familiar to students. Structure of their writing. They should be considered several aspects of sequence in planning of their writing such as the facts, ideas, or arguments.

#### 2) Drafting

Drafting means students to write on a piece of the paper. Students need to draft their work in order to organize their thoughts and prioritize what should be written first, second, third, and so on.

#### 3) Editing

Editing means students correct their own writing. They identify and correct the mechanical errors.

#### 4) Final Revision

In this last process, students give their writing revision to the teacher to correct their writing. Students create the final modification once they have determined which is correct. Due to changes made during the editing process, this may appear very different from the initial design and the first draft. Finally, students can share their writing.

Planning, drafting, editing, and final revision are the processes involved in the writing process, as may be inferred from the explanation above. After all of the process have been done, the writing result is ready to be read.

#### e) The Purpose of Writing

The goal of written language is to convey information accurately, effectively, and appropriately; and to do this written language has to be more explicit than spoken discourse. Purpose

writing is to persuade an already knowledgeable audience that can interpret factual information in a way that shows the information is now part of academic experience (Rahmawati, 2015). Besides that, at the purpose of a piece of writing determines the rhetorical form chosen for it. A persuasive essay will be organized in one way and an expository essay in another way.

f) Assessing Writing

According to Yulanda (2018), a few factors need to be taken into account when assigning a grade for a student's work. They are as follows:

1) Content

The written word or the experience of the main concept is known as content (unity). Observing the topic sentence, it is identifiable. The primary idea of the paragraph should be expressed and reflected in the topic sentence.

2) Organization

The coherent and logical arrangement of the content is referred to as organization (coherence). It has to do with concepts that flow naturally together within a paragraph.

3) Vocabulary

The list of terms that are appropriate for the supplied material is called vocabulary. It can be recognized by looking at the words that are chosen or the way they are used to communicate concepts to the reader.

4) Grammar

Grammar is the use of proper syntactical patterns and grammatical constructions. It can be distinguished by the way a coherent statement is put together.

5) Mechanic

Mechanic describes how a language uses its graphic conventions. It can be recognized by looking at how the paragraph uses capitalization, punctuation, and spelling.

### **3. Previous Studies**

In order to acknowledge the obligation made to previous research and clarify how the new study integrates into the field, the researcher presents several examples of previous studies that have correlations with the present research, drawing from a variety of sources. The following are the findings comparing this research to previous studies:

1. The article journal by Ermita (2019) untitled “Picture Word Inductive Model for Better Descriptive Text Writing” this study ia done to find put the effect of using the Picture Word Inductive Model for teaching-learning descriptive text with second-semester students in the English Education Study Program at the University of Jambi in Indonesia to improve the student’s writing skills. This study used an action research method. The results showed that use of Picture Word Inductive Model was a success. The students enjoyed their lesson more and were more motivated, interested and confident during the teaching-learning sessions. The similarity of this research is using Picture Word Inductive Model make students more interest, confident and motivated during learning writing. The different of this research is using action research method to gathering the data.
2. Similar research by Putri (2020) untitled “The implementation of picture word inductive model (PWIM) to improve students writing of descriptive text”. The result of showed that using Picture Word Inductive Model enhanced student’s capacity to produce descriptive text. Furthermore, in reference to the outcome, every elements of writing improved, but vocabulary improved the most. In summary, Picture Word Inductive Model effectively enhances student’s writing skills for both descriptive and all other types of writing as demonstrated by the abovementioned findings.

3. Similar research was conducted by Rahayu (2018) entitled “Picture Word Inductive Model: it’s Effectiveness to Teach Writing Viewed from Student’s Interest”. In this study, the researcher conducted an experimental study. This experimental study aimed to find out the effectiveness of PWIM to teach writing viewed from student’s interest in the eighth grade of MTs ASWAJA Pontianak. The result of the study show that students having high interest have better writing skill that those having low interest on student’s writing skill. It means that using picture word inductive model was more effective to improve students interesting to teaching writing. The different from this study that is uses experimental design and random sampling technique. The similarity from this study is that using picture word inductive model increase the student’s interest on teaching writing.



## **CHAPTER III**

### **METHODOLOGY**

This chapter presents about described of the process research to be able to answer of research question as formerly stated in chapter one. It contains of type of the research, subject and object of the research, data collection techniques, and data analysis techniques.

#### **A. Research Design**

The research design used qualitative research, Ary et al (2013) state that qualitative research is different kind of research in training and the social sciences which could produce vibrant and richly detailed accounts of human experience. This method that consist of observation, interviews and documentations. The observation conducted at SMP N 1 Karangmoncol in seventh grade class of VII A, VII B, VII D. The research aimed to analyzing phenomena, events, social activities as well as attitudes or thoughts of people individually or in groups and produce descriptive data in the form of written and spoken words from people and observed behavior.

This research is a descriptive qualitative research which describes the phenomena that exist in the learning process of writing descriptive text by implementing the picture word inductive model in the seventh grade students of SMP N 1 Karangmoncol, Purbalingga. Covers the implementation of picture word inductive model carried out by English teacher during the learning process, the advantages and disadvantages of picture word inductive model.

#### **B. Research Site and Participants**

The location that was chosen at SMP N 1 Karangmoncol. Because considered the school worthy to be used as a research location. In addition, teacher at SMP N 1 Karangmoncol have used picture word inductive model as a medium and delivery of material. So the strategies used by teacher in delivering material are very interesting to study. Therefore, researcher is interested in conducting research at the school to find out how



the implementation of using picture word inductive model in teaching writing descriptive text.

In addition, the availability of data with so many students in SMP N 1 Karangmoncol which would make it easier for researcher to conduct the research. An English teacher and VII A, VII B, VII D students with a total of 36 students of SMP N 1 Karangmoncol that participant of this study.

### **C. Subject and Object of The Research**

#### **1. The subjects of the research**

The subject of this research was an English teacher who used picture word inductive model in teaching writing descriptive text at seventh grade to assess the students' writing skill. This research conducted a study with an English teacher who teaches seventh grade students at SMP N 1 Karangmoncol, because he was the only one English teacher who implemented the picture word inductive model in teaching writing. The next subject of the research were seventh grade students from class VII A, B, and D.

#### **2. The object of the research**

The object of this research was the implementation of picture word inductive model, the advantages and disadvantages of using picture word inductive model in teaching writing of descriptive text at seventh grade students at SMP N 1 Karangmoncol Purbalingga.

### **D. Data Collecting Techniques**

#### **a. Observation**

In qualitative research, observation is a fundamental technique for gathering data, according to Ary (2010). Observations were conducted in three times, on September 29th 2022 when the descriptive text was taught, then on September 15th 2023 at the second meeting of the descriptive text at seventh grade class at SMP N 1 Karangmoncol, then the third observation was conducted on September 16<sup>th</sup> 2023 the observation of the results of the students presentation. During the observation, the implementation of picture word inductive model in

teaching writing descriptive text was investigated. This observation used observation check list that contains the steps of picture word inductive model.

b. Interview

An interview is a meeting between two people to exchange ideas and information through questions and answers, according to Moleong (2007). An interview is a type of verbal contact in which the researcher and the subject of the study exchange questions and answers, according to Abdussamad (2021). The interview was conducted in a semi-structured interview in which, this interview included a series of open-ended questions. This method allows the emergence of new questions to the answers provided by supporters so that during the session the information can be explored further. A list of questions were prepared to be asked to the English teacher at seventh grade students of SMP N 1 Karangmoncol who used a picture as a media to teaching writing strategy. The purposes of this interview were to carried out how the teacher was implement the picture word inductive model and the advantages and disadvantages in teaching writing descriptive text at seventh grades student. In the interview, the informant was an English teacher of seventh grade students at SMP N 1 Karangmoncol Purbalingga. The interview was conducted using a audio recording. After that, interview was transcribed by the researcher. The teacher was asked some questions related to the implementation of picture word inductive model, the advantages and disadvantages of using picture word inductive model in teaching writing descriptive text at Seventh grade students in SMP N 1 Karangmoncol, Purbalingga.

c. Documentation

According to Abdussamad (2021), documentation is the collection of data by viewing or analyzing documents that others have created about the subject. Documents can take the form of writings, drawings or monumental works of a person. Documentation is a way to conclude research data that

used by collecting records of events that have passed in the form of pictures or someone's monumental work, Miles and Huberman (1994). In this study, the document is carried out to support the result that gotten from observation and interview activities that obtained are lesson plan that made by an English teacher seventh grade students SMP N 1 Karangmoncol, guidelines of observation and interviews, and photos.

