# THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL TOINCREASE THESTUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADEOF MTS AZIDDIN

**THESIS**

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## SURAT PENGESAHAN

Skripsi yang berjudul : **"The Implementation of Picture Word Inductive Model to Increase the Students' Ability in Writing Descriptive Text at Seventh Grade of MTs AZIDDIN Medan"** oleh **Amalia Syahri Rahmadani**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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# ABSTRACT

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Title :The Implementation Of Picture Word Inductive Model To Increase The Students' Ability In Writing Descriptive Text At Seventh Grade Of Mts Aziddin Medan Tembung In Academic Years 2017/2018.

Keyword : Writing Descriptive Text and Picture Word Inductive Model.

The aim of the research was to find out the implementation of Picture Word Inductive Model in Improving the students' ability in writing descriptive text. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The subjects of this study were 35 students at the seventh grade of MTS AZIDDIN Medan Tembung in academic years 2017/2018.

In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, diary note, and documentation. The quantitative data was taken from the test.

The result of analysis showed that there was development on the students' ability in writing descriptive text. It showed from the mean of the pre-test was 52,51 the mean of post test in first cycle was 64,91 and the mean of post test in second cycle was 73,91. The percentage of the students' score in the pre-test who got point up to 70 there were 4 of 35 students (11,42%) and the percentage of the students' score in post test of the first cycle who got point up to 70 there were only 19 of 35 (54,28%). It means there were was improvement about 42,86 %. Then, the percentage of the students' score in the post test of the second cycle who got point up to 70 there were 32 of 35 students (91,42 %). It means that the improvement was about 37,14%. From the data, it indicated that using picture word inductive model in writing descriptive text was effective, and the data above can be concluded that the students' ability in writing descriptive text have been improved by using Picture Word Inductive Model. In addition, the students were active, enthusiastic, in learning and they were active in discussion.

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The Writer

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# CHAPTER I
# INTRODUCTION

## 1.1 The Background of Study

Writing is a subject which has difficult characteristic ; looking for idea and describe something by writing some paragraph. In writing learning process we also have to learn about vocabulary and grammar , which that are complicated subject as well. Writing is more complex than the other skills, because writing is one of the language skills that should be taught besides the other skills. Writing is also something crucial and indispensable for the students because the succes of their study depends on the greater part of their ability to write.

Writing is a way to produce language that we do naturally when we speak. That's why writing is very important to be taught in the school. By writing, the students can give a good account of themselves as a student, and it can be applied in their career when they want look for a job such as writing application letters, instruction reports, etc. one of the purpose of all educations is teach students to think and write well so they can express their thought effectively. Expressing an ideas and thought in the written form is the goal of writing. Many students are clever enough to understand something but they are unable to communicate their knowledge and ideas effectively. So, they need help with their writing more than further instruction in their English subject.

Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into written text. Making good writing is more complex than producing speaking. Because, in writing, the students should be mastered many

aspects related to the writing itself, such as; organization, mechanics, punctuations and grammar. There are many kinds of written text, one of them is descriptive text.

Descriptive text is a text which describes a person, thing, place, and certain condition in particular. The goal of the descriptive text is transferring the experience of the writers. The experience can be what they see, read, or feel. Commonly a descriptive text uses the first and third person pronoun as point of view.[1]

Further, to be able in writing descriptive text, of course, it is influenced by many factors, whether internal and external as a support. Motivation that comes from the students themselves is the example of internal factor. Meanwhile, teacher, strategy, model, method, media, are the example of external factors.

Model, in this case as an external factor, it gives the crucial influences for a students in a learning process. Model is a description of a learning environment that describes the planning curriculum, course, instructional unit design, school supplies, textbooks, multi-media programs, and support learning through computer programs.[2] There are many models in teaching english that can be used by the teacher in the class. Such as Inductive Thinking, Concept Attainment, and Picture Word Inductive Model, etc. Ideally, with the application of one of this learning model, students will be able to achieve increased achievements in learning, in particular learning English in the writing descriptive text. While the

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[1]Rinastuty, (2014), *Understanding Report vs Descriptive Text*, Jakarta : Wadah Ilmu, P. 23

[2]Joyce Bruce and Marsha Weil, (2000), *Models of Teaching, Eighth Edition*, USA : Allyn and Bacon A Simon & Scuster Company, p. 7

teachers in this study acts as a motivator, giver of instruction for students, and the students activities facilitator. So that learning can be performed optimally.

Based on the writer's experience when she was doing the observation in seventh grade sudentsof MTs AZIDDIN Tembung, she found that, the students still have low ability in writing especially in writing descriptive text and they were not interest and looked bored in english class, some of them noisy and did another activity, rather than paid attention to the teacher. Besides, the students were also passively involved in teaching and learning process.

The condition of students' ability in writing descriptive text was supported by the teacher statement, she said, " In MTs AZIDDIN, Students' ability in writing is still low moreover in descriptive text. It caused of the lack of students in vocabulary, grammar, and they do many mistakes and difficult to find the idea in writing. It is proved that only some students can pass the KKM 75 and others should be remedied". Teachers' proved it by interview one of the student and the result is students' understanding on descriptive is law moreover in writing it and they still confuse to arrange the word to be a good sentence.

From the statement above, it can be said the students understanding on descriptive text influence their ability in writing descriptive text. So the students should understand short functional texts, especially in descriptive text. They should be brief and could to describe something. It seems that it is easy to make descriptive text, but most of students always feel difficult when they are asked to make their own, and the students' achievement is not only affected by their ability and skills in writing but also influenced by the method which is used. Some teachers taught writing just gave explanation and exercises. It makes students less

comprehended, less interest in writing , and makes students bored. However, to solve this problem the writer promote the Picture Word Inductive Model as a model that fully involves the students in the learning process. This model promote by the writer because Picture Word Inductive Model can guide the students to develop their imagination and idea to make a sentence or paragraph, and build the students' motivation to study, besides that Picture Word Inductive Model will make the students' feel as a part of classroom community and can participate in class activities.

Considering in the reasons and paying attention to the students' need, the writer interesting in concluding a study with tittle :***" The Implementation of Picture Word Inductive Model to Increase the Students' Ability in Writing Descriptive Text at Seventh Grade of MTS AZIDDIN Medan Tembung."***

**1.2 TheIdentification of Study**

Based on the background of the study, the problems that can be identified as follows :

1. The students' ability in writing descriptive text is still low
2. The students' still confused to arrange the word in writing descriptive text
3. The students' interesting in learning is low
4. The teacher seldom used various strategy in teaching

**1.3 The Formulation of Study**

Based on limitation of study, the problems are formulated as the following :

1. How is the students' ability in writing descriptive text ?

2. How is the implementation of Picture Word Inductive Model ?
3. Can the students' ability in writing descriptive text be increased by using Picture Word Inductive Model ( PWIM) ?

### 1.4 The Aim of Study

Based on the background of the research, the aim of this study are :

1. To know the students' ability in writing descriptive text.
2. To know the implementation of Picture Word Inductive Model.
3. To know the students' ability in writing descriptive text can be increased by using Picture Word Inductive Model.

### 1.5 The Significance of Study

The result this research will be expected to be useful for :

1. The principal : in supervising the English Teacher to choose the appropriate learning strategy in Teaching.
2. The English teachers : to implement a appropriate learning strategy for English teachers, especially about descriptive text.
3. The students : allow them to write the descriptive text easier.
4. As the comparison of another researcher in doing research.

# CHAPTER II

# THEORETICAL FRAMEWORK

## 2.1 Theoretical Framework

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. The term must be classified to avoid confusion. So, the writer and the reader may have some perception of them.

### 2.1.1. Writing

Writing is one of the main important skills in learning English. Lindeman (1982) states that writing is process of communication which uses conventional system to convey the meaning to the receiver. The expression of ideas, thoughts in the form of written from to communication is the goal of writing. [3]As Allah saying in Holy Qur'an (Al-Baqarah :282)

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُسَمًّى فَاكْتُبُوهُ ۚ بِالْعَدْلِ ۚ كَاتِبٌوَلْيَكْتُبْ بَيْنَكُمْ ...[4]

The meaning : " O who believe ! When you deal with each other, in transactions involving future obligations in a fixed period of time, reduce them to writing let a scribe write down faithfully as between the parties : let not the scribe refuse to write : as Allah has taught him, so let him write. Let him who incurs the liability dictate".

Based on the verse above, Allah asked people to write something correctly and honestly in every transaction or activity so that can help us to remember of

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[3] I Wy. Dirgeyasa, (2017*), College Academic writing A Genre Based Perspective*, Jakarta: p. Xii.

[4]Kementerian Agama RI, (2013), Al-Qur'an Keluarga Sakinah, Surabaya : Halim, p. 48.

something. For instance, the students write the material of study correctly so that can help them to read  or remember it again when needed.

In writing, ideas are arranged in series of sentence that are related to each other so the information can be comprehended. Like essay, the report, the story and what the product which sould like, but now the sudents as creator language were allowed to focus on the content and the message and their own individual intrinsic motives were put at the center of lerning that is the process approach to writing, in the approach  process helps the students to build repertoires of strategies for prewriting, drafting, and rewriting.

Writing is a skill, the skill of writing itself of writing itself include into four general and components or main areas :

1. Grammatical skills; the ability to write the correct sentences
2. Stylistic skills : the ability to manipulate sentence and paragraphs and use language actively.
3. Mechanical skills: the ability to use correctly those conventions peculiar to write language. e.g. punctuation, spelling.
4. Judgment skills : the ability to write in an appropriate manner for particular purpose with the audience in mind, together with on the ability to select, organize and other relevant information.

From the above statements, we can conclude that writing is the act of the researcher to  explain their idea in a piece of paper by considering of the writing process that include prewriting, drafting and rewriting, and also consider about grammar and mechanics.

So, in writing, the researchers should have self confidence and should know what they will write. Then, get more practice since to write effectively is now become fundamental skill in the workd of education.

### 2.1.1.1 The Process of Writing

The writing process includes, prewriting, drafting, revesing, Editing and proofreading, and publishing and presenting. The process of writing occurs in several stages are :

1. Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to other, brainstorming, outlining, and gathering information.[5]
2. Drafting involves getting your idea down on paper in roughly the format you inend for the finished work.
3. Revising is the stage in which you rework your first draft to improve its content and structure.
4. Editing and proofreading involve correcting errors in grammar, spelling, and mechanics.
5. Publishing and presenting are the sharing of your work with others.

These stages may appear to follow a set sequence, but as writers work, they often skip stages or shift back to earlier stages. For example, as you draft, you may begin making revisions in your work; or as you revise, you may discover that you need to go back and gather more ideas.[6]

### 2.1.1.2 Genres in Writing

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[5]Utami Dewi, (2013), *How to Write,* Medan : Latansa Express, p. 9.

[6]Hall Prentic, (2001), *Writing and Grammar Communication in Action*, Upper Saddle River : New Jersey, p. 15.

Genre is an organizing concept for cultural practices, genre is placed based on occasion, function, behaviour, and interaction structure. Here some differents genre in writing are Description, Recount, Analytical, Expresition, Anecdote, Narrative, Procedure, Hortatory, Exposition, Explanation, Discussion, and Review.

**2.1.1.3 Writing Assessment**

According to Jacobs et al's, scoring profile in Sara Cushing Weigle's book (2002). There are five components used to assess writing namely: [7]

1. Content : the score of the content depends on the students on the students' ability to write ideas, information, in logical sentence.
2. Organization : the ability to write in appropriate manner for a particular purpose with a particular audience in mind, togethet with an ability to select, to organize and other relevant information.
3. Vocabulary : the ability to write the word effectively and to appropriate register.
4. Language use : the ability to write correctly and appropriate sentences.
5. Mechanics : the ability to used corretly those conventions peculiar written language, e,g. Punctuation, spelling.

**2.1.2. Ability**

Ability is derived from the adjective "able" which the similar meaning as "can". In Merriam Dictionary ability is the quality or state of being able competence in doing (skill) or natural attitude proficiency.[8]

[7]Sara Chusing Weigle, (2002),*Assessing Writing*, United Kingdom : Cambrige University press, p.114.

According to Al-Qur'an has the ability to achieve and Al-Qur'an said a high position to anybody who has knowledge. Allah said in Surah Mujadillah verse 11:

يَاَيُّهَا الَّذِيْنَ اَمَنُوْآ اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجَلِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْ ص وَاِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ اَمَنُوْا مِنْكُمْ وَ الَّذِيْنَ اُوْتُوْا الْعِلْمَ دَرَجَتٍ ج وَ اللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ـ المجادلة

The meaning : O You who believe ! when You are told to make room in the assemblies, (spread out and ) make room. Allah will give You (ample) room (from his Mercy). And when You are told to rise up (For prayers, Jihad (holy fighting In Allah's Cause), or for any other good deed), rise up. Allah will exalt in degree those of You who believe, and those who have been granted knowledge. And Allah is Well- Acquainted with what You do.[9]

The importance of learning process is supported by teaching of Islam. Islam is a religion which establishes compulsory education with the following hadith :

عن انس بن ما لك رضي الله عنه قل : قل رسلول الله صلى الله عليه و سلم : طلب العلم فريضة على كلّ مسلم

The meaning : from Anas bin Malik, he said : Rasulullah SAW said " Seek knowledge is obligation for moeslim."[10]

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[8]Http ://www.wordcentral.com/cgibin/studentdictionary?ability/2007/Merriam Dictionary Accessed on Monday 15rdJanuary at 16.30.

[9]Kementerian Agama RI,(2013),*Al-Qur'an Keluarga Sakinah,* Surabaya : Halim, p.543.

[10]Ibnu Hajar Al-Asqalani, (2006),*Ringkasan Taribghib waTarhib,* Jakarta : Pustaka Azzam, p.27.

Based on the above hadith the Prophet confirms obligation to see a knowledge. It can be said that the study is very important for humans and it became clear that learning or studying is obligation for every moeslim, with the knowledge we can share our knowledge to others, it can be useful for others that will lead us to happiness both in this world and here after. Therefore there is no reason for any individual Moeslim to be lazy in learning that makes them not knowing anything about science.

