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**IMPROVING ACTIVITIES AND WRITING SKILL IN ENGLISH
SIMPLE DESCRIPTIVE TEXT BY APPLYING THE STRATEGY OF
THE PICTURE WORD INDUCTIVE MODEL IN STUDENTS OF
CLASS VII D WARUREJA JUNIOR HIGH SCHOOL IN THE
ACADEMIC YEAR 2017/2018**

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Abstract

Increase in activity in writing simple descriptive texts in English by applying the picture word inductive model strategy to students in class VII D Warureja Junior High School 2 in the 2017/2018 school year and increasing the skills of writing simple descriptive texts in English by applying inductive picture word strategies model on students of class VII D Warureja Junior High School 2017/2018 school year. The study was conducted in 2 cycles using an action research model consisting of four components, namely planning, implementing, observing and reflecting. The research subjects were students of class VII D of Warureja Junior High School 2 in the academic year 2017/2018 with 29 students consisting of 15 male students and 14 female students. The conclusions from the results of this class action research are the application of the picture word inductive model strategy that can increase the activity of writing simple descriptive text in English by 10.35%, that is, from the first cycle of 55.17% with the criteria active enough to be 65.52% in cycle 2 active criteria and the application of picture word inductive model strategies can improve simple descriptive text writing skills in English by 10.34%, namely in cycle 1 of 68.97% increasing to 79.31% in cycle 2.

Keywords: activity, writing skills, picture word inductive model

INTRODUCTION

The 2013 curriculum emphasizes that learning activities are educational processes that provide opportunities for students to develop their potential into abilities that are increasingly increasing in attitudes, knowledge, and skills needed for life and for community, nationhood, and contribute to the welfare of the people. Therefore, learning activities are directed at empowering all potential students to become the expected competencies.

The application of the 2013 curriculum for junior high school English lessons is expected to produce graduates who have established competencies,

namely competence in knowledge, skills and attitudes. English learning includes 4 aspects of language skills, namely receptive skills which include listening skills and reading skills (reading skills), as well as productive skills including speaking skills and writing skills, both receptive skills and productive needs to be developed in the process of learning English. Besides that, grammar/structure mastery and vocabulary are integrated into these four skills. Competence of knowledge and skills in Curriculum 2013 includes the four language skills. Learning English can also mean that students learn how to be able to communicate both verbally and in writing in the language that requires positive attitudes.

Of the four skills in language, learning writing skills often experiences obstacles in school because there is an assumption that writing by pouring existing ideas is one of the difficult language skills. In addition, the application of the 2013 Curriculum with a scientific approach that has learning steps such as; observing, asking, collecting data, associating and communicating with accompanying creation, is a new learning process in both writing skills and other skills. Therefore, English language teachers are required to be able to make various efforts to improve the ability of students to put their ideas and ideas into writing or essays in order to achieve the learning objectives previously set based on learning with the scientific approach. Not only teachers, but students as well as learning targets are required to play an active role so that actual learning occurs, because learning should be centered on students (student centered)

From the results of learning at the initial observation in learning English shows that writing is an activity that is not attractive to students because in their opinion it is difficult to put their ideas into written form. This is constrained because English is a foreign language that is rarely used in everyday life. Besides writing a simple description text in English based on scientific learning steps is a new material for students in class VII.

The learning outcomes of class VII D Warureja Junior High School 2 in semester 2 of the 2017/2018 school year for writing skills mostly still have not achieved the minimum learning completeness (KBM) that has been set which is 70. This is indicated by the results of learning writing skills that are still low, namely of the 29 students of class VII D who obtained a score above or equal to KBM of around 35% while those that were not completed KBM was 65%.

The effort to overcome this problem is to apply the right learning model in the learning process in Curriculum 2013 which has applied a scientific approach. By applying and selecting the right learning model, it is expected that learning for students' writing skills can increase because the

learning model is one of the important tools in learning activities, so that it can influence their learning outcomes. Therefore, the researcher applies the picture word inductive model strategy in learning simple descriptive text writing skills. Picture Word Inductive Model (PWIM) is a model developed by Emily F. Calhoun in 1998. Joyce, Weil, and Calhoun (2011: 154) reveal that Picture Word Inductive Model or an image inductive model is a learning model where students are asked to explore an image to get to know words by utilizing students' natural abilities in the field of reading and writing to think inductively.

In line with the statement, Loh (2010: 161) expressed his opinion regarding Picture Word Inductive model, namely "this model focuses on learning to read and write through inquiry, basically, it utilizes a picture as a starting point." Students are led to inquiry about the picture and identify what they see in the picture". This model focuses on learning to read and write through inquiry, basically, this model uses images as a starting point. The students are guided to ask questions about images and identify what they see in the picture.

Understanding of the experts above, it can be concluded that Picture Word Inductive Model (Inductive Picture Word Model), is a learning model that is appropriately used by teachers to transfer knowledge to students, especially in writing activities by developing vocabulary by looking at images and then developing words it becomes a sentence and then modified again into a paper.