#### **E. Techniques of Analysing Data**

According to Miles and Huberman, data analysis activities include data reduction, data visualization, and conclusion drafting or confirmation.

##### **a. Data Reduction**

According to Subadi (2006) stated that, data reduction is the process of selecting, focusing attention in simplifying, abstracting and transforming data that arises from written records in the field. In this study conducted with the stages of observation, interviews and documentation. The researcher combines three techniques or called data triangulation. In this case the researcher selects the relevant data. The researcher in data reduction technique takes from every action taken of seventh grade students and teachers of SMP N 1 Karangmoncol who the researcher chooses to complete and facilitate the data.

##### **b. Data Presentation**

Data presentation is a composed information that provides possibilities in the existence of drawing conclusions and taking action (Subadi, 2006). The presentation of this data is in the form of a record of the results of the observation and interview. In presenting this data, the researcher prefers to describe events or cases that have been studied in the field. This is in accordance with the technique taken by the researcher, namely qualitative descriptive techniques. This technique is taken based on research activities that have been carried out by researcher in the field.

##### **c. Verification**

Subadi (2006) stated that this activity is the most important activity. This activity is a process of interaction between data collection, data

presentation until the research activity is completed. Data validation was carried out by researchers from activities at SMP N 1 Karangmoncol, starting from the beginning of the study to the end of the study. Thus, the researcher can be present and check the correctness of the data that has been obtained. The technique used by researchers in data verification is a data triangulation technique.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents data analysis and discussion to answer research questions collected from observations, interviews, and documentation. The points of this chapter consist of identifying the implementation of the picture word inductive model in teaching writing descriptive text and identifying the advantages and disadvantages according to the teacher's perception in seventh grade students at SMP N 1 Karangmoncol Purbalingga.

#### **A. The Implementation of Picture Word Inductive Model in Teaching Writing Descriptive Text at SMP N 1 Karangmoncol**

This research was conducted at SMP N 1 Karangmoncol, Purbalingga. The English teacher at this school implemented a method to solve student problems in teaching writing descriptive text at seventh grade class of SMP N 1 Karangmoncol, the method called picture word inductive model. The teacher applied several steps in the picture word inductive model to teaching writing descriptive text at seventh grade students at SMP N 1 Karangmoncol. The result of observation at SMP N 1 Karangmoncol shows that to apply the picture word inductive model to teaching writing descriptive text, the teacher implemented several steps as follows: 1) Selecting picture, 2) Identifying picture, 3) Labelling picture, 4) Reading and reviewing picture, 5) Adding words to the picture word chart, 6) Leading students to create a title, 7) Asking students to generate a sentence, 8) Reading and reviewing the sentence. Based on the observation, students followed the steps by being guided from the teacher.

*"To implement this method, I applied several steps that must be followed by students effectively. First, I am selecting a picture that is familiar for students and displayed it in appropriate size. Then students are asked to identify the picture. Next, students label the picture by drawing a line in the area of picture that has been identified. After that, students together read the words loudly. Sometimes I also add some words that students did not identify from the picture. Then, I am together with students read the words again. The next step is thinking to create a title. After that, I guide students to generate a sentence using the words that have been found from the picture. Last, students read their result of their final writing and I review their*

tasks.” (Interview with English teacher at SMP N 1 Karangmoncol on September 29<sup>th</sup>, 2023)

Based on observation and interview above, the teacher applied several steps in picture word inductive model to teach students about writing descriptive text using picture as a media for learning. According to Raimes (2000) Images are frequently used to illustrate concepts in grammar and vocabulary exercises. Picture are beneficial in that they facilitate the usage of standard language forms and vocabulary. Using picture help students at SMP N 1 Karangmoncol easy to illustrate about the picture and facilitate them to get lots of vocabularies in English. At the time of observation, the steps of picture word inductive model applied by teacher to teaching writing descriptive text are explained as follow:

#### 1. Selecting a picture

The first steps of picture word inductive model that applied by the teacher to teach students in writing descriptive text is selecting picture. To select a picture that used as a media for learning, the teacher should attention several things before. According to Calhoun (1999) states, to select a picture, the teacher selects an interesting picture that is related to the topic. The right pictures are tangible, concrete and attractive. Place the picture on the board or wall that is at eye level of the students to aid their exploration and gathering of evidence. The richer and larger picture is suggested in this model. Based on the observation, the teacher used a picture that related to the topic. The picture is familiar to the students, they feels interest when the teacher displayed a picture in the board. Some of students lively mentioned the name of the object in the picture. The picture was displayed clearly. All of students not complain about the size, it is not too small and can seeing by students clearly. The picture also not too big, the board still have much space to uses by teacher and students to write any words.

A teacher at SMP N 1 Karangmoncol, informed that first step in applying picture word inductive model is selecting picture, and to select a picture the teacher must consider it. This is also by the theory which state by Peter, Shania, & Juneth (2022) that the teacher must decide the picture that he or she wants to show to the students. The picture should suit the students’ age and relate to their knowledge.

*“I selected a picture that familiar to student, related for them age and activities.”* (Interview with English teacher, September 15<sup>th</sup>, 2023)

It shows that the teacher applied this step, teacher selected a picture that interest to students. After selecting picture, teacher display it in the board in appropriate size not too small and all of students can seeing the picture clearly. The displayed also not too big, it is still have much space of the board to write some words. Teacher choose cartoon theme, much of students feel enjoy with the picture. Students are familiar with the picture and easy to know the object in the picture. Student looks interest because the picture relate with the student ages and activities. They are enthusiasm to observe the picture.

Based on findings above, the step are used by the teacher to increase students enthusiasm using picture as a media for teaching learning in writing descriptive text. According to Lidia (2013) states, picture can create learning more interesting, enjoyable and more efficient because pictures can attract students' attention, and they will be motivated to study. Teacher choose a picture that related with student age and activities, the picture that chosen by teacher is related to students. Teacher choose cartoon them, they are familiar with object in the picture. It makes student easy to know the object in the picture. Students looks interest and enjoyed the picture. They are lively mentioned the name of the word that displayed in the picture. Calhoun (1999) states, place the picture on the board or wall that is that is at eye level of the students to aid their exploration and gathering of evidence. The richer and larger picture is suggested in this model. Teacher display the picture on the board, the size was appropriate not too small and all of students can seeing the picture clearly. Students not complain about it.

## 2. Identifying picture

The second step of picture word inductive model is identifying picture. According to Calhoun (1999), second step of picture word inductive model is identifying picture, students asks to identify what they see in the picture. Based on observation, after the teacher display a picture, he ask student by self to identify the picture. Students are identified parts of picture that they see in the picture. Teacher applied this step in learning class activity. According to Sinurat (2017), it helps student to generate their confidence to participate in the

classroom activities. Some of students had problems in teaching writing descriptive text, they are feels bored and not active to participate in the class. This step gave them motivation to participate in the class. They are enthusiasm to identifying the picture. It helps students to understand about the object on the picture. Students easy to observe what they see in the picture.

The English teacher at SMP N 1 Karangmoncol informed that this step applied in the class. Using picture in teaching writing activity is effective to students.

*“Yes, picture word inductive model is effective to use in my class writing, students are active during the learning.”* (Interview with English teacher at SMP N 1 Karangmoncol, September 15<sup>th</sup>, 2023).

In the statement above, using picture give good impact for students, they are active during the learning. Not only it, students also more understand about the object, they are easy to identify the parts of picture. Based on observations, teacher applied this step in generating student confidence to participate in classroom activities. Teacher asks students to identifying the picture, students understand with teacher instructions. They are active to participate in the class.

In addition, the teacher at SMP N 1 Karangmoncol, give instruction to students to identify a picture,

*T : “Siapakah tokoh pada gambar tersebut?”*

*S : “Spongebob, Miser!”*

*T : “Yes correct, kemudian apakah yang kalian lihat pada gambar?”*

*S : “Mata, gigi, sepatu, seragam, and so on..”*

In the interaction above, teacher guide students with some questions, so that student more understand with him instructions. Students can understood with teacher asks easily. They are identified the picture well. They are can find and mentioned some words that they see in the picture. They are active to participate in the class. According to Peter (2022), with teacher’s guidance, the provided pictures will be identified by the students. The purpose of this activity is to know all of the objects in the pictures so that it helps them in the writing stage. Based on the observations, teacher guide students with some questions to stimulate students thinking. Students can understand and answer the questions correctly.