### 2.1.3 Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Diane A. Wilbur (1966) said that descriptive writing is to create a clear picture or impression of person, place or object.[11] In other definition, Descriptive text is a text which describes a person, thing, place, and certain condition in particular. The goal of the descriptive text is transferring the experience of the writers. The experience can be what they see, read, or feel. Commonly a descriptive text uses the first and third person pronoun as point of view. [12]

1. Description of a Person

   In describing person, you could describe appearance, the behavior, or both. At this point, the discussion is restricted to physical appearance, since for the most part the principle of organization is spatial. Describing a person's apperance in many ways, describing the person's clothes, manner

[11]Diane A. Wilbur, Composition, (1966), *Models and Exercises*, New York : Harcourt, Brace & World, Inc., p. 41.

[12]Rinastuty, (2014), *Understanding Report vs Description text*, Jakarta : p. 23.

of walking, color and style of hair, facial appearance, body shape, and expression. It also describing the person's way of talking.

2. Description of Place

As with people there is commonly occuring need to describe place as feature town, district, or area like garden park. The best way to describe a place is by presenting someone concrete example; such as home, a school, and soon. Further, it is essential to describe the size and agreement of the space involved.

3. Description of Object

The best way to describe an object accurately is by providing the physical characteristic an object as the colors, the forms, the shape, and soon. Therefore, it will be easy to describe all the picture of the object.

From the explanation above, it can be conclude that descriptive text is a text in which describe a person, place or an object. So that, people who read descriptive text will be able to know or will see about what the researcher write, although the readers don't see the real things that being described.

Descriptive text is also be defined as the way how things look, smell, taste, feel, or sound. This is usually done in order to evoke moods such as happiness, loneliness, or fear. Suryana (2008) states it is also used to create image of the people, place, even of units, times of the days, or seasons. [13]

### 2.1.3.1 Generic Structure of Descriptive Text

[13]I Wy. Dirgeyasa, (2017), *How to write Acdemic Paragraph,* Medan : p. 257.

a. Identification : in this part introduces to the subject of the description.

b. Description : in this part give details of the characteristic features of the subject. It may describe parts. Qualities, characteristies, size, physical apperance, ability, habit, daily live, etc.

c. Conclusion ( optional)

**2.1.3.2 Language Feature of Descriptive Text**

Descriptive text use

a. Using Simple present tense : if things/ person described are still alive
b. It uses passive sentences[14]
c. It uses epithets and classifiers in nominal group
d. It tends to focus on specific participant.
e. It uses adjective to describe or illustrate the condition of the topic.
f. Using action verb : example ; run, sleep, walk, cut, etc.
g. Using allusion, imagination language.

**2.1.3.3Writing of Descriptive Text**

Descriptive Text is very interesting because it focuses to describe something which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Three components that must comprehend before writing descriptive text are the generic strucure, and language features.

**The example of Descriptive Text**

This text about My grandmother

[14]I Wy. Dirgeyasa, (2016), *College Academic writing A Genre Based Perspective*, Jakarta: p. 60.

My grandmother is very gentle, loving, and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She cakes care of me when mom and go to work. (Identification : Introduces the person described).

Grandmother likes to tell stories. She usually tells me brief stories of her chilhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about grandfather who has pass away. My dear grandmother always says good things about him. She once told me that he was the nicest person she had ever met. (Description : gives the details of the person described).

I really love may grandmother. (Conclution : Optional statement to sum up main ideas).

**2.1.4 Model**

Model is a three-dimensional representation of the real object. A possible model of bigger, smaller, or the same size as the object that represents it. According to As Giere, "The model-reality adjustment is not overall, but rather relative to those aspects of the world thatthe models attempt to capture," which is why the models the students construct have to beinterpreted as adjustments between the questions-experiences, which make sense to them,and the interpretations that they come to form. An intellectual process to help teachers

systematically analyze learner needs and construct structures possibilites to responsively address those needs.[15]

Arends states (1997:7) " the term teaching models refers to a particular approach to instruction that its goals include syntax, environment, and management system. (The term learning model leads to a certain learning approaches including their end, Syntax, their environment and their management systems.[16]

**2.1.4.1 Kinds of Models in Learning**

Learning theory or learning is many because it is multidimensional and multi-variables of the process in teaching and learning. Therefore, there are so many learning models. And this case the researcher took information processing

model that include of inductive thinking model . And the researcher has explore the model by Emily.F Calhoun with Picture Word Inductive Model.

**2.1.5 Picture Word Inductive Model**

Calhoun states that picture word inductive model (PWIM ) is an inquiry oriented to elicit words from childrens' listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words. The model is designed to capitalize on students' ability to think inductively. A major principal of the model is that students have

[15]Wina Sanjaya, (2008), *Perencanaan dan Desain Sistem Pembelajaran*, Jakarta: p. 67.

[16]Trianto, (2010), *Mendesain Model Pembelajaran Inovatif – Progressif*, Jakarta : p.22.

the capability to make generezations that can help them to master the conventions of language.[17]

The basic material for this model is the picture word chart. The picture word chart companies the picture and the words that are identified from the pictures by the studens'. The concept of using picture as a stimulus for anguage experience activities in the classroom was develop specific for the students to read and write.In learning to use the picture will happen the visual process can capture and process the information from the brain works. The visual brain is intuitive; easy to remember a face; responding to the study demonstrated, illustrate, and symbolic in nature. [18] So with the pictures, the lesson will be easy to remember and is understood by students.

The picture word inductive model (PWIM ) is designed to enable students to immediately succesful as language learners in the formal school setting and to immerse them in how language works.

The picture word inductive model (PWIM) approaches the development of sight vocabulary directly. In teaching, we tend to focus our attention on the content or skill which we expect can be earned by students. often we consider the basic concepts we want to communicate. Rarely, in my experience and from reading my response to texts about the method of teacher education, we reflect the real picture of quiet which may be incurred by the contents that we want to teach. This may reflect on ways to use the tools of cognition in the teaching. So that

[17]Calhoun, Emily F, (2011), *Model-Model Pembelajaran*, Yogyakarta : Pustaka Pelajar, p.21.

[18]Didik Santoso, (2017),*Pengaruh Pendekatan Pembelajaran Dan Gaya Belajar Terhadap Keterampilan Berbicara Bahasa Inggris,* Medan : Duta Azhar, p. 77

students could enhance his imagination.[19]And by using the tools and the media pictures, expected students to attend a school with a good focus in this delightful conditions, so that any that are submitted can be well received and be able to soak in the liver as well as keep in mind back to students.[20]

The students read and spell words that are shaken out of the picture. Then, these words place on large word cards that they can look at and the teacher can use for group instruction. Studens also get their own set of word cards. They sort these words and consult the picture dictionary to check their understanding and refresh meaning of the words. The students keep word cards in envelopes, word banks, or word boxes, consulting them as they wish and eventually using the cards and words to compose sentence. In this study, the writer chose picture that is appropriate to teach descriptive text which shows some events chronologically. The examples of pictures can be seen following :

**Picture 2.1. The Example of Picture**

Teacher selects an interesting picture that is related to the topic. The right picture are tangible, concrete and attractive. Place the picture on the board or wall that is at eye level of students to aid their exploration and gathering of evidence. The richer and large picture is suggested in this model.

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[19]Kieran egan, (2009),*Pengajaran yang Imajinatif*, Jakarta : p. 36.

[20]Jumanta Hamdayana, (2014), *Model Dan Metode Pembelajaran Kreatif Dan Berkarkter*, Bogor : p.229.

[21]Calhoun, Emily F, (2011), *Model-Model Pembelajaran*, Yogyakarta : Pustaka Pelajar, p.21.

2. Ask student to identify what they see in the picture

   Ask students to discuss the picture in group or individually. Having group is better in this case. Make a group of 4-5 students. Individual discussion is sugested for the shy students. Help students to find what are in the picture. Ask them to relate the picture to their daily life and then generate their confidence to participant in the classroom activities.

3. Label the picture parts identified.

   Label the picture parts that have been identified by the students by drawing a line from the identified object or area. Ask students to say the word and write the word in large enough print. Then, ask the students to spell and pronounce the word.

4. Read and review the picture word chart aloud.

   Lead the students to read aloud and review the chart together daily.

5. Ask the student to read the words.

   Students read and classified the words into a variety of group, e.g. beginning consonant (chair, cat, chalk, candy) and rhyming words (peach, watch, cheese, chalk).

6. Read and review the picture word chart.

   Student say the word, spell it and say it again.

7. 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.

8. Lead student in creating a title for the picture word chart.

   Lead studentd 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.

9. Ask the students to generate a sentence, sentence or a paragraph about the picture word chart.

   Ask the students to classify sentences and lead them to organize the sentences into a good paragraph. Lead them to make a recount text.

10. Read and review the sentences and pargraph.

    The goal is for every student to learn, to read the sentences and paragraph fluently.

**2.1.5.2 The Strength ( Advantages ) of Picture Word Inductive Model**

According to Calhoun Emily in his book Models of Teaching in eighth edition the advantages of Picture Word Inductive Model are :

1) The strategy emphasizes phonics, grammar, mechanics, and usage of English Standar.
2) Picture provide concrete references for the learning of new words, phrases, and sentences.
3) This model of study makes the students feel as a part of the classroom community and can participate in class activities.

4) The picture word chart serves as an immediate reference to enable student to add these words to sight vocabulary.
5) Students are assisted in seeing the patterns and relationship of the English language, enabling them to apply this learning to newly encountered words.
6) Students hear and see words spelled correctly and participate in the correct spelling and writing. And
7) The students can begin to learn how to create sentences and paragraph related to the subject under study.

**2.1.5.3 The weakness (Disadvantages) of Picture Word Inductive Model.**

1) Less the facilities
2) The picture less large and big
3) Some of the student less participant in the class
4) Some of the student still compused with the picture given
5) Some of the student still less in spelling and pronouncing the word correctly

Based on the explanation above, Picture Word Inductive Model is that things weakness in the Picture Word Inductive Model.

**2.1.5.4 The Implemantation of Picture Word Inductive Model**

In teaching descriptive text through picture word inductive model (PWIM) the steps are following :

First, the teacher shows and gives each student the pictures. After that, the teacher and the students are labeling the picture. After that, the teachers give an example of sentence based on the words in labeling and write it on the white

board. Then, the teacher gives an example of descriptive text based on the pictures. Based on the text, the teacher explains about the social function, generic structure and language features of descriptive text. Next, the teacher tells the social function of descriptive text is to describe a particular person, place and thing. Then, the teacher explains about the generic structure of the descriptive text are identification which is introduces the general information and description which is introduces about the qualities, parts, and characteristics.

Then, the teacher explain about language features of the descriptive text. The first is focus on specific participants. The second one is using adjective or adverb to explain noun. So, the students can understand how to describe the picture.

For Example : The teacher give the picture to sudents and students will be describe this picture into paragraph of descriptive.

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several

other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

**2.2 Related Study**

1. HasnahSiregar, (2010) Registration Number : 05310706 " Improving students' Achievement in Descriptive writing through PWIM (Picture Word Inductive Model ), A thesis, describing the use of PWIM (Picture Word Inductive Model) to improve students' achievement in writing descriptive text. The method of the study was classroom action research in two cycles (six meetings). The subject of this study is the grade VII-1 students of MTS Al-Ittihadiyah Medan. The number of the study was 38, consisted of 12 male students and 26 female students. The instrument of collecting data were quantitative and qualitative data. The quantitative data was writing evaluation of the students and the qualitative data were diary notes, interview sheet, observation sheet, and questionnaire sheet. The qualitative data showed the students were active and enthusiastic and interested in PWIM (Picture Word Inductive Model ). Based on the data analysis, the mean of the students' score for orientation test was 52, for test in cycle I was 70 and for test in cycle II was 79,6. The result of the research showed that PWIM (Picture Word Inductive Model )significally improved students' achievement in descriptive writing.

2. GusniDariani (2014), Registration Number : 34105106 " improving the students' ability at writing recount text by using picture series in English Grade of Madrasah Tsanawiyah PAB 2 Sampali Medan the state institute for Islamic Studies. This study is aimed to find out the improving of students' ability in

writing recount text by using picture series. The method of the study was classroom action research in two cycles (six meetings). The subject of this study is grade VII students of Madrasah Tsanawiyah. The number of the study was 48. The instrument were writing text for quantitative and qualitative, the result of this study showed that the mean of test II (80.93%) is higher than mean of test I (75.13%) interview sheet, the students were more active and entyhsiastic during the teaching- learning process in the second cycle, so the result of this study shows that the use of picture series significantly improve the students' ability in writing recount text.

**2.3 Thought of Framework**

Writing is one of the main important skill in learning English. In writing, some ideas are formed in sentence which are arranged in a good way and related to each other so that the information can be received. Writing is the act of joining words into sentences on paper. It means that writing not just exercising the fingers but it is also necessarily the act of finding words to express define, fully formed ideas. One of writing is descriptive text.

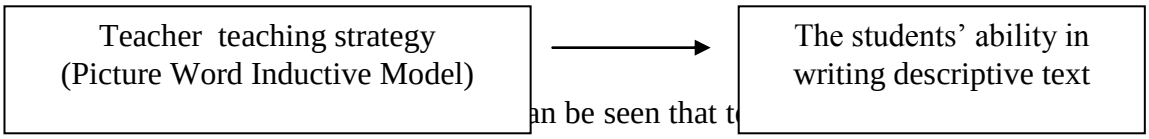
Descriptive text is a text which describes person, place, mood, situation, and etc. in words. The researcher choose descriptive text in her research because the students felt difficult in writing descriptive text, especially when they wanted to write a simple paragraph of descriptive a text and automatically they couldn't mention the generic structure and the language feature of descriptive text. Sure, this condition could be seen in the learning process. To solve this problem in order to improve the students' ability in writing descriptive text, the writer

suggests the Picture Word Inductive Model (PWIM) as an effective strategy that is considered can help the students in writing the descriptive text itself.

Further, the Picture Word Inductive Model (PWIM) is a model of study which uses picture and words to stimulate students' thinking inductively. Picture word inductive model interests students to be active in teaching learning process. In this model, of course, teacher's role is very important. Teacher guides the students in identifying the picture, finding the words, making a sentences, and making paragraph.

Picture Word Inductive Model (PWIM) helps students to memorize the words to enrich their vocabulary. By using interesting picture teacher increases the students' motivation in the learning process. Teacher guides the students to deelop their imagination to generate their words to sentences and paragraph.