Based on the background above, the problem can be formulated whether the application of the picture word inductive model strategy can improve the activity of writing simple descriptive text in English for students in class VII D of Warureja Junior High School 2 in semester 2 of the school year 2017/2018 ?; whether by applying the picture word inductive strategy model can improve the writing skills of simple descriptive English language in students of class VII D Warureja Junior High School 2 semester 2 of the school year 2017/2018 ?; and how much increase in the activity and skills of writing simple descriptive texts in English by applying the picture word inductive model strategy to students in class VII D of Warureja Junior High School 2 in semester 2 of the academic year 2016/2018?

Along with the formulation of the problem above, the purpose of this class action research is to find out the improvement of simple descriptive text writing activities in English by applying the picture word inductive model strategy to class VII D Warureja Junior High School 2 in semester 2 of the school year 2017/2018; to find out the improvement of simple descriptive text writing skills in English by applying the picture word inductive model strategy

to students in class VII D of Warureja Junior High School 2 in semester 2 of the school year 2017/2018; and to find out how much increased activity and writing skills of simple descriptive texts in English by applying the picture word inductive model strategy to students in class VII D of Warureja Junior High School 2 in semester 2 of the 2017/2018 school year.

On the basis of several problems that occur in the learning process, the researcher expects the results of classroom action research can provide benefits to students, it can be helped to express various things in writing using the picture word inductive model strategy, can write simple descriptive text in English simply so can improve learning achievement in English in general, and can foster interest and motivation of students in writing descriptive texts in English. For teachers to increase teacher creativity in the use of learning models, improve performance as educators, and enhance participation as a learning motivator. For schools improving the quality of education at Warureja Junior High School 2, increasing the value of English in Warureja Junior High School 2, and creating a conducive and pleasant school atmosphere.

METHOD OF INVESTIGATION

The object of action in this class action research is to increase the activity and skills of writing simple descriptive texts in English by applying the picture word inductive model strategy to students in class VII D of Warureja Junior High School 2 in semester 2 of the 2017/2018 academic year.

This Classroom Action Research was held at Warureja State Middle School 2 Jl. Kertamana Kec. Warureja Kab. Tegal, Central Java VII D Semester 2, 2017/2018 Academic Year. The research was conducted for six months, namely from January to June at Warureja Junior High School Jl. Kertamana, Kec. Warureja, Kab. Tegal, Central Java in class VII D Semester 2 of 2017/2018 Academic Year.

The research subjects were students of class VII D Warureja Junior High School 2 in semester 2 of the 2017/2018 school year with 29 students consisting of: 15 male students and 14 female students. The class VII D was chosen as the subject of research with the consideration that in this class students seemed to be less active in taking English lessons, their skill level was still low in writing simple descriptive texts so that daily test results were always under minimal learning completeness (KBM).

Data collection techniques used in classroom action research are test techniques. In addition to the test techniques in this study also used non-test data collection techniques, namely by observation sheets conducted by researchers assisted by observers aimed at students. Based on the variables

studied, 2 (two) types of data collection were used, namely the item and observation sheet.

Indicator of the success of performance in this classroom action research is the increase in learning activities of students in learning English by 61% and above with active criteria as indicated by the increased level of attention of students, enthusiastic students in participating in learning. Increasing the learning outcomes of English with the percentage of completeness of the acquisition of KBM in English, namely 70 increased at least 75%. Besides that, the success of the learning process is shown by the positive response from students, such as: students are happier and easier to understand learning English.

This research was conducted in two cycles using a design model developed by Kemmis and Mc. Taggart. The action research model according to Kemmis and Mc Taggart consists of four components, namely: planning, Implementing, Observing, and Reflecting.

DISCUSSION

Research Result

Cycle 1

Cycle 1 is held on the 27th, March 29th - April 3rd 2018 on Tuesday hours (1-2) and Thursday hours (1-2) with an allocation of 2x40 minutes. In this cycle, the material delivered by the teacher is material writing descriptive texts about animals. The implementation of actions in this cycle includes planning, implementing actions, observing and reflecting actions.

The Observer observes the process of action and the results of the action by recording all the activities of the students with the observation sheet provided by the researcher. Based on the results of observations on the learning activities of students in the cycle 1 learning process, data was obtained as shown in the table below.

Table. 1
Level of Learning Activity of Cycle 1 Participants

No	Score	Category	Total	%
1	0 - 20	Off	-	-
2	21 - 40	Less active	4	13,79
3	41 - 60	Active enough	16	55,17
4	61 - 80	Active	7	24,14
5	81 - 100	Very active	2	6,89
		Total	29	100

From the table above it can be seen that learning English by applying the picture word inductive model strategy has not achieved a significant increase in activity. Of the 29 students, 4 students or 13.79% had criteria for being inactive, 16 students or 55.17% had criteria that were quite active, 7 students or 24.14% had active criteria and 2 students or 6.89% have very active criteria.