They are identified all of objects in the picture. They can find many word accordance with what they see in the picture. It helps students to increase their vocabulary as a modal to write especially to write descriptive text.

Based on finding that found in this research, applied of identifying picture is a good trick to students that implement by teacher to increase student's vocabulary and generate them confidence in participating at classroom activities. The improvement on students writing vocabulary was in line with the statement by Calhoun (1999) that stated "PWIM approaches the development of sight vocabulary directly and also include students to classify their words, building the concept that enable them to unlock unfamiliar words." The improvement on the students writing was showed in how they generated the sentences and paragraph. In the post test showed that most of the students were able to write three paragraphs of descriptive text. According to Calhoun (1999) "PWIM help students to compose sentences and paragraph that convey ideas for themselves and others." Jannah (2020) proved that participants' English vocabulary mastery got great improvement after the treatment of the picture word inductive model.

### 3. Labelling picture

The next step of picture word inductive model is labelling picture. According to Calhoun (1999), labelling the picture parts is drawing a line in object or area that identified by students. Based on classroom observations, in this research that teacher applied to make students active to participate in the class. This step make students understand and easy to find words by draw a line to labelling the picture in the object or area that have been identified by them.

The English teacher at SMP N 1 Karangmoncol give instruction for students,

*"Alright students, now please labelling the picture by draw a line in the object or area in the picture that all of you have been identified!"*

Based on observations, the teacher also give direction to make students more understand with him instruction by give example how to draw a line in object or area that identified and write the words that him found. Students can understand with the teacher guide. They are labelling the picture that display in a board in

front of the class by drawing a line in object that identified, then they write the words that them found in the picture. This step make students active to participate in the class, they are looks interest and enthusiasm during the lesson. According to Lidia (2013), picture can create learning more interesting, enjoyable and more efficient because pictures can attract students' attention, and they will be motivated to study. Picture is appropriate media for increasing students' effort in studying English.

Based on finding that found in this research, labelling picture applied by teacher in the class. This activity make students more active during the learning. They can labelling the picture with drawing a line in the picture and write the words that they found in the picture. According to Calhoun (1999) because students are using pictures related to topic or material and labelling the picture together they will feel that they are as a part of the classroom community and confidence to participate in class activities.

4. This step was eliminated from the teacher to anticipate the learning process more effective. The reading step of Picture Word Inductive Model has three sessions, and all of the reading sessions are made into one session by the teacher so that it doesn't take up lots of time in class activities.
5. This step was also eliminated by the teacher to anticipate the time of learning. This step is doing reading words by classify the words into a variety groups and identify how to spell of consonant and rhyming of words. And this activity was doing in the sixth step by the teacher.
6. Reading and reviewing the picture word chart

The next step in picture word inductive model is reading and reviewing the picture word chart. According to Peter (2022), lead the students to read aloud and review the chart together daily. The teacher spells aloud the words correctly and let the students hear the words pronounced correctly many times. Based on classroom observations, teacher applied this step to increase students speaking skill. At first, the teacher leads student to read and spelling the words correctly.

*T : "Saya akan mencontohkan cara pengucapan kata dalam bahasa Inggris dengan benar, please repeat after me! Understand?"*

*S : "Yes, Sir" (Observation in the class on September, 15<sup>th</sup>, 2023)*

Teacher spells aloud the words correctly in many times, and student repeat after the teacher spelled the word until they can spelling the words correctly. According to Calhoun (1999), Picture Word Inductive Model (PWIM) was defined as an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies". In this activity, students looks very enjoyable and enthusiastic. It can be seen from their enthusiasm and good participation in pronouncing the words together.

Based on finding that found in this research, the teacher applied this step in the class. Teacher lead students to spelling words correctly. Students enthusiastic to hear, see and repeat to spelling the words in many times until they can spelled the word correctly. It also make students remember about the words that they have been written and spelled. This condition make student's vocabulary mastery and their speaking skill improved. Calhoun (1999) states, the teacher spells aloud the words correctly and let the students hear the words pronounced correctly many times. And it also helps students to increase their vocabulary mastery by Peter, Shania, & Juneth (2022). (McDonald, 2010; Swartzendruber, 2007). PWIM helps ELLs practice spelling, phonics and grammar (Shaman, 2014).

#### 7. Adding words to the picture word chart

The next step in picture word inductive model is adding words. According to Calhoun (1999) states, add words, if desired, to the picture word chart and to the word banks. Ask the students to find many words that belong to useful categories. These words can be used as a part of the lesson.

The English teacher at SMP N 1 Karangmoncol informed that adding words is important to students.

*"In writing, the students are not confuse to start their writing because they have lots of words as a modal to writing something especially writing descriptive text". (Interview with English teacher at SMP N 1 Karangmoncol, September 15<sup>th</sup>, 2023)*

Based on classroom observations, teacher adding word that students not identified in the picture. It aims to help students get many words to use as part of the lesson. The more words collected, make students easier to write descriptive text. So that they not confuse to describe the object in the picture. According to Lisa (2016), students can write easily because they have found the word in the picture.

Based on findings that found in this research, teacher adding words in object of the picture that not identified by students to help them get lots of word. If students get many words they are can develop sentence easily. According to Lisa (2016), students can write easily because they have found the word in the picture.

#### 8. Leading students to think a title for the picture word chart

The next step in picture word inductive model is thinking a title. Sinurat (2017) states, lead students to think about the information in their chart and what they want to announce first to the reader. They are free to create the title so far it is related to the topic.

Based on classroom observations, teacher leads student to think about the information of the picture and decided the title that accordance with the information that they want to say "*Sekarang tentukan tema yang menurut kalian sesuai dengan topik pada gambar tersebut!*". Students enthusiasm to thing a title, they are mentioned a title that accordance with the object of the picture "*Spongebob, Mister!*", other students also give suggestion, "*Spongebob Squarepants*". Then teacher said again, "*Okey, judulnya bebas asalkan harus sesuai dengan topik pada gambar yaa.. Boleh Spongebob, atau Spongebob Squarepants*". Students looks happy because their suggestion accepted by teacher. The title is an important thing before student would like to write something especially write descriptive text. If this step not applied students will confuse to think about the title, and it make students difficult to increase their ideas.

Based on findings that found in this research, teacher applied this step in implementing picture word inductive model to teach writing descriptive text.

Teacher leads student to create a title. Title make students can focus to with the topic and can develop their writing.

9. Asking students to generate a sentence

The next step in picture word inductive model is generating sentence. According to Peter, Shania, & Juneth (2022) states, generate all the words collected that available in the word chart into sentences and paragraph. Based on classroom observations, the teacher instructed all students to write 5 sentences. Students looks interest and enthusiasm. They not confuse to start their writing because they many words and it helps them to generate a sentence. Students start to write the description about the object on the picture. They write some simple sentences. Teacher still guide student during the process.

*“In writing, the students are not confuse to start their writing because they have lots of words as a modal to writing something especially writing descriptive text”.* (Interview with English teacher at SMP N 1 Karangmoncol, September 15<sup>th</sup>, 2023).

This shows, that generating sentence using picture word inductive model helps students easily to write descriptive text. Because they get lots of vocabulary based identifying the picture.

Based on findings that found in this research, teacher applied this step in learning activity. The teacher asks student to create five simple sentences in English using the words that them found in the picture. Students understand with the teacher instructions and starting to write sentence. They not feel bored and confuse because have many words to write. 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.

10) Reading a sentence

The last step of picture word inductive model is read the sentence or result of students writing. Based on classroom observations, the teacher ask students to read their final written to others friends in the class. Teacher give review to student's result of writing and the students pronounced. Sinurat (2017) Read and

review the sentences and paragraph. The goal is for every student to learn to read the sentences and paragraph fluently. They are can produce a sentences about describing someone or something easily. The states of Cahyani, Suprianti & Budiarta (2023) through picture identification and labelling activities, students increased their vocabulary, where the vocabulary can be used as their guide in making sentences or paragraphs. PWIM also makes the teaching and learning atmosphere of writing became fun and interesting so that students become more enthusiastic and actively participating in writing class. According to Wahyuningsih & Sugianto & Hasibin (2019) state that, PWIM is the suitable method to teach and learn writing skills for the students, especially in process of writing descriptive text because this strategy detailed in process of identifying the objects.

Based on finding that found in this research, last step of picture word inductive model was applied in teaching writing descriptive text. This step aims to know what the students writing skill were improve or not. Students can write sentence easily, they not feel confuse to write descriptive text because have many vocabularies in English. They also can read their project of writing correctly.