Considering some advantages of the picture word inductive model, it is expected that students' ability in writing descriptive text will be. To make the thought of framework more clear, so it can be seen the following draft :




an be seen that t

the students' ability in learning, especially in the important part such as recognizing the text and writing it.

In short, the strategy chosen for any learning process situation should be fitted to the objectives learning, the subject content the available materials of instruction, the skill, and personally of the student and teacher.

**2.4 Hypothesis**

From the thought of framework above, the hypothesis of this study is : The students' ability in writing descriptive text can be increased by Picture Word Inductive Model (PWIM).

# CHAPTER III

# METHOD OF RESEARCH

## 3.1 Research Design

This study belongs to Classroom Action Research. Classroom action research is utilized because it is aimed at increasing outcomes of teaching and learning. Classroom action is a kind of research which was conducted during the learning process it aims at overcoming various real problems to improve the learning process quality in the class.[22]

Classroom action research was helped the teacher be more aware of the process in this research. Classroom action research is cyclical or spiral process involving step of planning, acting, observing and reflecting of these activities being sistematically and critically. Therefore it should be done by teacher on their classroom.

Clasroom Action Research participation can also be done at the school only, here researchers are required involvement directly and continously from the beginning until the end of the study.[23]

This research design was applied during the process of teaching writing in classroom because the result of this research was proved the significant progress of students' ability in writing descriptive text. The researcher was involved directly in the classroom to observe, learn, and examine the problem and the solution which was generated.

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[22] Candra Wijaya & Syahrum, (2013), Penelitian Tindakan Kelas, Medan : Latansa Press, p.39.

[23] Http://akhmadsudrajat.wordpress.com/2008/03/21/Penelitian-tindakan kelas-part ii, accessed in 05/01/2017 at 22:04 p.m.

Naturally, classroom action research was applied to see the improvement at a certain number of cycles. The research was applied more cycle and giving treatment in teaching and learning process till the significant result was achieved. This research was applied two cycle by implementing the four steps, planning, action, observation, and reflection.

### 3.2 Subject of the Research

The subjects or participants in this research, the students of eight grade MTs AZIDDIN Medan Tembung Academic year 2017/2018. The total population is 101 sudents from 3 classes. They are :

**Table 1.3**

**Table of Population**

| Class | VII A | VII B | VII C |
|---|---|---|---|
| Students | 40 | 31 | 30 |
| Total of Students | 101 students | | |

The subject of researcher at seventh grade in class VII A which consist of 40 students, there are 16 girls and 24 boys. And in the class VII B which consist of 31 students, there are 22 girls and 9 boys. In the class VII C which consist of 30 students, there are 20 girls and 10 boys. Then, the writer chose the subject of research in class VII A.

### 3.3 Research Settings

This research was conducted at MTs AZIDDIN Medan Tembung, which is located in Pasar V Tembung Medan. The writer chose this location because some reason, they were :

1. This school was the researcher placed when Field Practice Experience (PPL)
2. The English teacher still uses the old method in teaching learning process in class.
3. The English teacher never use picture word inductive model in teaching English.

### 3.4 Procedure of Observation

This research approaches to the classroom action research with the centre presure to effort of progressing and improving of quality and learning practice. The research more focuses on the implementation of Picture Word Inductive Model as an effort to improve the students' ability to write descriptive text at seventh grade of MTS AZIDDIN Medan Tembung.

The model class action research can be said the research model Kemmis and Mc.Taggar. Kemmis and Mc.Taggar has four main components namely : planning, action, observing, and reflecting. [24]This research has cycle that based on the model adapted from Arikunto. He says that classroom action research commonly consists of four steps. Namely : 1) planning, 2) Action, 3) Observation and, 4) Reflection and then he also says that action research should has at least two order cycles, the information from last cycle determine from of next cycle.[25]

The procedure of data collection for this classroom action research involved five meetings in two cycle. In cycle I was consisted of two meetings and the cycle 2 consisted of three meetings in last meeting or fifth meeting was

[24]Http.Staff.uny.ac.id/sites/defaultfiles/tmp/1.PMMMakalahMAN&UNY.Pdf,Accessed in 05/01/2017 at 21:26 p.m.

[25] Suharsimi Arikunto, dkk, (2015), *Penelitian Tindakan Kelas*, Jakarta : Bumi Aksara, p.16.

collecting a dat and score of students. Each cycle had done based on the change that has been achiieved which has designed in factors that have observed before. The procedures of classroom action research included planning, action, observation, and reflection. The four steps could be seen in the following figure :

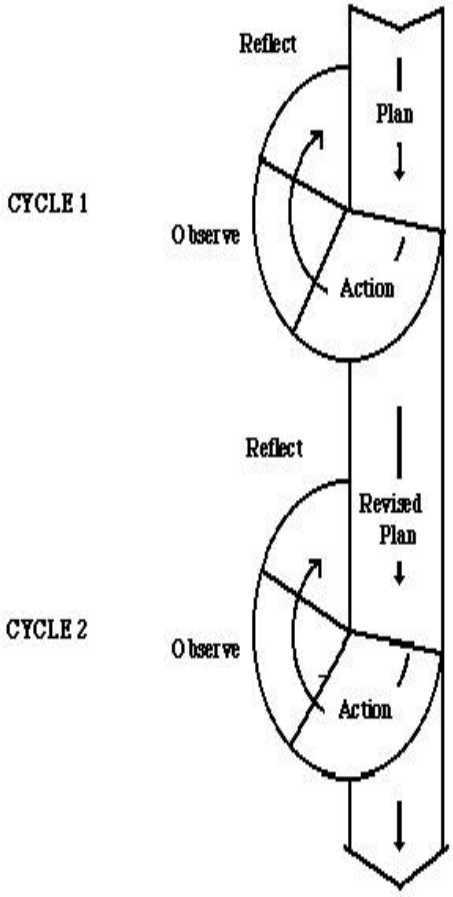


Figure : 3.4 The procedure of clasroom action research

**1. First Cycle (Cycle 1)**

a. Planning

Planning is arrangement for doing something. It also is an essential element in the development for any learning model. In this phrase, there are some activities done by researcher, they were :

a) Doing first observation to identify the problems that need to be solved. In this step, the researcher will do the observation on learning process at seventh grade students and the English teacher.

b) Making interview guides to the teacher and the students about their impression during learning process.

c) Completing teaching planning program that will be implemented in learning activity.

d) Deciding the material that is suitable with the study.

b. Action

Action is process of doing something. It is implementation of planning. In this phase, there were some activities, namely :

- Preferring section
  a) Designing lesson plan
  b) Preferring learning material
  c) Preferring learning sources
  d) Preferring learning media
  e) Preferring instruments of collecting data
- Introduction
  a) Explaining the objectives, advantages, and learning procedure.
  b) Doing apperception by asking the students about the vocabulary that they know
- Core activity
  a) The teacher gave the test to the students
  b) The students answered the question in the test.

c) Doing score calculation

- Closing

a) Concluding the material

c. Observation

Observation proposed to find out information action by observes in the classroom during the teaching learning process. The observation was done to collect the data namely : teacher and the students activity, behaviour and attitude during learning process going on. In this section the researcher has the observation using observation form and the evaluation result of action using format of learning activity sheet.

d. Reflection

Reflection is feedback process from the action that has been done before. Reflection was used to help the teacher makes the dicision. The researcher analyzed all recording information in learning process by using observation sheet and the result that have done. Then, repairing the learning process that has done in first cycle to compile the next action in second cycle.

**2. Second Cycle (Cycle II)**

a. Planning

The researcher and the teacher discussed about the implementation of teaching learning program that related to first cycle that have evaluated and developing of action program in second cycle.

b. Action

On this section, the researcher and the teacher did the action that looking on reflection that has evaluated and perfected.

c. Observation

The researcher and the teacher observed the influences of actions, collect the data of second action.

d. Reflection

The teacher discussed with the researcher about the application of classroom action research. Has the implementation or picture word inductive model brought progressing of the students' ability to write a descriptive text in seventh grade of MTS AZIDDIN Medan Tembung ? and is there the weakness from this cycle ? If there grade of MTS AZIDDIN Medan Tembung ? and is there the weakness from this cycle ? If there is weakness and result of the evaluation has not over yet, it shall go to the next cycle.

### 3.5 Scoring of Writing Text

In scoring the text in this research, the researcher applied the writing score technique recommended by Sara Cushing Weigle's et,al. Scoring technique of writing is the question and answer are given to the students in writing form, this technique applied five indicator of writing descriptive text. The five indicators are :[26]

I. Contents

[26] Sara Chusing Weigle, (2002), Assessing Writing, United Kingdom : Cambridge University, p. 115.

Scoring the content is based on the students ability to write their ideas and information in the form of logical sentences.

II. Organization

Organization refers to the students ability to write their ideas and information such a good logical order to topic and supporting sentence are clearly stated.

III. Vocabulary

Vocabulary is refers to the students' ability in using word or idiom to express ideas logically. It also refers to the students' ability to use synonym, anthonym, prefix, and suffix exactly.

IV. Language Use

Language use is refers to students ability in writing a sentence, simple, Complex, compound correctly and logically. It also refers to the students ability to use agreement in the sentences and some order words such as noun, verb and time signal.

V. Mechanics

Mechanics is refers to the students' ability to use word appropriately and function correctly, such as punctuation and spelling. Paragraph and text can be read correctly.

For all components, students got the score 100 points, in which for the score for contents is 30 point, organization is 20 point,

vocabulary is 20 point, language use is 25 point, and mechanics is 5 point. For the clear explanation can be seen as follows :

| Components/Level | Point | Criteria |
|---|---|---|
| 1. Content<br>Very good to excallent<br><br><br><br><br>Average to good<br><br><br><br>Poor to pair<br><br><br><br>Very poor | 27-30<br><br><br><br><br>22-26<br><br><br><br>17-21<br><br><br><br>13-16 | Clear main idea through the development of main idea, detailed and substantive all of the material relevant to main idea.<br>Limited development of the main idea, mostly relevant to assigned topic, lack of detailed and support.<br>Limited knowledge of the subject, litte substantive inadequate development topic.<br>Does not show knowledge of subject, non substantive or not enough to evaluate. |
| 2. Organization<br>Very good to excellent | 18-20 | Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for a letter, logical sequencing, well paragraph with topic sentence, expressing |

| | | |
|---|---|---|
| Average to good | 14-17 | only one main idea<br>Loosely organized but main ideas stand out, limited supported, logical but |
| Poor to pair | 10-13 | incomplete sequencing. |
| Very poor | 7-9 | Ideas confusing and disconnected lacks logicals sequencing or development, paragraph unclear or not-exist.<br>No paragraphing or organization to enough to evaluate. |
| Vocabulary | | |
| Very good to excallent | 18-20 | Sophisticated range, effective word or diom choise and usage, appropriate register. |
| Average to good | 14-17 | Adequater range, occasional errors of word or idiom form choise and usage. |
| Poor to Pair | 10-13 | |
| Very poor | 7-9 | Limited range, frequens errors of word or idiom form choise and usage.<br>Little knowledge of English vocabulary, idiom or not enough to evaluate. |

| | | |
|---|---|---|
| Language use<br>Very good to excellent | 22-25 | Effective complex intraction, fews errors of agreement, tense andd number, article, pronoun and preposition. |
| Average to good | 18-21 | Effective but simple instruction, minor problem in complex construction, several error of agreement, tense, article, preposition and pronoun, but |
| Poor to pair | 11-17 | meaning seldom secured. |
| Very poor | 5-10 | Major problem in simple construction, frequents error of negation, agreement, tense, article, number, word order, pronoun, preposition and fragment, meaning something obscured. |
| Mechanics | 5 | Vistually not mastering sentence, construction rules, domineted by errors, obscured meaning and not enough to |
| Very good to excellent | 4 | evaluate. |
| Average to good | 3 | Demonstrative mastery of convention, few erros of spelling, unctio, capitalization and paragraphing. |
| Poor to pair | 2 | Occasional errors, of spelling, punctuation, capitalization, paragraphing but meaning not obscured. |
| Very poor | | Frequents errors of punctuation, spelling, capitalization, |

| | | |
|---|---|---|
| | | paragraphing, poor headwriting, meaning confused and obscured.<br>No mastery of convestion, determined by errors of spelling punctuation, capitalization, paragraphing, headwriting illegeble or not enough to evaluate. |

### 3.6 Technique of Collecting Data

Method of data collection is the urgent thing in research. In qualitative research techniques meant are the things that are associated with the data sources, data collection methods, the explanation data collection instruments sebai researcher.[27]

In collecting data, the reseacher uses some instruments namely :

1. Observation

   Observation was the action of watching somebody or something carefully so as used to notice things or a spoken or written remark or

[27] Masganti Sitorus ,(2011), Metodologi penelitian pendidikan islam, Medan : Perdana Mulya Sarana, p.178.

commended based on something. Anything has been seen and heard. It was used to get some information directly.

2. Interview

   Interview was used in order to acquire important information related to the main research. Interview is dialogue which has done by an interviewer to get information from respodent with asks them some questions. Interview is conversation aimed to get information, usually it consisted of two persons or more. Interview is conductted to get information about increasing the students' ability in writing descriptive text through Picture Word Inductive Model.

3. Test

   Test was a list or written question that is used to measure the respondents' ability in studying. Test has a number of question that given to the students to examine their ability to write descriptive text. The researcher uses essay test to measure and know the ability of seventh grade of MTS AZIDDIN Medan Tembung in implementing picture word inductive model in descriptive text.

4. Diary Note

   According to Kunandar, diary note is one of instrument of research that is used to record everything that happends during the research and observation going on. It is private note abouth observing, feelings, responding, reflecting, hypothesis , mind, imagination, and

explaining.[28] Diary note are conducted to get information or data the condition and situation of the students' activity during learning process. It describe everything that happened in classroom. Beside the students' activity, diary note gives the description about the students' attitude and behaviour.

5. Documentation

   Documentations are something written that contain information serving as proof. According to Kunandar, the documents which include all research participants will have a frame for the basic data. Collecting documents are conducted to get information about the students' improvement. It was be one of important instrument in doing classroom action research. It helped the researcher to find data about the students. It included the students' attendance list, the students' score, and the students' evaluation.

### 3.7 Data Analysis

This research applied quantitative and qualitative data. The qualitative is used to describe the situation during the teaching process and the quantitative data is used to analyze the students' writing score. By applied the data, it is expected to get satisfying result. The qualitative data are analyzed from diary note and observation sheet, to describe the improvement of the students' ability in writing descriptive text by using picture. The quantitative data were analyzed by compusing the score of writing descriptive text test convered

[28] Kunandar,( 2000), *Langkah Mudah Penelitian Tindakan Kelas*, Jakarta : PT Raja Grafindo, p.195.

generic structure, language features in descriptive text to collecting the data the researcher observed these activities by using picture.

To know the mean of the sudent score of assesment given in each treatment, the observer applied the following formula :

$$M = \frac{\sum x}{N}$$

Where : M = The mean of the students

$\sum x$ = The total score of the students

N = The number of the students[29]

To categorize the number of the students who passed the succesfully, the writer applied the following formula :

$$P = \frac{R}{T} \text{ x } 100\ \%$$

Where : P = The percentage of those who get the points up to 70

R = The number of the students who get the points up to 70

T = The total number of the students.

[29] Anas Sudjono, (2008), *Pengantar Statistik Pendidikan*, Jakarta : PT Raja Grafindo Persada. p.81.

# CHAPTER IV

# RESEARCH FINDING AND DISCUSSION

## 4. 1 Research Findings

This research was applied quantitative and qualitative data. The qualitative data were taken from interview, diary note, documentation and observation sheet. The quantitative data were taken from test. It was accomplished in two cycles. Every cycle consisted of four steps of action research (plan, action, observation, and reflection). The first cycle included identification phase was conducted in two meetings. So totally, there were five meetings in this research.

This research was applied one class. The research was conducted in a class with 35 students. The exact number of students in that class was 40 students. Five students were absent during the research conducted. Therefore, the researcher only took the data from the students who attended the class from the first meeting till last meeting.

### 4.1.1 The Quantitative Data

The quantitative data were taken from the students' writing test, which was carried out in two cycles. There were four meetings were conducted. The test

was given to the students in form of pre-test and post-test in the first cycle and post-test in the second cycle. The result of the students' score could be seen in the following table.

**Table 1. The students' score during Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)**

| NO | The Initials Of The Students | SCORE | | |
|---|---|---|---|---|
| | | CYCLE I | | CYCLE II |
| | | Pre-Test | Post-Test I | Post-Test II |
| 1 | AA | 68 | 70 | 74 |
| 2 | AL | 35 | 60 | 70 |
| 3 | AM | 45 | 60 | 70 |
| 4 | AP | **Absent** | **Absent** | **Absent** |
| 5 | AF | 40 | 50 | 65 |
| 6 | AFM | 50 | 60 | 72 |
| 7 | ATS | 55 | 60 | 75 |
| 8 | AS | 30 | 65 | 77 |
| 9 | AP | 70 | 70 | 79 |
| 10 | DM | 60 | 70 | 73 |
| 11 | DS | 65 | 70 | 77 |
| 12 | DH | 55 | 70 | 75 |
| 13 | FT | 40 | 60 | 70 |
| 14 | F | 70 | 75 | 80 |
| 15 | GP | 50 | 70 | 75 |
| 16 | IA | **Absent** | **Absent** | **Absent** |
| 17 | IH | 40 | 50 | 65 |
| 18 | IP | 30 | 55 | 70 |
| 19 | MS | 55 | 70 | 78 |
| 20 | MZ | 70 | 74 | 80 |
| 21 | MA | 60 | 70 | 75 |
| 22 | MRA | **Absent** | **Absent** | **Absent** |

| | | | | |
|---|---|---|---|---|
| 23 | MI | 55 | 65 | 76 |
| 24 | MRT | **Absent** | **Absent** | **Absent** |
| 25 | MA | 55 | 70 | 70 |
| 26 | NN | 65 | 70 | 73 |
| 27 | NA | 40 | 60 | 75 |
| 28 | NA | 35 | 55 | 65 |
| 29 | NAW | **Absent** | **Absent** | **Absent** |
| 30 | NH | 70 | 77 | 82 |
| 31 | NAP | 55 | 70 | 76 |
| 32 | PM | 60 | 70 | 77 |
| 33 | RC | 60 | 70 | 75 |
| 34 | RS | 60 | 70 | 75 |
| 35 | RAF | 55 | 60 | 75 |
| 36 | RS | 50 | 70 | 78 |
| 37 | SS | 35 | 50 | 70 |
| 38 | T | 40 | 54 | 70 |
| 39 | TK | 55 | 62 | 76 |
| 40 | ZS | 60 | 70 | 74 |
| TOTAL | | ∑ x= 1838<br>M = 52,51 | ∑ x= 2272<br>M = 64,91 | ∑ x= 2587<br>M = 73,91 |

### 4.1.2 The Qualitative Data

The Qualitative Data were taken from observation sheet, interview, diary note, and documentation.

1. Observation Sheet

Observation sheet was used to measure the level of the students activities during teaching learning process. the observation was focused on situation of teaching learning process by using picture in writing a descriptive text.

From the observation sheet, the researcher found that some of the students active during teaching learning process, the situation of the class was good enough since the students paid their attention to the teacher explanation and instruction. However, in the first meeting the students confused in writing descriptive text ad some students not pay attention to teacher explanation and some students made a noise when teaching learning process which made the students focused in writing descriptive text.

2. Interview

The interview was done to the students and the teacher before conducting the cycle and after using picture word inductive model in writing. the first interview to the teacher about the learning process in the class especially in writing, the teacher stated that the students have understood about descriptive text. But some of them also have difficulty to write a descriptive text, they still confused in expressing ideas when writing descriptive text. The researcher also interviewed the students about their difficulties in writing descriptive text, the students stated that they was confused to express their ideas in writingand limited vocabulary so they cannot build up their sentences into paragraphs.

The second interview was done after using picture word inductive model in teaching writing a descriptive text to the English teacher, the teacher stated that the students more active and serious in teaching learning process and their

ability also increased from the students interviewed they were easy to write sedcriptive text by using picture and enjoyed the learning process.

3. Diary Notes

From the diary notes, it was found that the students were actuve and interested in learning process after using picture in teaching descriptive text. However, some of the students were not interested in writing they still made a noise in learning process and some students who did not pay attention to the lesson. After explaining the application of picture word inductive model in writing descriptive text, they were active, interested, and serious in writing. in this research, students showed a good improvement in writing descriptive text. It can be seen that the students pay more attention when the researcher explained the lesson.

4. Documentation

Documentation were taken as instrument of data to analyze about students' activity, behaviour, expressing, it included the students and calloborator (English Teacher) documentation. More detail it can be seen in appendix.

**4.2 Data Analysis**

**4.2.1.1 Quantitative data**

The researcher gave a test to the students in the end of each cycle. It was found that the mean of the students' score was kept improving from pre-test until post test of the second cycles.

In the pre test result, the total score of the students was 1838 and the number of students who took the test was 35, so the mean of the students was :

$$M = \frac{\sum x}{N}$$

$$= \frac{1838}{35}$$

$$= 52{,}51$$

From the analysis above, the students' ability in writing descriptive text was low. The mean of the students was 52,51. The number of students who were competent in writing descriptive text was calculated by applying the following formula :

$$P = \frac{R}{T} \text{ x } 100\ \%$$

$$P_1 = \frac{4}{35} \text{ x } 100\ \% = 11{,}42\ \% \text{ and}$$

$$P_2 = \frac{31}{35} \text{ x } 100\ \% = 88.57\ \%$$

**Table 2. The Precentage of the students' Score in Pre-Test of the First Cycle**

| | Criteria | Total Students | Precentage |
|---|---|---|---|
| P1 | Success | 4 | 11,42 % |
| P2 | Unsuccess | 31 | 88.57 % |
| TOTAL | | 35 | 100 % |

From the table analysis, the students' ability in writing descriptive text was low. It can be seen from the mean of students was 52,51. The percentage of students' score was 4 students got success score up to 70 or it was only 11,42 %. On the other hand, 31 students got unsuccess score up to 70 or it was 88.57%. it

can be classified the students' ability in writing descriptive text were low when doing action research in pre-test. So, post test continued in the first cycle.

In the post test of the first cycle, the total score of the students was 2272 and the number of students who took the test was 35, so the mean of the students was :

$$M = \frac{\sum x}{N}$$

$$= \frac{2272}{35}$$

$$= 64{,}91$$

From the analysis above, the students' ability in writing descriptive text was still low. The mean of the students was 64,91. The number of students who were competent in writing descriptive text was calculated by applying the following formula :

$$P = \frac{R}{T} \text{ x } 100\ \%$$

$$P_1 = \frac{19}{35} \text{ x } 100\ \% = 54{,}28\ \% \text{ and}$$

$$P_2 = \frac{16}{35} \text{ x } 100\ \% = 45{,}71\ \%$$

**Table 3. The Precentage of the students' Score in Post-Test of the First Cycle**

| | Criteria | Total Students | Precentage |
|---|---|---|---|
| P1 | Success | 19 | 54,28 % |
| P2 | Unsuccess | 16 | 45,71 % |
| TOTAL | | 35 | 100 % |

From the table analysis, the students' ability in writing descriptive text was still low. It can be seen from the mean of students was 64,91. The percentage of students' score was 19 students got success score up to 70 or it was only 54,28 %.

In other hand, 16 students got unsuccess up to 70 score or it was 45,71 %. It can be concluded that the students' ability in writing descriptive text was still low. So, post test of the first cycle was categorized unscuccess. The second cycle will be conducted by the reseacher.

In the post test of the second cycle, the totak score of the students was 2587 and the number of students who took the test was 35. So, the mean of the students was:

$$M = \frac{\sum x}{N}$$

$$= \frac{2587}{35}$$

$$= 73{,}91$$

From the analysis above, the students' ability in writing descriptive text was improved. It can be seen from the mean of the students was 73,91. The number of students who were competent in writing descriptive text was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\ \%$$

$$P_1 = \frac{32}{35} \times 100\ \% = 91{,}42\ \%$$ and

$$P_2 = \frac{3}{35} \times 100\ \% = 8.57\ \%$$

**Table 4. The Precentage of the students' Score in Post-Test of the Second Cycle**

| | Criteria | Total Students | Precentage |
|---|---|---|---|
| P1 | Success | 32 | 91,42 % |
| P2 | Unsuccess | 3 | 8,57% |

| | | |
|---|---|---|
| TOTAL | 35 | 100 % |

From the table analysis, the students' ability in writing descriptive text was improved. It can be seen from the mean of the students was 73,91. The percentage of students' score was 32 students got success score up to 70 it was 91,42%. In the other hand, just 3 students got unsuccess score up to 70 or it was 8,57 %. It can be concluded that the students ability in writing descriptive text was improved. So, post test of the second cycle was categorized success.

**Table 5. Data Analysis of the students' score in Pre-Test, Post-Test, of the first and the second Cycle.**

| **No** | **Initial of Students' Name** | **Cycle I** | | | | **Cycle II** | |
|---|---|---|---|---|---|---|---|
| | | **Pre-Test** | **Criteria Success (>70)** | **Post Test I** | **Criteria Success (>70)** | **Post-Test II** | **Criteria Success (>70)** |
| 1 | AA | 68 | Unsuccess | 70 | **Success** | 74 | **Success** |
| 2 | AL | 35 | Unsuccess | 60 | Unsuccess | 70 | **Success** |
| 3 | AM | 45 | Unsuccess | 60 | Unsuccess | 70 | **Success** |
| 4 | AP | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 5 | AF | 40 | Unsuccess | 50 | Unsuccess | 65 | Unsuccess |
| 6 | AFM | 50 | Unsuccess | 60 | Unsuccess | 72 | **Success** |
| 7 | ATS | 55 | Unsuccess | 60 | Unsuccess | 75 | **Success** |
| 8 | AS | 30 | Unsuccess | 65 | Unsuccess | 77 | **Success** |
| 9 | AP | 70 | **Success** | 70 | **Success** | 79 | **Success** |
| 10 | DM | 60 | Unsuccess | 70 | **Success** | 73 | **Success** |
| 11 | DS | 65 | Unsuccess | 70 | **Success** | 77 | **Success** |
| 12 | DH | 55 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 13 | FT | 40 | Unsuccess | 60 | Unsuccess | 70 | **Success** |
| 14 | F | 70 | **Success** | 75 | **Success** | 80 | **Success** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 15 | GP | 50 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 16 | IA | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 17 | IH | 40 | Unsuccess | 50 | Unsuccess | 65 | Unsuccess |
| 18 | IP | 30 | Unsuccess | 55 | Unsuccess | 70 | **Success** |
| 19 | MS | 55 | Unsuccess | 70 | **Success** | 78 | **Success** |
| 20 | MZ | 70 | **Success** | 74 | **Success** | 80 | **Success** |
| 21 | MA | 60 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 22 | MRA | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 23 | MI | 55 | Unsuccess | 65 | Unsuccess | 76 | **Success** |
| 24 | MRT | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 25 | MA | 55 | Unsuccess | 70 | **Success** | 70 | **Success** |
| 26 | NN | 65 | Unsuccess | 70 | **Success** | 73 | **Success** |
| 27 | NA | 40 | Unsuccess | 60 | Unsuccess | 75 | **Success** |
| 28 | NA | 35 | Unsuccess | 55 | Unsuccess | 65 | Unsuccess |
| 29 | NAW | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 30 | NH | 70 | **Success** | 77 | **Success** | 82 | **Success** |
| 31 | NAP | 55 | Unsuccess | 70 | **Success** | 76 | **Success** |
| 32 | PM | 60 | Unsuccess | 70 | **Success** | 77 | **Success** |
| 33 | RC | 60 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 34 | RS | 60 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 35 | RAF | 55 | Unsuccess | 60 | Unsuccess | 75 | **Success** |
| 36 | RS | 50 | Unsuccess | 70 | **Success** | 78 | **Success** |
| 37 | SS | 35 | Unsuccess | 50 | Unsuccess | 70 | **Success** |
| 38 | T | 40 | Unsuccess | 54 | Unsuccess | 70 | **Success** |
| 39 | TK | 55 | Unsuccess | 62 | Unsuccess | 76 | **Success** |
| 40 | ZS | 60 | Unsuccess | 70 | **Success** | 74 | **Success** |
| | Total | $\sum$ x= 1838<br>M = 52,51 | | $\sum$ x= 2272<br>M = 64,91 | | $\sum$ x= 2587<br>M = 73,91 | |

From the result of analysis showed that there was a development on the students' ability in writing descriptive text. It is showed from the mean of pre-test was 52,51, the mean of post-test in the first cycle was 64.91, and the mean of post-test in the second cycle was 73,91.