In addition, the implement of picture word inductive model is very helpful for student's development in English. Students become more active to participate in the class. The implementation of picture word inductive model also increase student's knowledge and abilities, especially in pronunciation and vocabulary. The vocabulary most improved by using this method. In conclusion, teacher applied eight steps to apply in teaching writing descriptive text. Students can increase their vocabulary and spelling because the teacher applied picture word inductive model especially in labelling picture and reading word steps. Picture word inductive model consist of selecting picture, identifying picture, labelling picture, reading words, creating title, generating sentence and last is reading final project of students. Based on interviews that conducted in this research, student felt helped by the picture word inductive model that given by the teacher.

## **B. The Advantages of Using Picture Word Inductive Model in Teaching Writing Descriptive Text**

Based on the result of observation and interview was conducted by researcher with the English teacher and students at SMP N 1 Karangmoncol, there are advantages of using picture word inductive model as follows:

1. They feel as a part of the classroom community and can participate in class activities

The first advantages that found in this research is they feel as a part of the classroom community and can participate in class activities. Based on the observation, using picture word inductive model make student get motivation to study. They are feel interest and active to participate in the class.

English tacher at SMP N 1 Karangmoncol informed that one of the advantages of using picture word inductive model to help students get many ideas to write.

*“PWIM give better impact for students, they are more active to participate during the lesson.”* (Interview with English teacher at SMP N 1 Karangmoncol, September 16<sup>th</sup>, 2023)

Based on the interview above, picture word inductive model give good impact for student. That means, student more active during the lesson, they are interest to participate in the learning activity. They are motivated to learn. This steps agrees by Calhoun (1999) says that because students are using pictures related to topic or material and labelling the picture together they will feel that they as a part of the classroom community and confidence to participate in class activities.

It can be concluded that use of picture word inductive model that implement by teacher provides motivate for students. Students become active during learning and participate in the class. Not only that, by motivate to study, students can follow the lesson effectively. They are can improve their writing and speaking skills.

2. Students hear and see words spelled correctly and participate in the correct spelling and writing

The second benefits that using picture word inductive model give good impact for students in speaking and writing skills. The English teacher informed that the use of picture word inductive model has positive impact in the classroom, especially in teaching writing and speaking.

*“This method also make students have good pronounce in English.”* Teacher also said *“In writing, the students are not confuse to start their writing because they have lots of words as a modal to writing something especially writing descriptive text. Their speaking skill also improved, this method consist of reading section that doing in many times, so students can hear and see how to spelled the word correctly.”* (Interview with English teacher at SMP N 1 Karangmoncol, on September 16<sup>th</sup>, 2023)

Based on the observation, teacher observe that the implement of picture word inductive model have a positive impact on students. They are can spelling the word correctly. That means, students are participate in these activity, they are hear and see what the mistakes of it. By guide from the teacher, students can learn how to pronounce word correctly. They are also can see how to write correctly. This method is effective to increase student skills, especially in speaking and writing English. That agrees by Calhoun (1999) Students hear and see word spelled correctly and participate in the correct spelling and writing.

It can be conclude that the implementation of picture word inductive model by teacher can increase students writing and speaking skills. They can spelling the word correctly and they can develop a sentence easily, because students get many words by using this strategy.

It can concluded that the use of picture word inductive model give positive benefits for students. They are become active during the lesson, they also more confidence to participate in the class. They are enjoy and enthusiasm follow the activities in teaching writing descriptive text. Students writing and speaking skills were improved, they can increase their idea to develop into sentence because they have many words based on the picture. Students can spelling the word correctly.



### C. The Disadvantages of Using Picture Word Inductive Model

Based on the result of observation and interview was conducted by researcher with the English teacher and students at SMP N 1 Karangmoncol, this is the disadvantage of using picture word inductive model as follow:

1. The picture word inductive model is need much time to apply

The weakness of applying picture word inductive model is needs much time to apply. Based on the observation, this method needs much time to apply in the class. The English teacher and students at SMP N 1 Karangmoncol informed that Picture Word Inductive Model is need much time to apply.

*“According to me, the weakness from this method are, time consuming, the picture might not interest to students, and size of picture must be appropriate.”* (Interview with English teacher at SMP N 1 Karangmoncol on September 16<sup>th</sup>, 2023)

Based on the interview above, picture word inductive model has weakness to use because it need much time to apply in the class. It can conclude that picture word inductive model has weakness is need much time to apply in the class. According to Rohmatul (2023) say that to applying the picture word inductive model requires a lots of time. Santika (2018) state that picture word inductive model is time consuming. Based on both of the states it concluded that picture word inductive model needs much time to apply in teaching writing activity.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is divided into two sections. The conclusion, which covers the main points discussed in the previous chapter, is the first section. The second section discusses several recommendations that could be helpful for students, English teachers, and future researchers.

#### **A. Conclusion**

Based on the results of the data obtained, the implementation of Picture Word Inductive Model at SMP N 1 Karangmoncol were applied eight steps that consists; 1) Selecting a picture, 2) Identifying picture, 3) Labelling picture, 4) Reading and reviewing picture, 5) Adding words to the picture word chart, 6) Leading students to create a title, 7) Asking students to generate sentences, 8) Reading and reviewing the sentence. Teacher eliminated two steps there are; Reading and reviewing the picture word chart, then ask students to read the words. It aims to anticipate the learning more effective, because both of two steps that eliminated by the teacher is has same activity that is reading sessions, so that the teacher combined it into one session to short the time. The picture that was selected by the teacher accordance with the student's age and knowledge, so they were easy when identifying and labelling the picture. Picture word inductive model was used by teacher to help students become active, and motivated in the learning process.

Lastly, the advantages of using picture word inductive model in teaching writing are that is has positive impact on student's motivation, students more active to participate in the class, they feel as a part of classroom community. Students also can hear and see how to spells and how to writes the words correctly because this method just not focused with students writing skill but students can improve their speaking skills by reading and reviewing steps of picture word inductive model. Meanwhile, the disadvantages of picture word inductive model is that it needs much time to apply in the class. to anticipate

this problem, teacher combined reading session into one activity only. These activity are implemented effectively.

## **B. Suggestions**

There are some suggestions that can be taken as considerations:

1. For the English teacher, it is suggested to then, the teacher more better try to applied the picture word inductive model in other learning and continue for implementing Picture Word Inductive model as one alternative in teaching vocabulary and for the writing in teaching descriptive text, but before implementing Picture Word Inductive Model the teacher was able to provide an overview of the material related to the pictures to be shown to students so that students can more easily recognize some vocabulary and have an easier time analyzing pictures.
2. For the implementing PWIM, teacher should know how to create a calm situation, so that all students pay close attention and with pleasant atmosphere and then for the better teaching and learning process, the teacher should give motivation and attention to encourage the students' interesting in writing. For the students, it is suggested to continue for practicing their ability in writing descriptive text by actively participating in classroom.
3. For the next researchers, it is suggested to continue for conducting the similar topic with different level or different subject to discover the various result.

## **C. Limitation of study research**

The limited of the study research in this thesis is, the research location was too far from home and from university. Sometimes, the researcher have late to arrive at the research location. Long journey allows many obstacle to occur, researcher have faced rain, running out of fuel so the motorcycle had to push until the station gas place. Long distances mean researchers have traveling almost all day, researcher must be able to carry out research on time. After it, the researcher must go to the university for then discuss the result of the research with the lecture. Because of it, the researcher must be manage the time very goodly.

The strength of this research is, the only title that found in research at these school. Previously, no one had conducted research with the same title. Also the discussion of the research was interested to research. These title discusses a new method that was effective to use in teaching learning activity in English lesson.

So, the researcher suggest to choose the research location that strategies from any place to support the research. If the title was interest but the location was too far, more better to prepare any things that needed during doing the research and other things outside of the research goodly. So that, the research can conduct effectively.



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# APPENDICES



## Appendix 1 Research Instruments

### a. Observation guide (checklist)

Teacher :

Class :

Date :

No	Classification	Aspect of the observation	Yes	No	Note
1	The media of picture word inductive model	<ul style="list-style-type: none"> <li>• Image,</li> <li>• Printed picture,</li> <li>• Paper</li> </ul>			
2	The steps of picture word inductive model	Selecting picture.			
		Asking students to identify what they see in the picture.			
		Labeling the picture parts identified. (Draw a line from the identified area of the picture.			
		Read and review the picture word chart aloud.			
		Asking students to read the words.			
		Reading and reviewing the picture word chart (say the word, spell it, say it again).			
		Adding words, if desired, to the picture word chart and to the word banks.			
		Leading students into creating a title for the picture word chart.			
		Asking students to generate a sentence, sentences, or a paragraph about the picture word chart.			
		Reading and reviewing the sentences and paragraphs.			