**Table 6. The Percentge of the Students' Ability in Writing Descriptive Text By Using Picture Word Inductive Model in the First and the Second Cycle.**

| MEETING | | | THE STUDENTS' WHO GOT UP TO 70 | PERCENTAGE |
|---|---|---|---|---|
| **Cycle I** | 1 | Pre-Test | 4 | 11,42 % |
| | 2 | Post-Test | 19 | 54,28 % |
| **Cycle II** | 3 | Post-Test | 32 | 91,42 % |

Based on the table above, the result of the analysis showed that there was a development on the students'ability in writing descriptive text. It is showed from the mean of pre-test was 52.51, the mean of post test in the first cycle was 64.76, and the mean of post-test in the second cycle was 73.91. the percentage of the students'score in the pre-test who got point up to there were only 4 of 35 students'(11,42 % ), and the percentage of the students' score in the post-test of the first cycle who got point up to 70 there were only 19 of 35students (54,28 % ). It means that there was improvement about 40,86 %. Then the percentage of the students' score in the post test of the second cycle who got point up to 70 there were 32 0f 35 students (91,42 %). It means that the improvement was about 37,14 %.

From the data, it indicated that using Picture Word Inductive Model in writing Descriptive test was effective, and the data above can be concluded that the students ability in writing descriptive text has been improved.

### 4.2.2 Qualitative Data

The researcher was conducted in two cycles. In cycle I, there were third meetings and cycle II there were two meetings.

#### 4.2.2.1. Cycle I

**a. Planning**

Based on result pre-test which had been administrated before. It was known that the level of the students' ability in writing descriptive text was low. Some problems also had been predicted. The students were difficult to put their idea in writings were very lack of sentences and they were still wrong arranging good sentence.

Picture Word Inductive Model would be applied to improved the students' ability in writing descriptive text, the researcher would be the teacher and the English teacher would be the collaborator who observed the teaching learning process in which Picture Word Inductive Model was applied. The researcher made lesson plan as the scenario of teaching, the teaching material was about descriptive text which covered the social function and the generic structures. The topic was about their experience which given during the two meeting in the first cycle the instruments for collecting data (dairy notes, observation sheet, and interview) were also prepared.

**b. Action**

Action was plannings that had arranged were conducted. In this cycle the researcher taught the students how to write descriptive text based on the lesson plan that had been made. The Picture Word Inductive model also was applied in the first cycle in the second. The first cycle was applied during second meeting to the third meeting.

In the second meeting, researcher began to explain descriptive text. The reseacher explain about the social function and the generic structure about descriptive text and gave an example as the material. After explaining material the writer gave an exercise to measure the students' understanding about the material.

In the third meeting, the researcher reviewed the material in second meeting to recall the students' memory about the topic. The researcher asked to the students to explain their understanding about the social function and the generic structure of descriptive text. In this meeting was the Picture Word Inductive Model applied. Students were taught to write descriptive text using Picture Word Inductive Model. The researcher divided the class into some groups which applying this model. There were the procedure of Picture Word Inductive Model :

1. Select a picture
2. Ask the 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 the students to spell the word aloud and then to pronounce it).

4. Ask the students to read the words (using the lines on the chart if necessary) and to classify the word into a variety of groups.
5. Lead students into creating a title for the picture word chart. Ask the students to think about the information on the cahart and what they want to say about it.
6. 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 paragraph.
7. Teacher together with the students gave comments and suggestion to their writing results.

In this meeting the researcher administered the writing evaluation II. The researcher asked the sudents to write descriptive text about their experience or holiday by using Picture Word Inductive Model.

**c. Observation**

In the beginning of the first cycle, while the teacher was explaining the material, the students were noise and did not pay attention to the teachers's explaining. However, in the beginning of applying Picture Word Inductive Model, the teaching learning process ran well. The students were quite and conducive in the learning process. they had good responses to the teacher's explanation when applying this model. The students could work in group and shared their idea about the picture that had been prepared.

In this cycle, teacher gave the writing test by giving picture about Manggo Tree. The students were asked to write descriptive text by using

Picture Word Inductive Model. However, in doing writing test, some students still made noisy. Generally, the learning process in this cycle ran well. The result of observation of the teaching learning process during the first cycle could be seen in the table below :

**Table 7. Observation Sheet for the English Teacher in the First Cycle**

Notes : these following is available of learning activities aspects which has done by the teacher in the classroom. Please give assign checklist exactly

3 = Very Good 2 = Good 1 = Bad

| No | Points Are Observed | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. | The teacher's ability to open the class | | | ✓ |
| 2. | The teacher's ability to present the material | | ✓ | |
| 3. | The teacher's matering the material | | | ✓ |
| 4. | The teacher's systematic in presentation | | | ✓ |
| 5. | The teacher's attracts the students' attention | | ✓ | |
| 6. | The teacher's rapport with the students | | | ✓ |
| 7. | The teacher's uses the media to present the material | | ✓ | |
| 8. | The teacher's electing responses from the students | | | ✓ |
| 9. | The teacher's ability to manage the class | | | ✓ |
| 10. | The teacher's ability to close the lesson | | | ✓ |
| 11. | The teacher's ability to use the time effectively | | | ✓ |
| 12. | The teacher's advises that the students who can not control their voices to be queit | | ✓ | |
| 13. | The teacher's moves arround the class during doing the ask in order to see the students difficulties in discussing the topic and gives | | | ✓ |

| | | | | |
|---|---|---|---|---|
| | helping when needed | | | |
| 14. | The teacher's encourages the students to express their opinion in answering the questions related to the topic | | | ✓ |
| 15. | The teacher's give feed back to the students | | | ✓ |
| 16. | The teacher's ability to conclude the lesson | | | ✓ |

To know the value of the teacher activities in cycle I, it can be calculated by using formula :

Score $= \frac{number\ \ of\ score}{total\ \ score}$ x 100 %

Score $= \frac{44}{48}$ x 100 %

= 91, 66 %

Note : Score < 65 % = fair

Score 66% - 80% = good

Score 81 % -100 % = very good

Based on the data above, the teacher has done all of activities well, because the percentage of the teacher was 91,66 %.

**Table 8. Observation Sheet for Students in the First Cycle.**

| **No.** | **Points are Observed** | **1** | **2** | **3** |
|---|---|---|---|---|
| 1. | The students listen/ pay attention to the teacher | | | ✓ |
| 2. | The students answer the question after listening to the teacher's explanation | | | ✓ |
| 3. | The students think carefully and answer the question from the teacher about the topic given | | | ✓ |
| 4. | The students write the descriptive text actively and seriously | | ✓ | |
| 5. | The students discuss about their writing text | | ✓ | |

| | | | | |
|---|---|---|---|---|
| | actively | | | |
| 6. | The students are able to control their voice | | ✓ | |
| 7. | There are some students make noisy | | ✓ | |
| 8. | The students can ask the teacher's helping when they needed | | | ✓ |
| 9. | Some students' are still confused and do not know what to do | | | ✓ |
| 10. | Most of the studnets express their opinion, respond, question, and answer after group present their result of discussion in front of the class | | | ✓ |
| 11 | All the students come to follow the test | | | ✓ |
| 12. | All the students submit their task | | | ✓ |

Note : Put a checklist (✓) in column 1,2,3 based on your observation.

1 : Bad 2 : Good 3: Very Good

To know the value of the students activities in cycle I, it can be calculated by using formula :

$$\text{Score} = \frac{number\ \ of\ score}{total\ \ score} \text{ x } 100\ \%$$

$$\text{Score} = \frac{32}{36} \text{ x } 100\ \%$$

$$= 88{,}88\ \%$$

Note : Score < 65 % = fair

Score 66% - 80% = good

Score 81 % -100 % = very good

Based on the data above, the students has done all of activities well, because the percentage of the students was 88,88 %.

Based on the result of the observation sheet above, it was concluded that teaching learning process ran well. The students' interest and ability were growing up and improved. It was concluded that Picture Word Inductive Model could improved the students' ability in writing descriptive text and created a condusive environment in the classroom.

**d. Reflection**

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of three meetings became the reflection to the researcher in making second cycle. Second cycle was help to achieve the improvement score of the students. The evaluation could be from on the students' result test and observation of the attitude and also from the diary notes. From the data, the researcher decided to continue to the second cycle in order to get the better result.

There were many things that had been observed as follows :

1. Many students still difficulties in building up the sentences.
2. Some students were still confused in expressing idea.
3. Many students were still confused how to write descriptive text.
4. Some students made noise in the class, such as : chatting with their seatmate, done the other job and these annoyances made low concentration.

**4.2.2.2 Cycle II**

The second cycle was done by the researcher in order to get the better improvement of the students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follows :

**a. Planning**

The researcher had indicated the students' problems in writing descriptive text in the first cycle. The problems were several errors of tenses, word order and still lack of vocabulary. The teacher explain the language use or language feature how to make simple sentence by using adjective. Besides that, the teacher would give more interesting picture such as picture in the Zoo ( describes about the animal in the zoo), that would be analyzed while applying Picture Word Inductive Model.

**b. Action**

In the second cycle, the students were taught bout the language use of descriptive text. The researcher explained about present tense and using of adjective to make simple sentence, so they could write descriptive text more in the fourth meeting. The teacher also gave exercise related to the topic in order to measure the students' understanding about the material.

In the fifth meeting, the teacher reviewed the last material, in this meeting the teacher gave the writing evaluation II. The students were asked to write descriptive text about picture in the zoo ( describe animal in the zoo ) by using Picture Word Inductive Model.

**c. Observation**

The students' interest and ability in writing descriptive text were improved contiously. They were more enthusiastic and serious when they had understood how to write descriptive text. The condition of the class was also quite and the students had good responses to the teacher's explanation. The result of the observation in the cycle two could be seen in the tabe below :

**Table 9. Observation Sheet For the Teacher in the Second Cycle.**

| No | Points are Observed | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. | The teacher comes on time | | | ✓ |
| 2. | The teacher greets to the students | | | ✓ |
| 3. | The teacher cheeck the students' attendance list | | | ✓ |
| 4. | The teacher attracts the students' attention | | | ✓ |
| 5. | The teacher motivates the students to show their best writing in descriptive text | | | ✓ |
| 6. | The teacher asks one of the students to give their opinion about descriptive text | | | ✓ |
| 7. | The teacher explains the importance and the characteristics about descriptive text | | | ✓ |
| 8. | The teacher respons to the students' question | | | ✓ |
| 9. | The teacher pay attention to all groups in the class | | | ✓ |
| 10. | The teacher explains that the member must be responsible | | | ✓ |
| 11. | The teacher adviser that the students who can not control their voices to be quiet | | | ✓ |
| 12. | The teacher moves around the class during doing the task in order to see the students difficulties in discussing the topic and gives helping when needed | | | ✓ |
| 13. | The teacher encourages the students to express their opinion in answering the questions reated to the topic | | | ✓ |
| 14. | The teacher give feed back to the students | | | ✓ |
| 15. | The teacher closes the lesson and reminds them to study at home | | | ✓ |

Note : Put a checklist (✓) in column 1,2,3 based on your observation.

1 : Bad 2 : Good 3: Very Good

To know the value of the students activities in cycle II, it can be calculated by using formula :

Score $= \frac{number\ of\ score}{total\ score}$ x 100 %

Score $= \frac{36}{36}$ x 100 %

= 100 %

Note : Score < 65 % = fair

Score 66% - 80% = good

Score 81 % -100 % = very good

Based on the data above, the teacher has done all of activities well, because the percentage of the teacher was 100%.

**Table 10. Observation Sheet for the Students in the Second Cycle.**

| No | Points are Observed | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. | The students listen/ pay attention to the teacher | | | ✓ |
| 2. | The students answer the question after listening to the teacher's explanation | | | ✓ |
| 3. | The students think carefuly and answer the question from the teacher about the topic given | | | ✓ |
| 4. | The students write the descriptive text actively and seriously | | | ✓ |
| 5. | The students discuss about their writing text actively | | | ✓ |
| 6. | The students are able to control their voice | | ✓ | |
| 7. | There are some students make noisy | | ✓ | |
| 8. | The students can ask the teacher's helping when they needed | | | ✓ |

| | | | | |
|---|---|---|---|---|
| 9. | Some students are still confused and do not know what to do | | | ✓ |
| 10. | Most of the students express their opinion, respond, question, and answer after group present their result of discussion in front of the class | | | ✓ |
| 11. | All the students come to follow the test | | | ✓ |
| 12. | All the students submit their task | | | ✓ |

Note : Put a checklist (✓) in column 1,2,3 based on your observation.

1 : Bad 2 : Good 3: Very Good

To know the value of the students activities in cycle II, it can be calculated by using formula :

Score $= \frac{number\ \ of\ score}{total\ \ score}$ x 100 %

Score $= \frac{34}{36}$ x 100 %

= 94.44 %

Note : Score < 65 % = fair

Score 66% - 80% = good

Score 81 % -100 % = very good

Based on the data above, the teacher has done all of activities well, because the percentage of the teacher was 94.44%.

Based on the result of the observation sheet above, it can be seen the teaching learning process ran well and the condition were quite. The students' ability in writing had been improved. The observation sheet result showed that in the last meetings of the second cycle were better than the first cycle. It was concluded that Picture Word Inductive Model could improved the students' ability in writing descriptive text.

**d. Reflection**

After the second cycle had been complited, the students and the teacher were interviewed to know their comment about the whole research. And this cycle was knew that the students' ability in writing descriptive text was improved, it based on percentage of the students'score, all of the students reached 70 point above (91,42 %) at the second cycle. While in the firt cycle there were 19 students reached 70 point above (54,28 %) the total improvement of the students score from the pre test to the post test of cycle two 37,14 %. So, it made the researcher felt that the cycle can be stopped because the students could master writing descriptive text.