## **Appendix 2** Interview Guidelines

### 1. Interview Guidelines

#### a. For teacher

Date :

Class :

Interviewee :

1. Do you have an interesting method, media or strategy in teaching learning activity at your class Sir?
2. What the learning activity that used this method, Sir?
3. Since when you use these method to your teaching English writing class?
4. What the types of writing that effective to uses this method in your class Sir?
5. How to implement the picture word inductive model in teaching writing descriptive text in your class Sir?
6. What the media that uses in this method Sir?
7. How do you will choose a picture that can attract your students interest Sir?
8. Is this method effectively to use in the process of teaching writing descriptive text?
9. Why is the picture word inductive model suitable as a method for teaching writing descriptive text?
10. Can you explain how the students shown their abilities in writing and speaking was improved?
11. What does the advantages of using picture word inductive model in the class? Does it have a positive impact on students learning motivation?
12. What the student responses about this method?
13. What does the disadvantages of using picture word inductive model in the class?

b. For students

Date :

Class :

Interviewee :

1. What is your opinion about writing descriptive text?
2. Do you think that descriptive text is a difficult lesson?
3. What are the things that make you feel difficult to learn descriptive text?
4. What the media that teacher used to teach descriptive text?
5. What is your opinion about the picture that used by the teacher as a media in teaching learning?
6. What is your opinion about the learning process using picture word inductive model?
7. Does the use picture word inductive models help you to more understand to write descriptive text?
8. Did the teacher help you more interest to learn descriptive text writing use picture word inductive model?



### Appendix 3 Result of Observation

#### a. Observation Guide (Checklist)

Teacher : Mr. As'ad Malik Karim Amrullah, S.Pd., S.H.I

Class : VII A

Date : Thursday, 29 September 2022

No	Classification	Aspect of the observation	Yes	No	Note
1	The media of picture word inductive model	<ul style="list-style-type: none"> <li>• Image,</li> <li>• Printed picture,</li> <li>• Paper</li> </ul>	✓		Applied
2	The steps of picture word inductive model	Selecting picture.	✓		Applied
		Asking students to identify what they see in the picture.	✓		Applied
		Labeling the picture parts identified. (Draw a line from the identified area of the picture.	✓		Applied
		Read and review the picture word chart aloud.	✓		Applied
		Asking students to read the words.		✓	Not Applied
		Reading and reviewing the picture word chart (say the word, spell it, say it again).	✓		Applied
		Adding words, if desired, to the picture word chart and to the word banks.	✓		Applied
		Leading students into creating a title for the picture word chart.	✓		Applied
		Asking students to generate a sentence, sentences, or a paragraph about the picture word chart.	✓		Applied
		Reading and reviewing the sentences and paragraphs.	✓		Applied

b. Observation Guide (Checklist)

Teacher : Mr. As'ad Malik Karim Amrullah, S.Pd., S.H.I

Class : VII B

Date : Friday, 15 September 2023

No	Classification	Aspect of the observation	Yes	No	Note
1	The media of picture word inductive model	<ul style="list-style-type: none"> <li>• Image,</li> <li>• Printed picture,</li> <li>• Paper</li> </ul>	✓		Applied
2	The steps of picture word inductive model	Selecting picture.	✓		Applied
		Asking students to identify what they see in the picture.	✓		Applied
		Labeling the picture parts identified. (Draw a line from the identified area of the picture.	✓		Applied
		Read and review the picture word chart aloud.	✓		Applied
		Asking students to read the words.		✓	Not Applied
		Reading and reviewing the picture word chart (say the word, spell it, say it again).	✓		Applied
		Adding words, if desired, to the picture word chart and to the word banks.	✓		Applied
		Leading students into creating a title for the picture word chart.	✓		Applied
		Asking students to generate a sentence, sentences, or a paragraph about the picture word chart.	✓		Applied
		Reading and reviewing the sentences and paragraphs.	✓		Applied

c. Observation Guide (Checklist)

Teacher : Mr. As'ad Malik Karim Amrullah, S.Pd., S.H.I

Class : VII D

Date : Saturday, 16 September 2023

No	Classification	Aspect of the observation	Yes	No	Note
1	The media of picture word inductive model	<ul style="list-style-type: none"> <li>• Image,</li> <li>• Printed picture,</li> <li>• Paper</li> </ul>	✓		Applied
2	The steps of picture word inductive model	Selecting picture.	✓		Applied
		Asking students to identify what they see in the picture.	✓		Applied
		Labeling the picture parts identified. (Draw a line from the identified area of the picture.	✓		Applied
		Read and review the picture word chart aloud.	✓		Applied
		Asking students to read the words.		✓	Not Applied
		Reading and reviewing the picture word chart (say the word, spell it, say it again).	✓		Applied
		Adding words, if desired, to the picture word chart and to the word banks.	✓		Applied
		Leading students into creating a title for the picture word chart.	✓		Applied
		Asking students to generate a sentence, sentences, or a paragraph about the picture word chart.	✓		Applied
		Reading and reviewing the sentences and paragraphs.	✓		Applied

#### **Appendix 4** Result of Interview

##### 1. Interview Guidelines for Teacher

Date : Saturday, 29 September 2022

Class : VII A

Interviewer : Mr. As'ad Malik Karim Amrullah, S.Pd., S.H.I

Researcher : Do you have an interesting method, media or strategy in teaching learning activity at your class Sir?

Teacher : Yes, I have an effective method to teaching writing English and to learn speaking in the class, that namely picture word inductive model

Researcher : What the learning activity that used this method, Sir?

Teacher : I applied this method to teaching writing descriptive text

Researcher : Since when you use these method to your teaching English writing class?

Teacher : Since 2020 until now

Researcher : What the types of writing that effective to uses this method in your class Sir?

Teacher : I used this method in descriptive text writing,

Researcher : How to implement the picture word inductive model in teaching writing descriptive text in your class Sir?

Teacher : To implement this method, I applied several steps that must to follow by students effectively. First, I am selecting a picture that familiar for students and displayed it in appropriate size. Then students asked to identify the picture. Next, students labelling the picture by drawing a line in the area of picture that have been identified. After it, students by together read the words loudly. Sometimes I am also add some words that student not identified of the picture. Then,



I am together by students read the word again. Next step is thinking to create a title. After it, I am guide students to generate a sentence using the word that have been found from the picture. Last is student read their result of their final writing and I am review their tasks.

Researcher : What the media that uses in this method Sir?

Teacher : This method use pictures as a media.

Researcher : How do you will choose a picture that can attract your students interest Sir?

Teacher : I selected a picture that familiar to student, related for them age and activities.

Researcher : Is this method effectively to use in the process of teaching writing descriptive text?

Teacher : Yes, picture word inductive model is effective to use in my class writing, students active during the learning.

Researcher : Why is the picture word inductive model suitable as a method for teaching writing descriptive text?

Teacher : Because, using picture as a media for teaching make students can easily to increase their imagination to think an ideas and develop it into sentences

Researcher : What does the advantages of using picture word inductive model in the class? Does it have a positive impact on students learning motivation?

Teacher : Many advantages of using this method, the students more enthusiasm to follow the lesson, they are active to participate in the class, they are looked enjoy during the learning. Their writing and speaking skills were improved.

Researcher : What the student responses about this method?