## 4.3 Research Finding

The result was indicated that there was an improvement on the students' ability in writing descriptive text by using Picture Word Inductive Model. It was supported by the fact of the mean of the score in every meeting increased. The mean of first cycle 64,91. It was low because the students have still many difficulties to write descriptive text. The mean of second cycle was 73,91. It was indicated that scores and the means in second cycle were better then the first cycle. The percentage of the students' score who got point up to 70 also grew up. In the pre-test of the first cycle, students who got point up to 70 there were only 4 of 35 students (11,42%). In the post-test of the first cycle students who got points up to 70 there were only 19 of 35 (54,28%). It means there were was improvement about 42,86 %. Then in the post test of the second cycle, stdents who got point up to 70 there were 32 of 35 students (91,42 %). It means that the

improvement was about 37,14%. In another words, the students become better in the first meeting to next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from diary notes, interview, observation sheet. All of these data were indicated that the tudents had given their good attitude and response during teaching learning process. based on the result of the quantitative and qualitative data it was indicated that the action and the implementation of Picture Word Inductive Model in writing descriptive text was kept improving.

### 4.4 Discussion

Picture Word Inductive Model is as the learning model that helps the students' ability in writing descriptive text. Picture Word Inductive Model is satisfying and pleasure activity. The students enjoy finding objects in the picture and classifying words and sentences based on the picture and make a concept. So, the major principle of this model that the student have the capability to make generalization that can help them to master the convention language. This model helps students add words to their sight reading vocabulary, as well as their writing. the purpose of using PWIM is to develop the students vocabulary, concepts about words, and sentence and paragraph structures through our concept subjects. So, it is very important to teach writing because PWIM can help students learn about the structure of words as they build an understanding of inflection, the change of form that words under go to indicate number, gender, person, tenses, etc. in this case teaching writing through PWIM can help the studeents to think inductively, analyzed and identify the picture, automatically; the students have to

find out the words which related to the picture. It make the students to add develop their new words. The researcher found that in the first cycle, the students did not get meaningful changes score from pre-test to post-test I. Although the teacher had applied Picture Word Inductive Model in teaching writing descriptive text, the students still got low score. It was caused by the lack of the students' motivation, controlling of the teacher, and concentration of the students in teaching the material.

But in the second cycle the students got satiesfied improvement score. In this cycle the teacher still applied Picture Word Inductive Model and did dome additional activities that were based on the reflection done by the researcher and collabolator to prevent the same mistake in the first cycle to get better improvement of the students' score. The teacher motivated the students to generate their interest in learning English and also asked the students to bring their dictionaries and gave more chance and attention to the students who were not confident to present their work or to ask what they had not understood.

Based on the data and data analysis, it shows that the improvement of the students' score were better and satisfied. In addition, teaching and learning process in the second cycle was more interactive and more interesting than before. Most of the students were not shy anymore to ask or to present their ideas, although they could not speak fluently in front of the class. Based on the explanation above, it showed that Picture Word Inductive Model in writing descriptive text got good improvement to the students' score. It was influenced by the students' interest and activities either in the classroom or out of the classroom. The teacher's role and media was used in teaching learning process.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## 5.1 Conclusion

Based on result of the research, it could be cocludedthat :

1. The students' ability in writing descriptive text before using Picture Word Inductive Model is still low. They still less know vocabulary, they do not know how to arrange the words be a good sentences or paragraph, the generic structure in descriptive text, and get difficulty to write a descriptive text from appropriate tenses, so the students felt bored, and lazy to study English, especially to write descriptive text.
2. The implementation Picture Word Inductive Model to improve the students' ability in writing descriptive text applied by some steps were : the researcher display a picture, divided the students into some groups, the stuents identify the picture and made a title of that picture and generated to sentences and paragraph, and presented in front of the class.
3. After analyzing the data, the researcher found that the students' ability in writing descriptive text was improved from the pre-test to the first cycle and the second cycle. It means that there were an improvement toward the students' ability in writing descriptive text by using Picture Word Inductive Model. It was shown from the improvement of pre-tes (52,51), the mean of the first cycle (64,91) and the mean of the second cycle (73,91). It can be stated that the score contiously the conclusion that used of Picture Word Inductive Model significantly improved the students'

ability in writing descriptive text. The using Picture Word Inductive Model in teaching writing descriptive text has some benefit for the students.

**5.2 Suggestion**

Having seen the result of the study. The following suggestions are offered to :

1. English teacher, it is better to use Picture Word Inductive Model on their teaching learning process, especially in writing descriptive text by implementing this model, the students can know what they want to write by analyzing the picture and having many vocabularies, so they are easy to put into writing. Then, a teacher should be clever in creating a condusive situation ; try to apply other teaching models so that the class becomes alive. Hopefully, there would be futher studies on teaching writing using Picture Word Inductive Model.
2. The students should learn and understand more about writing descriptive text. It they learn about writing, they are easy to put their idea into writing and they can produce writing more.
3. All readers, this thesis may be useful as further sources in the finding of this study many convince you to apply Picture Word Inductive Model in teaching writing descriptive text.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## 5.1 Conclusion

Based on result of the research, it could be cocludedthat :

4. The students' ability in writing descriptive text before using Picture Word Inductive Model is still low. They still less know vocabulary, they do not know how to arrange the words be a good sentences or paragraph, the generic structure in descriptive text, and get difficulty to write a descriptive text from appropriate tenses, so the students felt bored, and lazy to study English, especially to write descriptive text.
5. The implementation Picture Word Inductive Model to improve the students' ability in writing descriptive text applied by some steps were : the researcher display a picture, divided the students into some groups, the stuents identify the picture and made a title of that picture and generated to sentences and paragraph, and presented in front of the class.

6. After analyzing the data, the researcher found that the students' ability in writing descriptive text was improved from the pre-test to the first cycle and the second cycle. It means that there were an improvement toward the students' ability in writing descriptive text by using Picture Word Inductive Model. It was shown from the improvement of pre-tes (52,51), the mean of the first cycle (64,91) and the mean of the second cycle (73,91). It can be stated that the score contiously the conclusion that used of Picture Word Inductive Model significantly improved the students' ability in writing descriptive text. The using Picture Word Inductive Model in teaching writing descriptive text has some benefit for the students.

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4. English teacher, it is better to use Picture Word Inductive Model on their teaching learning process, especially in writing descriptive text by implementing this model, the students can know what they want to write by analyzing the picture and having many vocabularies, so they are easy to put into writing. Then, a teacher should be clever in creating a condusive situation ; try to apply other teaching models so that the class becomes alive. Hopefully, there would be futher studies on teaching writing using Picture Word Inductive Model.
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6. All readers, this thesis may be useful as further sources in the finding of this study many convince you to apply Picture Word Inductive Model in teaching writing descriptive text.

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**APPENDIX I**

**LESSON PLAN**

**(Cycle I)**

**School** **: MTs AZIDDIN MEDAN TEMBUNG**

**Subject** **: English**

**Class** **: VII**

**Type Text** **: Descriptive Text**

**Aspect / skill** **: Writing**

**Time Allocation** **: 4 x 40 minutes (2 meeting)**

**Meeting** **: 2 nd and 3rd meeting**

**A. Standard Competence**

Expressing meaning in short functional written text and simple essay in form of descriptive text in the context of daily life

**B. Basic Competence**

Expressing meaning and rhetorical structure in simple short essay by using written language accurately and appropriately in form descriptive text

**C. Indicators**

- Mention the definition of descripive text
- Identify the generic structures of descriptive text
- Write a descriptive text

**D. Learning Objectives**

- Students are able to mention the definition of Descriptive text well
- Students are able to identify the generic structure of descriptive text well
- Students are able to write descriptive text well

**E. Learning Material**

1. Descriptive Text

   Descriptive text is a text which describes person, place, mood, situation, and etc. in words.

2. Generic Structure of Descriptive Text

   - Identification : in this part introduces to the subject of the description.
   - Description : in this part give details of the characteristic features of the subject. c. It may describe parts. Qualities, characteristies, size, physical apperance, ability, habit, daily live, etc.
   - Conclusion ( optional)

**F. Learning Model** : Picture Word Inductive Model

**G. Learning Method** : Explanation, Discussion, answer-question

**H. Steps of Learning Activities**

**First Meeting**

1. **Opening Activities (10 minutes)**
   - Greeting
   - Checking the attendence list
   - Apperception
   - Giving Motivation
2. **Main Activities (60 minutes)**

   **Exploration**

   The teacher proposed some question to know the basic of students knowledge about material.

   **Elaboration**

   1) Teacher ask the students to explains the concept of descriptive text such as definition and generic structures.
   2) Teacher invites students to explain the concept of descriptive text such as definition, purpose, the generic structure, and the language features of the text
   3) Teacher display picture in the whiteboard.
   4) The students work in groups consists of five students.
   5) The students identify the picture and discuss it with their group

6) The students mention the words of the picture part identified.
7) The students draws a line from the picture part identified, orally and writes the word.
8) The students write the words in the word chart which is paced beside the picture
9) Teacher spell and pronouns the words and asks students to repeat after her
10) The students make an example of picture's and also make a title of picture
11) The students generates their sentences into paragraph of descriptive text
12) The students to generate their paragraph by using all the words in the word chart.
13) A representative from each group presents their descriptive in front of the class.

**Confirmation**

1) Teachers provide opportunuties for students to ask about the problems
2) Teacher confirms and concludes the learning activities with the students
3) Students are asked to re-learn the material that has been taught and was given the task of analyzing the generic structure contained in the descriptive text.

**3. Closing Activities (10 minutes)**

1) Students collect their writing or test
2) Teacher and students discuss the difficulties in writing descriptive text
3) Students are asked to conclude the materials together with the teacher
4) Students listen to the teacher's instruction for the next meeting

**Second Meeting**

**1. Opening Activities (10 minutes)**

1) Greeting
2) Checking the attendence list
3) Apperception and giving motivation

**2. Main Activities (60 minutes)**

**Exploration**

Teacher use name method like in first meeting

**Confirmation**

1) Teacher provide opportunies for students ask about the problem
2) Teacher concludes the learning activities.
3) The teacher proposed some question to know an understanding of students about the material.
4) Students are asked to re-learn the material that has been taught and was given the task of analyzing the generic structure contained in the descriptive text.

**3. Closing Activities (10 minutes)**

1) Teacher and students discuss the difficulties in writing descriptive text
2) Students are asked to conclude the material together with the teacher.

## I. Recource Material

- ❖ Picture
- ❖ LKS

## J. Evaluation

a. Technique : written

b. Form : Essay ( Write descriptive text based on the picture )

c. Scoring : 100 by following the scores below

| **Aspek penilaian** | **Penilaian** | | | | **Total** |
|---|---|---|---|---|---|
| 1. Content ( 30 Point) | Excellent to very good (30-27) | Good to average (26-22) | Fair to poor (21-17) | Very poor (16-13) | |
| | ..... | ..... ... | ..... | ..... | ..... |
| 2. Organization (20 Points) | Excellent to very good (20-18) | Good to average (20-18) | Fair to poor (13-10) | Very poor (9-7) | |
| | ..... | ..... ... | ..... | ..... | ..... .. |

| | | | | | |
|---|---|---|---|---|---|
| 3. Vocabulary (20 points ) | Excellent to very good (20-18) | Good to average (17-14) | Fair to poor (13-10) | Very poor (9-7) | |
| | ..... | ..... | ..... | ..... | ..... |
| 4. Language Use (25 points ) | Excellent eto very good (25-22) | Good to average (21-18) | Fair to poor (17-11) | Very poor (10-5) | |
| | ..... | ..... | ..... | ..... | ..... |
| 5. Mechanics (5 Points) | Excellent to very good (5) | Good to average (4) | Fair to poor (3) | Very poor (2) | |
| | ..... | ..... | ..... | ..... | ..... |
| Total Score | | | | | |

Medan,

April 2018

Knowing

Headmaster of MTS AZIDDIN Tembung English Teacher Researcher

Drs. Hayat Harahap Fitriani S.Pd Amalia Syahri Rahmadani

**APPENDIX II**

**LESSON PLAN**

**(Cycle II)**

**School : MTs AZIDDIN MEDAN TEMBUNG**

**Subject : English**

**Class : VII**

**Type Text : Descriptive Text**

**Aspect / skill : Writing**

**Time Allocation : 4 x 40 minutes (2 meeting)**

**Meeting : 4th and 5th meeting**

**A. Standard Competence**

Expressing meaning in short functional written text and simple essay in form of descriptive text in the context of daily life

**B. Basic Competence**

Expressing meaning and rhetorical structure in simple short essay by using written language accurately and appropriately in form descriptive text

**C. Indicators**

- Identify the language feature of descriptive text
- Write a descriptive text based on the picture

**D. Learning Objectives**

- Students are able to identifying the language feature of descriptive text well
- Students are able to write descriptive text based on the picture well

**E. Learning Material**

Descriptive Text

Language features of Descriptive Text

- Using Simple present tense : if things/ person described are still alive
- It uses passive sentences
- It uses epithets and classifiers in nominal group
- It tends to focus on specific participant.
- It uses adjective to describe or illustrate the condition of the topic.
- Using action verb : example ; run, sleep, walk, cut, etc.
- Using allusion, imagination language.

| No | Word Chart |
|---|---|
| 1 | Mango |
| 2 | Tree |
| 3 | Fruit |
| 4 | Branch |
| 5 | Root |
| 6 | Stem |
| 7 | Leaf |
| 8 | Height |
| 9 | Petiole |
| 10 | Thick |

The example of  Descriptive Text

Mango tree burly, can reach a height of 40 m or more, although most mango allowed only about 10 m or less. Mango stem erect, branched rather strong; with dense leaves form a beautiful canopy dome-shaped, oval or elongated, with a diameter of up to 10 m. Bark is thick and rough with many small

cracks and scales former petiole. Color bark (bark) that are old usually grayish brown, dark gray to almost black. Mango rooted riding branching, very long until he could reach 6 m. Branch roots further down the less, most of the root branches at a depth of approximately 30-60 cm. Single leaf, with scattered layout, without Stipule. The length of the petiole varies from 1.25 to 12.5 cm, the base enlarged and on the upper side there is the plot. (Identification )

Layout rules leaves on stems are usually 3/8, but perilously close to the tip, it's increasingly close together so it seems like in a circle. (Description)

**F. Learning Model** : Picture Word Inductive Model

**G. Learning Method** : Explanation, Discussion, answer-question

**H. Steps of Learning Activities**

**First Meeting**

1. **Opening Activities (10 minutes)**
   1) Greeting
   2) Checking the attendence list
   3) Apperception
   4) Giving Motivation
2. **Main Activities (60 minutes)**

   **Exploration**

   The teacher proposed some question to know the basic of students knowledge about material.