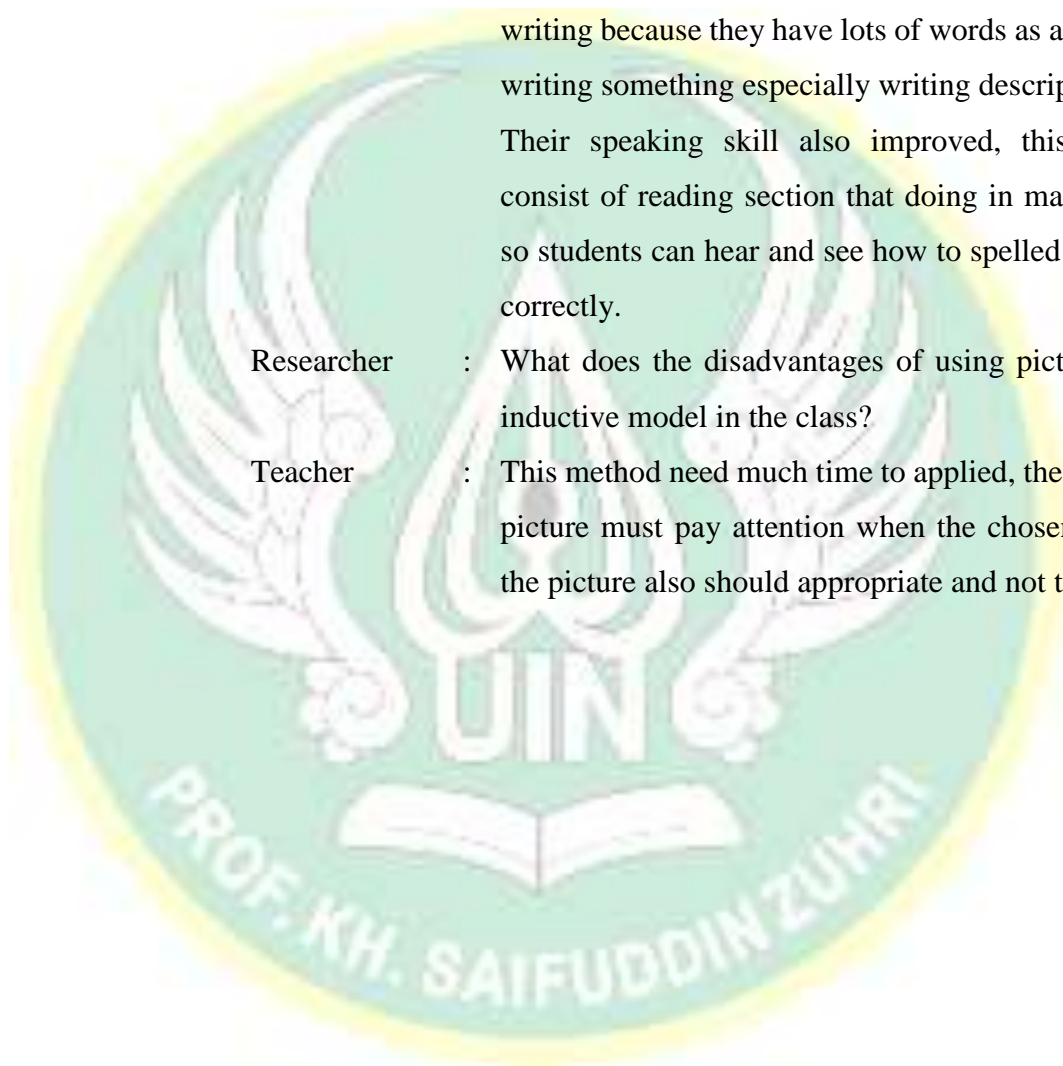
Teacher : Students enjoy the learning, they are active to participate in the class. This method interesting and students can follow the steps effectively.

Researcher : Can you explain how the students shown their abilities in writing and speaking was improved?

Teacher : In writing, the students are not confuse to start their writing because they have lots of words as a modal to writing something especially writing descriptive text. Their speaking skill also improved, this method consist of reading section that doing in many times, so students can hear and see how to spelled the word correctly.

Researcher : What does the disadvantages of using picture word inductive model in the class?

Teacher : This method need much time to applied, the selecting picture must pay attention when the chosen, size of the picture also should appropriate and not too small.



a. Interview Guidelines for Students  
For Students I

Date : Saturday, 29 September 2022  
Class : VII A  
Interviewee : Nadifatuz Zulfa

Researcher : What is your opinion about writing descriptive text?  
Students : Emm, it is a difficult learning

Researcher : Do you think that descriptive text is a difficult lesson?  
Students : Yes, I think this lesson is difficult

Researcher : What are the things that make you feel difficult to learn descriptive text?  
Students : I am difficult and confuse how to start to writing.

Researcher : What the media that teacher used to teach descriptive text?  
Students : Mister Hamka using a picture

Researcher : What is your opinion about the picture that used by the teacher as a media in teaching learning?  
Students : I enjoyed, Mr. Hamka use an interesting picture.

Researcher : What is your opinion about the learning process using picture word inductive model?  
Students : I am easy to understand.

Researcher : Does the use picture word inductive models help you to more understand to write descriptive text?  
Students : Yes, I am easy to understand.

Researcher : Did the teacher help you more interest to learn descriptive text writing use picture word inductive model?  
Students : Yes, he does.

b. For Student II

Date : Friday, 15 September 2023  
Class : VII B  
Interviewee : M. Yusuf Azam

Researcher : What is your opinion about writing descriptive text?

Students : It is difficult

Researcher : Do you think that descriptive text is a difficult lesson?

Students : Yes, I am feel confuse

Researcher : What are the things that make you feel difficult to learn descriptive text?

Students : I am difficult to write because I don't know the words in English

Researcher : What is your opinion about the picture that used by the teacher as a media in teaching learning?

Students : Very interesting

Researcher : What is your opinion about the learning process using picture word inductive model?

Students : So funny, I enjoyed the learning.

Researcher : Does the use picture word inductive models help you to more understand to write descriptive text?

Students : Yes, I am easy to create a sentences because this method increase my vocabulary

Researcher : Did the teacher help you more interest to learn descriptive text writing use picture word inductive model?

Students : Yes, he does

c. For Student III

Date : Saturday, 16 September 2023  
Class : VII D  
Interviewee : Julian Maulana

Researcher : What is your opinion about writing descriptive text?

Students : It is difficult

Researcher : Do you think that descriptive text is a difficult lesson?  
Yes, Kak!

Researcher : What are the things that make you feel difficult to learn descriptive text?  
I am lack of vocabulary

Researcher : What the media that teacher used to teach descriptive text?  
Picture

Researcher : What is your opinion about the picture that used by the teacher as a media in teaching learning?  
Interesting

Researcher : What is your opinion about the learning process using picture word inductive model?

Students : Very funny, I am easy to understand the lesson.

Researcher : Does the use picture word inductive models help you to more understand to write descriptive text?

Students : Yes, it does

Researcher : Did the teacher help you more interest to learn descriptive text writing use picture word inductive model?

Students : Yes, it does

## Appendix 5 Lesson Plan

### MODUL AJAR FASE D DESCRIPTIVE TEXT

<b>Identitas Modul Ajar</b>	
Nama Penulis	: As'ad Malik Karim Amrullah, S.Pd
Instansi	: SMP Negeri 1 Karangmoncol
Fase/Kelas	: D / VII
Elemen	: Menulis-Membaca
Materi	: Descriptive Text
Semester	: Gasal
Tahun Pelajaran	: 2023/2024
Alokasi Waktu	: 3 X 40 Menit
Model Pembelajaran	: Tatap Muka
Target Peserta Didik	: Reguler
Profil Pelajar Pancasila	
1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. 2. Kreatif 3. Mandiri	
Model dan Metode Pembelajaran	
1. Model Pembelajaran Cooperative Learning 2. Metode Pembelajaran Diskusi, penugasan, tanya jawab, presentasi	
Sarana dan Prasarana	
1. Alat <ul style="list-style-type: none"><li>• Laptop</li><li>• LCD Proyektor</li><li>• Papan Tulis</li><li>• Penghapus</li><li>• Board Marker</li><li>• Picture Printed</li></ul>	
2. Sumber Belajar <ul style="list-style-type: none"><li>• LKPD</li><li>• Worksheet</li></ul>	
<b>Komponen Inti</b>	
Capaian Pembelajaran	: Pada akhir fase D, siswa menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk

	<p>berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>
Elemen Capaian Pembelajaran	<p>: Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosa kata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>
Tujuan Pembelajaran	<ul style="list-style-type: none"> <li>• Peserta didik mampu menemukan ide untuk dikreasikan menjadi sebuah paragraf deskriptif yang diberikan dan menganalisis struktur kalimat di dalamnya.</li> <li>• Peserta didik mampu menyebutkan dan menganalisis ide utama serta informasi spesifik dalam teks deskriptif yang diberikan.</li> </ul>
Materi	<p>: Descriptive Text</p>
Pemahaman Bermakna	<p>: Peserta didik mampu menulis teks Bahasa Inggris dengan menggunakan kosa kata dan grammar yang tepat.</p>
Kompetensi Awal	<ol style="list-style-type: none"> <li>1. Memiliki beberapa kosa kata Adjectives untuk menjelaskan ciri-ciri seseorang.</li> <li>2. Memahami penggunaan Simple Present Tense.</li> </ol>
Pertanyaan Pemantik	<ol style="list-style-type: none"> <li>1. Do you know cartoon figure in GTV television?</li> </ol>

	2. Have you ever seen Spongebob Squarepants in the television or phone?
<b>Kegiatan Pembelajaran 1</b>	
Langkah-langkah Pembelajara	Alokasi Waktu
<p><b>Kegiatan Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Guru memberi salam dan mengecek kehadiran peserta didik kemudian meminta salah satu peserta didik untuk memimpin berdoa.</li> <li>2. Guru menanyakan kabar peserta didik dan bertanya bagaimana perasaanmu hari ini senang atau sedih?.</li> <li>3. Guru mengecek kesiapan peserta didik dengan bertanya “Are you ready to learn English today?” Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai.</li> <li>4. Guru menyampaikan materi dan aplikasi materi pembelajaran yang berkaitan dengan kehidupan sehari-hari.</li> <li>5. Guru mennyampaikan penilaian karakter yang akan dicapai.</li> </ol>	10 Menit
<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan pertanyaan pemantik <i>Do you know cartoon figure in GTV television?</i> <i>Have you ever seen Spongebob Squarepants in the television or phone?</i></li> <li>2. Peserta didik menjawab pertanyaan pemantik yang diberikan terkait dengan materi yang akan diajarkan.</li> <li>3. Peserta didik mengamati <i>Descriptive Text</i> mengenai public figure yang ditampilkan oleh guru melalui media gambar.</li> <li>4. Peserta didik diarahkan untuk mengamati objek dalam gambar dan menemukan beberapa kata dalam gambar tersebut.</li> <li>5. Peserta didik membuat garis dan memberikan label kata pada area gambar yang mereka jumpai.</li> <li>6. Peserta didik secara bersama-sama membaca kata yang mereka temukan pada gambar.</li> <li>7. Peserta didik diarahkan untuk memikirkan tema atau judul terkait objek pada gambar.</li> <li>8. Peserta didik diarahkan dan dibimbing oleh guru untuk membuat sebuah kalimat menggunakan kata yang mereka temukan dalam gambar.</li> <li>9. Peserta didik mempresentasikan hasil tulisan mereka didepan kelas dan peserta didik yang lain mengamati dan</li> </ol>	95 Menit



<p>mengidentifikasi kesalahan dan cara penulisan dari temannya, setelah itu guru memperbaiki kesalahan dan cara penulisan dari peserta didik.</p>	
<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Guru dan peserta didik membuat kesimpulan terkait materi yang telah diajarkan.</li> <li>2. Guru memmberikan refleksi dengan pertanyaan: <ol style="list-style-type: none"> <li>a. Apa bagian yang paling menarik dalam pembelajaran hari ini? Mengapa? (<b>Kesadaran diri</b>)</li> <li>b. Berdasarkan apa yang telah kalian pelajari, menurut kalian deskriptif teks adalah jenis teks yang bertujuan untuk apa?</li> <li>c. Tantangan apa yang masih kamu temui dalam memperlajari materi ini? Bagaimana kamu akan berlatih untuk mengatasi tantangan tersebut? (<b>Pengelolaan diri</b>)</li> <li>d. Apa yang akan kamu lakukan agar hasil belajarmu lebih memuaskan dimasa mendatang? (<b>Pengelolaan diri</b>)</li> </ol> </li> <li>3. Salah satu peserta didik diminta untuk memimpin berdo'a (<b>Kesadaran diri</b>).</li> <li>4. Guru memberikan salam penutup.</li> </ol>	<p>15 Menit</p>



## Lampiran

### A. Lembar Kerja Peserta Didik

#### 1. Kinestetik

<b>Group A</b>
1. Ann is writing
2. Tom and Sam are eating pizza
3. I .....
4. Roy is sweeping the floor
5. Jack and Jill .....
6. Roby ....
7. My mother is cooking fish
8. Lily and Sue .....
9. The teacher is teaching in the classroom
10. The students .....

<b>Group B</b>
1. ann .....
2. Tom and .....
3. I am reading a book
4. Roy .....
5. Jack and Jill are playing tennis
6. Roby is swimming
7. My mother .....
8. Lily and Sue are drinking coffee
9. The teacher .....
10. The students are listening to the teacher

**2. Visual**

**Look at the pictures and write down what the people are doing!**



1. Sam and Jess

---

2. Amy

---

3. Sara

---

4. Emma

---

5. Catherine and Heidi

---

6. Dave and Frank

---

7. Toby

---

8. Jason

---

9. Jack

---

**Rubrik penilaian peserta didik- Kinestetik**

<b>No</b>	<b>Indikator</b>	<b>Belum berkembang (BB)</b>	<b>Mulai Berkembang (MB)</b>	<b>Berkembang Sesuai harapan (BSH)</b>	<b>Sangat Berkembang (SB)</b>
1.	Grammar	Peserta didik belum dapat menerapkan simple present tense	Peserta didik dapat menerapkan simple present tense dengan lebih dari tiga kesalahan	Peserta didik dapat menerapkan simple present tense dengan 1-3 kesalahan	Peserta didik dapat menerapkan simple present tense dengan tanpa melakukan kesalahan
2.	Ketepatan (gerakan dengan kalimat)	Peserta didik belum dapat memperagakan simple past tense dengan tepat sesuai dengan kalimat yang diberikan	Peserta didik dapat memperagakan simple past tense dengan tepat sesuai dengan kalimat yang diberikan	Peserta didik dapat memperagakan simple past tense dengan tepat sesuai dengan kalimat yang diberikan	Peserta didik dapat memperagakan simple past tense dengan tepat sesuai dengan kalimat yang diberikan
3.	Volume	Suara yang digunakan tidak dapat didengar anggota kelas	Suara yang digunakan dapat didengar sedikit anggota kelas	Suara yang digunakan dapat didengar sebagian besar anggota kelas	Suara yang digunakan dapat didengar seluruh anggota kelas

**Rubrik penilaian peserta didik visual-Mendeskripsikan gambar**

No	Indikator	Belum berkembang (BB)	Mulai Berkembang (MB)	Berkembang Sesuai harapan (BSH)	Sangat Berkembang (SB)
1.	Grammar	Peserta didik belum dapat menerapkan simple present tense	Peserta didik dapat menerapkan simple present tense dengan lebih dari tiga kesalahan	Peserta didik dapat menerapkan simple present tense dengan 1-3 kesalahan	Peserta didik dapat menerapkan simple present tense dengan tanpa melakukan kesalahan
2.	Ketepatan (gerakan dengan kalimat)	Peserta didik belum dapat mendeskripsikan gambar dengan tepat	Peserta didik dapat mendeskripsikan gambar dengan lebih dari 3 penjelasan yang tidak sesuai dengan kalimat yang diberikan	Peserta didik dapat mendeskripsikan gambar dengan lebih dari 1-3 penjelasan yang tidak sesuai dengan kalimat yang diberikan	Peserta didik dapat mendeskripsikan gambar tanpa kesalahan
3.	Volume	Suara yang digunakan tidak dapat didengar anggota kelas	Suara yang digunakan dapat didengar sedikit anggota kelas	Suara yang digunakan dapat didengar sebagian besar anggota kelas	Suara yang digunakan dapat didengar seluruh anggota kelas

Karangmoncol, 15 September 2023

Mengetahui,

Kepala Sekolah SMP N 1 Karangmoncol

Guru Mapel Bahasa Inggris

Hilal Sutarso, S.Pd  
NIP. 19710130 199412 1 003

As'ad Malik Karim Amrullah, S.Pd  
NIP. 19841223 202221 1 014

## Appendix 6 Surat penelitian dari sekolah

  
PEMERINTAH KABUPATEN PURBALINGGA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 KARANGMONCOL  
Jl. Raya Karangmoncol, (0281) 7039887/6390058  
<http://www.smpn1karangmoncol.sch.id> | [smpn1karangmoncolphg@gmail.com](mailto:smpn1karangmoncolphg@gmail.com)

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**SURAT KETERANGAN**  
Nomor: 423.6/005/2024

Yang bertanda tangan dibawah ini :

Nama : **Hilal Sutarso, S.Pd**  
NIP : 19710130 199412 1 003  
Pangkat/Gol. : Pembina, IV/a  
Jabatan : Kepala Sekolah  
Unit Kerja/Instansi : SMP Negeri 1 Karangmoncol

Menerangkan bahwa :

Nama : **Lailinda Hindun Nazulfa**  
NIM : 1917404015  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Mahasiswa tersebut diatas telah mengadakan penelitian di SMP Negeri 1 Karangmoncol pada bulan Agustus s.d November 2023, dengan judul :

**"THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL IN TEACHING WRITING DESCRIPTIVE TEXT AT SMP N 1 KARANGMONCOL PURBALINGGA"**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk persyaratan menyelesaikan Skripsi.