   **Elaboration**

   1) Teacher ask the students to explains the Example of descriptive text and identify language feature of descriptive text

2) Teacher invites students to explain the concept of descriptive text such as definition, purpose, the generic structure, and the language features of the text
3) Teacher display picture in the whiteboard.
4) The students work in groups consists of five students.
5) The students identify the picture and discuss it with their group
6) The students mention the words of the picture part identified.
7) The students draws a line from the picture part identified, orally and writes the word.
8) The students write the words in the word chart which is paced beside the picture
9) Teacher spell and pronouns the words and asks students to repeat after her
10) The students make an example of picture's and also make a title of picture
11) The students generates their title by making a sentence and also each group generate their own title.
12) The students to generate their sentence into paragraph of descriptive text
13) The students to generate their paragraph by using all the words in the world chart.
14) Teacher helps the groups in making descriptive text.
15) A representative from each group presents their descriptive in front of the class.

**Confirmation**

1) Teachers provide opportunuties for students to ask about the problems
2) Teacher confirms and concludes the learning activities with the students
3) Students are asked to conclude the material together with the teacher.

**3. Closing Activities (10 minutes)**

1) Students collect their writing or test
2) Teacher and students discuss the difficulties in writing descriptive text
3) Students are asked to conclude the materials together with the teacher

**Second Meeting**

**1. Opening Activities (10 minutes)**

1) Greeting
2) Checking the attendence list
3) Apperception and giving motivation

**2. Main Activities (60 minutes)**

**Exploration**

The teacher proposed some question to know an understanding of students about the material.

**Elaboration**

Teacher use some method like in first meeting

**Confirmation**

1) Teacher provide opportunies for students ask about the problem
2) Teacher concludes the learning activities.

**3. Closing Activities (10 minutes)**

1) Teacher and students discuss the difficulties in writing Descriptive text
2) Students ask to conclude the material together with the teacher.

**I. Recource Material**

- ❖ Picture
- ❖ LKS

**J. Evaluation**

a. Technique : written

b. Form : Essay ( Write descriptive text based on the picture )

Choose the following topics based, then write a descriptive text at least two paragraphs.

c. Unforgetable experience

- Ambracement experience
- Holiday

d. Scoring : 100 by following the scores below

| **Aspek penilaian** | **Penilaian** | | | | **Total** |
|---|---|---|---|---|---|
| 6. Content ( 30 Point) | Excellent to very good (30-27) | Good to average (26-22) | Fair to poor (21-17) | Very poor (16-13) | |
| | ..... | ..... ... | ..... | ..... | ..... |
| 7. Organization (20 Points) | Excellent to very good (20-18) | Good to average (20-18) | Fair to poor (13-10) | Very poor (9-7) | |

| | | | | | |
|---|---|---|---|---|---|
| | ..... | ..... ... | ..... | ..... | ..... .. |
| 8. Vocabulary (20 points ) | Excellent to very good (20-18) | Good to average (17-14) | Fair to poor (13-10) | Very poor (9-7) | |
| | ..... | ..... | ..... | ..... | ..... |
| 9. Language Use (25 points ) | Excellent eto very good (25-22) | Good to average (21-18) | Fair to poor (17-11) | Very poor (10-5) | |
| | ..... | ..... | ..... | ..... ... | ..... ..... |
| 10. Mechanics (5 Points) | Excellent to very good (5) | Good to average (4) | Fair to poor (3) | Very poor (2) | |
| | ..... | ..... | ..... | ..... | ..... |
| Total Score | | | | | |

Medan,

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Knowing

Headmaster of MTS AZIDDIN Tembung English Teacher

Researcher

Drs. Hayat Harahap Fitriani S.Pd Amalia Syahri Rahmadani

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Headmaster of MTS AZIDDIN Tembung English Teacher Researcher

Drs. Hayat Harahap Fitriani S.Pd Amalia Syahri Rahmadani

**APPENDIX VI**

**INTERVIEW WITH THE TEACHER IN THE FIRST MEETING**

Researcher : What do you think about their English ability mam ?

Teacher : some of students are quite good, but some students are still low ability in English. However, most of them have big interest in learning English. They always bring their dictionary when study English. They always do their English assignment seriously.

Researcher : If they are active enough in English lesson. So, what their problem in English Lesson mam ?

Teacher : they do not have much vocabulary and they also confuse to arranged the word to be a sentence and paragraph.

Researcher : how about their writing ability mam ? do they have capability in writing ?

Teacher : yes, they do. If we are discussing a text, they can write the answer of the question.

Researcher : have you taught about descriptive text mam ?

Teacher : yes, I have.

Researcher : how do you teach descriptive text mam ?

Teacher : I describe about something .

Researcher : OK, Mam. Thank for your time and your information.

Teacher : your welcome.

**APPENDIX VII**

**INTERVIEW WITH THE STUDENTS AT THE FIRST MEETING**

**Researcher : Do you like to study english ?**

Student 1 : Yes, I like it so much.

Students 2 : Not too much

Students 3 : Yes, i like to study english

Student 4 : No, I don't

**Researcher : Why most of people think that English subject is difficult ?**

Student 1 : Because the English subject is difficult to understand

Student 2 : Depend on the person

Student 3 : I don't know, how to read in English and how to translate it.

Student 4 : Because difficult to understand

**Researcher : Can you write a simple text in English ?**

Stdent 1 : No, I can't write a simple text in English

Student 2 : I can do.

Student 3 : Yes, I can write a simple text in English

Student 4 : I can't

**Researcher : What is the difficulties you find in writimg a simple text ?**

Student 1 : Because I don't have vocabulary

Student 2 : Translating in Indonesia to English other ways translate English to Indonesia

Student 3 : I confused to arranged the word

Student 4 : Difficult to think.

**APPENDIX VIII**

**INTERVIEW WITH THE TEACHER IN THE LAST MEETING**

Researcher : What do you think about Picture Word Inductive Model, mam ?

Teacher : I think it is very good. You can make the students active in teaching learning process. the students get many vocabulary in every meeting. I can see they were enthusiastic in saying the words. I think Picture Word Inductive Model can help the students in generating their ideas to make a good paragraph. Now, they can write descriptive text well.

Researcher : Do you think they improved their ability in writing by Picture Word Inductive Model ?

Teacher : Of course. It is because of you. You applied a good teaching method so that the students can improve their ability.

Researcher : Thank you, Mam. I am happy doing this research in this class. Thanks for your helping.

Teacher : Your Welcome.

**APPENDIX IX**

**INTERVIEW WITH THE STUDENT IN THE LAST MEETING**

Researcher : Apakah kamu suka belajar bahasa inggris dengan menggunakan Picture Word Inductive Model?

Student 1 : Iya, saya sangat suka. Karena saya dapat mengetahui dan memahami dengan jelas

Student 2 :Lumayan Suka lah

Student 3 :Lumayan

Student 4 :Iya, saya suka

Researcher : Apakah Picture Word Inductive Model membantu kamu menulis teks dalam bahasa inggris ?

Student 1 : Iya

Student 2 :Iya, karena dapat membantu kita dalam menambah kosa kata

Student 3 :Iya, karena dapat membuat cerita dari gambar

Student 4 :Iya, karena ada banyak gambar jadi saya dapat menulis dengan mudah

Researcher : Apakah kamu menemukan kesulitan dalam mengikuti langkah-langkah pembelajaran dengan Picture Word Inductive Model ?

Student 1 : Iya, karena membuat prosedur bergambar dan membuatnya menjadi cerita sangat sulit.

Student 2 : Iya, karena saya kurang kosa kata

Student 3 :Iya, karena sebagian dari gambar tersebut saya tidak dapat menjelaskan

Student 4 : Tidak, saya tidak mempunyai kesulitan dalam menulis

**APPENDIX X**

**Table 7. Observation Sheet for the Teacher Learning Activities in the First Meeting**

| No | Points Are Observed | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. | The teacher's ability to open the class | | | |
| 2. | The teacher's ability to present the material | | | |
| 3. | The teacher's matering the material | | | |
| 4. | The teacher's systematic in presentation | | | |
| 5. | The teacher's attracts the students' attention | | | |
| 6. | The teacher's rapport with the students | | | |
| 7. | The teacher's uses the media to present the material | | | |
| 8. | The teacher's electing responses from the students | | | |
| 9. | The teacher's ability to manage the class | | | |

| | | | | |
|---|---|---|---|---|
| 10. | The teacher's ability to close the lesson | | | |
| 11. | The teacher's ability to use the time effectively | | | |
| 12. | The teacher's advises that the students who can not control their voices to be queit | | | |
| 13. | The teacher's moves arround the class during doing the ask in order to see the students difficulties in discussing the topic and gives helping when needed | | | |
| 14. | The teacher's encourages the students to express their opinion in answering the questions related to the topic | | | |

**APPENDIX XI**

**Table 8. Observation Sheet for Students Learning Activities for the First Meeting.**

| **No.** | **Points are Observed** | **1** | **2** | **3** |
|---|---|---|---|---|
| 1. | The students listen/ pay attention to the teacher | | | |
| 2. | The students answer the question after listening to the teacher's explanation | | | |
| 3. | The students think carefully and answer the question from the teacher about the topic given | | | |
| 4. | The students write the descriptive text actively and seriously | | | |
| 5. | The students discuss about their writing text actively | | | |
| 6. | The students are able to control their voice | | | |

| | | | | |
|---|---|---|---|---|
| 7. | There are some students make noisy | | | |
| 8. | The students can ask the teacher's helping when they needed | | | |
| 9. | Some students' are still confused and do not know what to do | | | |
| 10. | Most of the studnets express their opinion, respond, question, and answer after group present their result of discussion in front of the class | | | |
| 11 | All the students come to follow the test | | | |
| 12. | All the students submit their task | | | |

**APPENDIX XII**

**Table 10. Observation Sheet Of the Teacher Learning Activities in the second meeting.**

| **No** | **Points are Observed** | **1** | **2** | **3** |
|---|---|---|---|---|
| 1. | The teacher comes on time | | | |
| 2. | The teacher greets to the students | | | |
| 3. | The teacher cheeck the students' attendance list | | | |
| 4. | The teacher attracts the students' attention | | | |
| 5. | The teacher motivates the students to show their best writing in descriptive text | | | |
| 6. | The teacher asks one of the students to give their opinion about descriptive text | | | |
| 7. | The teacher explains the importance and the characteristics about descriptive text | | | |
| 8. | The teacher respons to the students' question | | | |

| | | | | |
|---|---|---|---|---|
| 9. | The teacher pay attention to all groups in the class | | | |
| 10. | The teacher explains that the member must be responsible | | | |
| 11. | The teacher adviser that the students who can not control their voices to be quiet | | | |
| 12. | The teacher moves around the class during doing the task in order to see the students difficulties in discussing the topic and gives helping when needed | | | |
| 13. | The teacher encourages the students to express their opinion in answering the questions reated to the topic | | | |
| 14. | The teacher give feed back to the students | | | |
| 15. | The teacher closes the lesson and reminds them to study at home | | | |

**APPENDIX XIII**

**Table 11. Observation Sheet of the Students Learning Activities in the Second Meeting.**

| **No** | **Points are Observed** | **1** | **2** | **3** |
|---|---|---|---|---|
| 1. | The students listen/ pay attention to the teacher | | | |
| 2. | The students answer the question after listening to the teacher's explanation | | | |
| 3. | The students think carefuly and answer the question from the teacher about the topic given | | | |
| 4. | The students write the descriptive text actively and seriously | | | |
| 5. | The students discuss about their writing text actively | | | |
| 6. | The students are able to control their voice | | | |

| | | | | |
|---|---|---|---|---|
| 7. | There are some students make noisy | | | |
| 8. | The students can ask the teacher's helping when they needed | | | |
| 9. | Some students are still confused and do not know what to do | | | |
| 10. | Most of the students express their opinion, respond, question, and answer after group present their result of discussion in front of the class | | | |
| 11. | All the students come to follow the test | | | |
| 12. | All the students submit their task | | | |

**APPENDIX XIV**

**THE SCHEDULE OF RESEARCH AT MTS AZIDDIN MEDAN TEMBUNG IN ACADEMIC YEAR 2017/2018**

| Day / Date | Activities |
|---|---|
| Monday, April 16th2018 | • Meet with the principles of MTS AZIDDIN TEMBUNG to ask the permission for doing the research.<br>• Meet the English teacher of VII A grade to talk about the material will be teaching. |

| | |
|---|---|
| | • Interview the English teacher of VIIA grade |
| Tuesday, April 17th2018 | • The first meeting in VII A grade students of MTS AZIDDIN TEMBUNG<br>• Give the pre-test to the students at VIIA grade for the first cycle<br>• Interview the students of VII A grade (the first meeting) |
| Wednesday, April 18th2018 | • The use of Picture Word Inductive Model in learning process ad giving the explanation how to use the picture word inductive model in writing descriptive text<br>• Give the test to the students of VII A grade as post test in first cycle. (the second meeting). |
| Thursday, April 19th2018 | • Analyze the data that have been gotten from the students as VII A grade in the first cycle.<br>• The use Picture Word Inductive |

| | |
|---|---|
| | Model in teaching learning process in writing descriptive text to the students of VII A grade at the second cycle. (The third meeting) |
| Friday, April 20th2018 | • Give the test to the students at VII A grade as post test in second cycle. (The fourth meeting)<br>• Interview the students at VIIA grade about the material and media that was used by the researcher.<br>• Interview the English Teacher at VIIA grade (the Fourth meeting)<br>• Analyze the data that have been gotten from the students at VII A grade.<br>• Say goodbye and thanks to the Principle of MTS AZIDDIN TEMBUNG, English teacher and the side who helped in this research. |

| | |
|---|---|
| | |

Medan, April 20th 2018

The Researcher

Amalia Syahri Rahmadani
NIM 34143012

**APPENDIX XV**

**THE STUDENTS' ATTENDANCE LIST**

| NO | NAME | MEETING I | MEETING II | MEETING III | MEETING IV |
|---|---|---|---|---|---|
| 1 | Ade Azhari | ✓ | ✓ | ✓ | ✓ |
| 2 | Aditya Laksamana | ✓ | ✓ | ✓ | ✓ |
| 3 | Aldai Murdani | ✓ | ✓ | ✓ | ✓ |
| 4 | Agung Prayoga | | | | |
| 5 | Ahfad Fauzi | ✓ | ✓ | ✓ | ✓ |
| 6 | Ahmad Fauzi M. | ✓ | ✓ | ✓ | ✓ |
| 7 | Amalia tus sholleha | ✓ | ✓ | ✓ | ✓ |
| 8 | Anita Suci | ✓ | ✓ | ✓ | ✓ |
| 9 | Apriansyah Putri | ✓ | ✓ | ✓ | ✓ |
| 10 | Dewi Milasih | ✓ | ✓ | ✓ | ✓ |
| 11 | Dhio Sandy | ✓ | ✓ | ✓ | ✓ |

| | | | | | |
|---|---|---|---|---|---|
| 12 | Dika Hidayah | ✓ | ✓ | ✓ | ✓ |
| 13 | Faris Takbir | ✓ | ✓ | ✓ | ✓ |
| 14 | Ferdiansyah | ✓ | ✓ | ✓ | ✓ |
| 15 | Gilang P | ✓ | ✓ | ✓ | ✓ |
| 16 | Ibnu Aziz | | | | |
| 17 | Indah Handayani | ✓ | ✓ | ✓ | ✓ |
| 18 | Irwansyah Putra | ✓ | ✓ | ✓ | ✓ |
| 19 | M. Sukron | ✓ | ✓ | ✓ | ✓ |
| 20 | M. Zidane | ✓ | ✓ | ✓ | ✓ |
| 21 | M. Andika | ✓ | ✓ | ✓ | ✓ |
| 22 | M. Reyhan A | | | | |
| 23 | M. Ifran | ✓ | ✓ | ✓ | ✓ |
| 24 | M. Rizki Tanjung | | | | |
| 25 | Mulya Azzahra | ✓ | ✓ | ✓ | ✓ |
| 26 | Nanda Nafisah | ✓ | ✓ | ✓ | ✓ |
| 27 | Nazwa Aini | ✓ | ✓ | ✓ | ✓ |
| 28 | Nindi Aliya | ✓ | ✓ | ✓ | ✓ |
| 29 | Nur Aima Wrdah | | | | |
| 30 | Nur Hasanah | ✓ | ✓ | ✓ | ✓ |
| 31 | Nurul Aulia Putri | ✓ | ✓ | ✓ | ✓ |
| 32 | Putri Melur | ✓ | ✓ | ✓ | ✓ |
| 33 | Regita Cahya | ✓ | ✓ | ✓ | ✓ |
| 34 | Reyhan Setiawan | ✓ | ✓ | ✓ | ✓ |
| 35 | Rendi Al-Farizi | ✓ | ✓ | ✓ | ✓ |
| 36 | Rizky Syahputra | ✓ | ✓ | ✓ | ✓ |
| 37 | Syafrida syaid | ✓ | ✓ | ✓ | ✓ |
| 38 | Teja | ✓ | ✓ | ✓ | ✓ |
| 39 | Tonni Kusuma | ✓ | ✓ | ✓ | ✓ |
| 40 | Zelda Sabila | ✓ | ✓ | ✓ | ✓ |

Note : The yellow colour were the students who absent during the research or when teaching learning process going on.

**APPENDIX XVI**

**LIST OF INITIAL STUDENTS**

| NO | NAME | INITIAL STUDENTS |
|---|---|---|
| 1 | Ade Azhari | AA |
| 2 | Aditya Laksamana | AL |
| 3 | Aldai Murdani | AM |
| 4 | Agung Prayoga | AP |
| 5 | Ahfad Fauzi | AF |
| 6 | Ahmad Fauzi M. | AFM |
| 7 | Amalia tus sholleha | ATS |
| 8 | Anita Suci | AS |
| 9 | Apriansyah Putri | AP |
| 10 | Dewi Milasih | DM |
| 11 | Dhio Sandy | DS |
| 12 | Dika Hidayah | DH |
| 13 | Faris Takbir | FT |
| 14 | Ferdiansyah | F |
| 15 | Gilang P | GP |
| 16 | Ibnu Aziz | IA |
| 17 | Indah Handayani | IH |
| 18 | Irwansyah Putra | IP |
| 19 | M. Sukron | MS |

| | | |
|---|---|---|
| 20 | M. Zidane | MZ |
| 21 | M. Andika | MA |
| 22 | M. Reyhan A | MRA |
| 23 | M. Ifran | MI |
| 24 | M. Rizki Tanjung | MRT |
| 25 | Mulya Azzahra | MA |
| 26 | Nanda Nafisah | NN |
| 27 | Nazwa Aini | NA |
| 28 | Nindi Aliya | NA |
| 29 | Nur Aima Wrdah | NAW |
| 30 | Nur Hasanah | NH |
| 31 | Nurul Aulia Putri | NAP |
| 32 | Putri Melur | PM |
| 33 | Regita Cahya | RC |
| 34 | Reyhan Setiawan | RS |
| 35 | Rendi Al-Farizi | RAF |
| 36 | Rizky Syahputra | RS |
| 37 | Syafrida syaid | SS |
| 38 | Teja | T |
| 39 | Tonni Kusuma | TK |
| 40 | Zelda Sabila | ZS |

**APPENDIX XVIII**

**The Result of Students' Score in Pre-Test, Post-Test I, Post-Test II**

| No | Initial of Students' Name | Cycle I | | | | Cycle II | |
|---|---|---|---|---|---|---|---|
| | | Pre-Test | Criteria Success (>70) | Post Test I | Criteria Success (>70) | Post-Test II | Criteria Success (>70) |
| 1 | AA | 68 | Unsuccess | 70 | **Success** | 74 | **Success** |
| 2 | AL | 35 | Unsuccess | 60 | Unsuccess | 70 | **Success** |
| 3 | AM | 45 | Unsuccess | 60 | Unsuccess | 70 | **Success** |
| 4 | AP | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 5 | AF | 40 | Unsuccess | 50 | Unsuccess | 65 | Unsuccess |
| 6 | AFM | 50 | Unsuccess | 60 | Unsuccess | 72 | **Success** |
| 7 | ATS | 55 | Unsuccess | 60 | Unsuccess | 75 | **Success** |
| 8 | AS | 30 | Unsuccess | 65 | Unsuccess | 77 | **Success** |
| 9 | AP | 70 | **Success** | 70 | **Success** | 79 | **Success** |
| 10 | DM | 60 | Unsuccess | 70 | **Success** | 73 | **Success** |
| 11 | DS | 65 | Unsuccess | 70 | **Success** | 77 | **Success** |
| 12 | DH | 55 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 13 | FT | 40 | Unsuccess | 60 | Unsuccess | 70 | **Success** |
| 14 | F | 70 | **Success** | 75 | **Success** | 80 | **Success** |
| 15 | GP | 50 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 16 | IA | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 17 | IH | 40 | Unsuccess | 50 | Unsuccess | 65 | Unsuccess |
| 18 | IP | 30 | Unsuccess | 55 | Unsuccess | 70 | **Success** |
| 19 | MS | 55 | Unsuccess | 70 | **Success** | 78 | **Success** |
| 20 | MZ | 70 | **Success** | 74 | **Success** | 80 | **Success** |
| 21 | MA | 60 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 22 | MRA | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 23 | MI | 55 | Unsuccess | 65 | Unsuccess | 76 | **Success** |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 24 | MRT | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 25 | MA | 55 | Unsuccess | 70 | **Success** | 70 | **Success** |
| 26 | NN | 65 | Unsuccess | 70 | **Success** | 73 | **Success** |
| 27 | NA | 40 | Unsuccess | 60 | Unsuccess | 75 | **Success** |
| 28 | NA | 35 | Unsuccess | 55 | Unsuccess | 65 | Unsuccess |
| 29 | NAW | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** | **Absent** |
| 30 | NH | 70 | **Success** | 77 | **Success** | 82 | **Success** |
| 31 | NAP | 55 | Unsuccess | 70 | **Success** | 76 | **Success** |
| 32 | PM | 60 | Unsuccess | 70 | **Success** | 77 | **Success** |
| 33 | RC | 60 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 34 | RS | 60 | Unsuccess | 70 | **Success** | 75 | **Success** |
| 35 | RAF | 55 | Unsuccess | 60 | Unsuccess | 75 | **Success** |
| 36 | RS | 50 | Unsuccess | 70 | **Success** | 78 | **Success** |
| 37 | SS | 35 | Unsuccess | 50 | Unsuccess | 70 | **Success** |
| 38 | T | 40 | Unsuccess | 54 | Unsuccess | 70 | **Success** |
| 39 | TK | 55 | Unsuccess | 62 | Unsuccess | 76 | **Success** |
| 40 | ZS | 60 | Unsuccess | 70 | **Success** | 74 | **Success** |
| | Total | $\sum x = 1838$<br>M = 52,51 | | $\sum x = 2272$<br>M = 64,91 | | $\sum x = 2587$<br>M = 73,91 | |

**APPENDIX XIX**

**DIARY NOTES**

**Tuesday, April 17th2018 (The 1st Meeting)**

In the first meeting, the researcher introduced herself to the students, she informed her intention with hem and the purpose of her coming to the classroom and after introduced herself, she gave the pre-test to the students and ordered them to answer the test. When the students were doing the test, many of them looked confused to do it. Some of the students were lazy and busy to do other activities, made noisy and didn't do the test seriously, they didn't want to ask the researcher about something that they didn't know in the test. When the time for collecting the test, the students who were lazy looked so busy to ask their friedns answer and asked the researcher. The researcher was collected the answer of the students and asked them to end the meeting.

**Wednesday, April 18th2018 ( The 2nd Meeting )**

In the second meeting, the researcher taught descriptive text by using picture word inductive model. The researcher explained the lesson and the students listened to the explanation and they paid attention. Some students have understood with the explanation but, there was the students asked the question related to the descriptive text. When the researcher gave an example of how to write descriptive text by using picture word inductive model and how to re-tell something in the past by using picture word inductive model. The students were look they picture and they look so interested with the lesson. The researcher explained them clearly to make the students easy to write and understood the concept of descriptive text. The collabolator kept watching in everything she did in the class.

**Thursday, April 19th2018 ( The 3rd Meeting)**

In the third meeting, here during the teaching learning process, the students were more participated than before and they gave good responds to the researcher and the activities in the class. The researcher continued to explain more about how to write good descriptive text. After explaining the lesson, the researcher gave the post test in cycle I. Some of them were serious to do the test and some still looked confused with the test. The researcher recognizes them who did not uderstand the test. The students firstly looked the topic and thought about the topic of writing and they start to compose their thought by looking at the picture to get ideas to write it. They were some serious but some others still not serious. The researcher gave reflection to the result of the previous meeting test that is was not so good and they have to study more about everything that supported them in writing descriptive text.

**Friday, April 20th2018 ( The 4th Meeting)**

Students participants in this meeting was more increased than the previous meeting. They seemed to commit make a better descriptive text by using picture word inductive model with good organizations. They were active to the teacher instructions. The researcher reflected the previous test and told that they did well but it was enough to be a master students as the target was up 75 points and they had to get up to or more than that. She also told them that their ability in writing descriptive text by using picture word inductive model was increased each meeting. The researcher gave the post test in cycle II to write descriptive text by using picture word inductive model. The students did the test carefully to arrange

their thought into a good text. The researcher then told them to stop and collect their answer and the researcher end the meeting to the students.

**APPENDIX XX**

**THE SCHEDULE OF MEETINGS**

| **MEETINGS** | **TEST** | |
|---|---|---|
| I | PRE-TEST (ORIENTATION TEST) | |
| II | CYCLE I | POST TEST I |
| IV | CYCLE II | POST TEST II |

**APPENDIX XXI**

**DOCUMENTATION**

**Picture I. The Interview with English Teacher of MTs AZIDDIN Tembung and Discuss About Lesson Plan**

**Picture II. The Students did questionnaire**

**Picture III. The Students did Pre-Test**

**Picture IV. English Teacher Explain about Descriptive Text**

**Picture V. The students dod post-test Cycle-I**

**Pictue VI. The teacher was explained about Descriptive Text with Picture Word Inductive Model in Cycle II**

**Picture VII. The students' activity in learning teaching process in cycle II and the students present in front of the class**

**Picture VIII. The students did Post-Test in Cycle II**

## BIOGRAPHY

**Name** : Amalia Syahri Rahmadani

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**Faculty Department** : Department of English Education Tarbiyah Faculty and Teacher Training Islamic University of North Sumatera.

**Name Parents**

A. Father : Syahrul Ahmad Nst

B. Mother : Rohimawati Siregar

**Educational Background**

Primary School : MIN SIHADABUAN

Junior High School : MTsN 1 Model Padangsidimpuan

Senior High School : MAN 2 Model Padangsidimpuan

Collgage : Department of English Education Tarbiyah Faculty and Teacher Training Islamic University of North Sumatera.

## APPENDIX III

Pre- Test

Name :

Class :

Subject :

Instruction : Write a descriptive text based on the topic " Tiger " at least 50 words which consist of one paragraph or more !

**APPENDIX IV**

Post Test (Cycle I)

Name :

Class :

Subject :

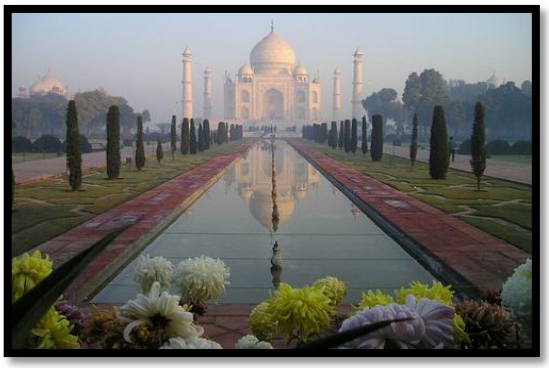
Instruction : Write a descriptive text based on the topic " Manggo Tree " as following a picture and write the word in the word chart and after generates into one paragraph!

**APPENDIX V**

Post Test (Cycle II)

Name :

Class :

Subject :

Instruction : Write a descriptive text based on the topic " Taj Mahal" as following a picture and write the word in the word chart and after generates into one paragraph!