Karangmoncol, 03 Januari 2024  
Kepala Sekolah,  
  
**Hilal Sutarso, S.Pd**  
NIP. 19710130 199412 1 003

## Appendix 7 Transkrip Nilai

Transkrip



**UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI  
PURWOKERTO**

Jl. A. Yani No. 45A, Karangrejo, Purwokerto, Kec. Purwokerto Utara, Kab. Banyumas, Jawa Tengah  
Website : www.uinprok.ac.id / Email : akademik@uinprok.ac.id / Telp/ps : 0221 639624

### TRANSKRIP SEMENTARA

Program Studi	Tahap Bahasa Inggris	Jenjang Pendidikan	Siswa /
NIM	1942306015	Nama	LAILYDA HENDRI NAZULFA
Tempat Lahir	PEMAJANG	Tahun Masuk	2019
Tanggal Lahir	18 Maret 2000		

NO	KODE	MATA KULIAH	NILAI			
			A	B	C	SKOR
1	INS 000	Wira Kalora	A-	3.80	2	7.2
2	INS 017	Al-Arabiyyah Al-Asasiyyah	B	3.00	2	6
3	INS 020	ATA (tan IP)	A-	3.80	0	0
4	TBI 001	Listening for Leisure	C	2.00	2	4
5	TBI 002	Listening for Learning	C	2.00	2	4
6	TBI 003	Speaking for Daily Communication	B	3.00	2	6
7	TBI 004	Free Writing	B+	3.30	2	6.6
8	TBI 005	Basic English Grammar	B	3.00	2	6
9	TBI 014	Essay Writing	B	3.00	2	6
10	INS 004	Akhlak dan Tasawuf	A-	3.80	2	7.2
11	INS 008	Filsafat Islam	A-	3.80	2	7.2
12	INS 011	Logika	B	3.00	2	6
13	INS 014	Bahasa Indonesia	B	3.00	2	6
14	INS 018	English for Academic Purposes	A-	3.80	2	7.2
15	INS 019	Al-Arabiyyah Al-Tahqiqiyyah	B	3.00	2	6
16	INS 021	Aplikasi Komputer	B+	3.30	0	0
17	TBI 006	Listening for Factual Communication	B	3.00	2	6
18	TBI 007	Interpretive Reading	C	2.00	2	4
19	TBI 008	Speaking for Formal Communication	B-	2.80	2	5.2
20	TBI 009	Paragraph Writing	C	2.00	2	4
21	TBI 010	Intermediate English Grammar	B-	2.80	2	5.2
22	TIK 002	Filsafat Pendidikan Islam	C+	2.30	2	4.6
23	INS 003	Fiqh	A-	3.80	2	7.2
24	INS 006	Ukhuwah Islamiyah	B+	3.30	2	6.6
25	INS 009	Ushul Fiqh	A	4.00	2	8
26	TBI 011	Listening for Critical Thinking	C+	2.30	2	4.6
27	TBI 012	Critical Reading	C+	2.30	2	4.6
28	TBI 013	Speaking for Academic Purposes	A-	3.80	2	7.2
29	TBI 015	Advanced English Grammar	B+	3.30	2	6.6
30	TIK 003	Ilmu Pendidikan Islam	A-	3.80	2	7.2
31	INS 007	Islamic Banking	C+	2.30	2	4.6
32	INS 010	Filsafat Ilmu	A-	3.80	2	7.2
33	INS 012	Ilmu Alamiyah Dasar	B	3.00	2	6
34	TBI 016	Public Speaking	B+	3.30	2	6.6
35	TBI 017	Academic Writing	B	3.00	2	6
36	TBI 018	Complex English Grammar	B	3.00	1	3
37	TBI 030	Curriculum and Learning Model Observation	A	4.00	1	4
38	TBI 031	Learning System and Class Management Observation	B+	3.30	1	3.3
39	TBI P35	English for Young Learners	A-	3.80	2	7.2
40	TIK 010	Psikologi Pendidikan	C	2.00	2	4
41	TIK 011	Psikologi Perkembangan Peserta Didik	A-	3.80	2	7.2
42	TIK 012	Pengembangan Profesi Guru	A	4.00	2	8

https://srunder.uinprok.ac.id/indonesia/transkripsmt

1/2

MATA KULIAH		REKAM	AM	SKS	BOBOT
019	Statistika Pendidikan	B-	3,00	2	5,2
013	Sejarah Kebudayaan Islam	B	3,00	2	6
019	English Syntax	B-	3,00	2	5,2
007	Semantics	B	3,00	2	6
021	Introduction to Linguistics	B-	3,00	2	5,2
022	English Phonology	B+	3,30	2	6,6
023	English - Indonesian Translation	B-	3,00	2	5,2
036	Classroom Action Research	C+	2,30	2	4,6
013	Asimongan dan Konseling	C	2,00	2	4
018	Pengembangan Kurikulum	B+	3,30	2	6,6
024	Morphology	B+	3,30	2	6,6
025	Developing Material Design for English	C	2,00	2	4
026	Teaching English as Foreign Language	A	4,00	2	8
027	Instructional Media for English	A	4,00	2	8
028	Language Testing & Evaluation	B	3,00	2	6
037	ICT (Information Communication Technology)	B-	2,60	2	5,2
004	Sejarah Pendidikan Islam	A-	3,60	2	7,2
005	Administrasi Pendidikan	C	2,50	2	4
021	Metodologi Penelitian Kuantitatif Pendidikan	B+	3,30	2	6,6
022	Metodologi Penelitian Kuantitatif Pendidikan	A	4,00	2	8
001	Pendidikan Pancasila dan Kewarganegaraan	A-	3,60	2	7,2
029	Seminar Proposal	A	4,00	3	12
032	Micro Teaching	A-	3,60	2	7,2
036	English for Debate	A	4,00	2	8
038	Language Learning and Acquisition	B+	3,30	2	6,6
007	Pendidikan Global	A-	3,60	2	7,2
019	Kuliah Kerja Nyata	B+	3,30	2	6,6
033	Macro Teaching	A	4,00	3	12
034	Sikjesi	A	4,00	2	8
005	Ulumul Qur'an	E	0,00	6	0
015	English Basic	B-	2,60	2	5,2
001	Ilmu Pendidikan	B	3,00	2	6
008	Sosiologi Pendidikan	A-	3,60	2	7,2
011X	Psikologi Perkembangan Peserta Didik	A	4,00	2	8
011X	Psikologi Perkembangan Peserta Didik	A-	3,60	2	7,2

Judul Skripsi:

**KETERANGAN**

SKS : Satuan Kredit Semester  
 HM : Huruf Mutu  
 AM : Angka Mutu  
 M : Mutu

Jumlah SKS Yang Diambil : 151  
 Jumlah SKS Yang Mulus : 145  
 Jumlah Mutu : 455,3  
 Indeks Prestasi Kumulatif (IPK) : 3,02

Purwokerto, 2 Januari 2024  
 Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

ELIPARJO  
 NIP. 2011077363



## Appendix 6 The Result of Similarity

Bismillah bimbingan 5 parafrase

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ORIGINALITY REPORT

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Appendix 7 Observation and interview



## BIOGRAPHY

### A. Personal Detail

1. Name : Lailinda Hindun Nazulfa
2. Student Number : 1917404015
3. Place, Date of Birth : Pemalang, 18 March 2000
4. Address : Sirau RT 24/ RW 07, Karangmoncol,  
Purbalingga
5. Name of Father : Mr. Taron
6. Name of Mother : Mrs. Munipah

### B. Educational Background

#### 1. Formal Education

- a. SD/MI graduation year : SD N 02 Tundagan, 2013
- b. SMP/Mts graduation year : SMP Islam Moga, 2016
- c. SMA/MA graduation year : SMA N 1 Moga, 2019
- d. S1, entry year : UIN Prof. K.H. Saifuddin Zuhri  
Purwokerto, 2019

#### 2. Non-formal Education

Pondok Pesantren Darul Abror Purwokerto

Purwokerto , December 7th, 2023



Lailinda Hindun Nazulfa