The criteria are quite active at the level of learning activity of the students most dominant among the other criteria. Conditions like this can occur due to several factors, including students who are still accustomed to conventional learning models, the nature of being closed or unwilling to open up in discussion, ashamed to ask both the teacher and friends in one group. The post test value data of students in cycle 1 is shown in the table below:

Table. 2
Post Test Values of Cycle 1 Learners

No	Aspects	Total	%
1	Students Completed	20	68,97 %
2	Students Not Completed	9	31,03 %
	Total	29	100 %

Based on the table above, the value of the post-test cycle 1 of the students who had completed their study or had the same score or above the KBM was 20 students or 68.97% of the 29 students. Students who have not finished learning or have less grades than KBM are 9 students or 41.03% of 29 students.

At the reflection stage, the writer concludes that the learning process in cycle 1 applies the picture word inductive model strategy that cannot be said to be successful because it has not yet achieved the established success indicators. For this reason, research needs to be continued in cycle 2.

Cycle 2

Cycle 2 is held on the 5th, 10th, April 12th 2018 on Thursday hours (1-2) and Tuesday hours (1-2) with an allocation of 2x40 minutes. In this cycle, the material delivered by the teacher is material writing descriptive texts about certain people. The implementation of actions in this cycle includes planning, implementing actions, observing and reflecting actions.

Observations carried out during learning both in the process of action, as well as the results of action. Observations are carried out by observers to record all student activities using observation sheets and learning processes carried out by researchers as subject teachers.

Based on the results of observations on the activities of students in the cycle 2 learning process, data was obtained as shown in the table below.

Table. 3
Levels of Student Cycle 2 Learning Activities

No	Score	Category	Total	%
1	0 - 20	Off	-	-
2	21 - 40	Less active	-	-
3	41 - 60	Active enough	6	20,69
4	61 - 80	Active	19	65,52
5	81 - 100	Very active	4	13,79
Total			29	100

From the data on English learning activities the table above shows that there is an increase in learning activities in cycle 2. The number of students is quite active 6 students from 29 students or 20.69%, active students 19 students from 29 students or 65.52% and very active students 4 students from 29 students or 13.79%. By looking at the data table above, the application of the picture word inductive model strategy can increase meaningful learning activities.

The application of the picture word inductive strategy model influences students' learning activities. This can be proven that there is a significant increase, from the level of active activity of 55.17% in cycle 1 to be active at 65.52% in cycle 2.

Learning outcomes value data in the form of post test cycles 2 are displayed in the following table:

Table. 4
Post Test Values of Cycle 2 Learners

No	Aspects	Total	%
1	Student Completion	23	79,31 %
2	Students Not Completed	6	20,69 %
Total		29	100 %

Based on the table above, the post test scores obtained in the cycle 2 students who have completed learning or have the same score or above the KBM are 23 students from 29 students or 79.31%. Students who have not finished learning nor have fewer grades than KBM are 6 students from 29 students or 20.69%.

From the data in the table: 4 above, it can be seen that for minimum learning completeness (KBM) English subjects in class VII D semester 2 which are set at 70 in the post test results in cycle 2 reached 79.31%. The

results exceed the criteria or indicators of success set in the study, which is 75%. Therefore, the study was stopped.

After seeing the results of the learning process in cycle 2 by applying the picture word inductive model strategy, it turned out that it had reached the predetermined indicators of success at both the learning and learning outcomes of the students. For this reason, the study was considered successful and the class action research activities were stopped.

Data from the above research results were obtained using observation sheets and post test questions cycle 1 and cycle post test 2. To obtain the level of learning activities of students, researchers and observers used an observation sheet consisting of 7 indicators where each indicator was given a score of 1. To measure the level of learning activity, calculated by dividing the score obtained with the maximum score multiplied by 100%. The researcher used 5 criteria of learning activity levels, namely: 0% - 20% with criteria for inactivity, 21% - 40% with criteria for inactivity, 41% - 60% with criteria quite active, 61% - 80% with active criteria, 81% - 100% with very active criteria.

To measure learning outcomes, researchers used a post test in cycle 1 and cycle 2. The instrument used was to make solid and correct descriptive text based on the image through the procedure on PWIM. Students who are correct in making descriptive text based on the image will get a value of 100, which is less true the sentence will get a value below and so on. Students are said to be complete if they obtain a minimum score of 70 in accordance with the Minimum Learning Completeness (KBM) set by the researcher.

From the research data it appears that the activity of students in learning English has increased. This can be evidenced from the percentage of learning activities in cycles 1 and 2. Students whose learning activities are categorized as less active in cycle 1 are reduced from 4 students or 13.79% in cycle 1 reduced to none or 0% in cycle 2 and students whose activity level is categorized as active enough also decreases from 16 students or 55.17% in cycle 1 to 6 students or 20.69% in cycle 2, while students whose activity levels enter active criteria increases from 7 students or 24.14 in cycle 1 to 19 students or 65.52% in cycle 2. And students whose activity level is critically very active also increases from 2 or 6.89% in cycle 1 increases to 4 or 13.79% in cycle 2.

Learning outcomes of students writing simple descriptive texts in English taken from the results of the post-test results of cycle 1 and the results of the post-test cycle 2 increased.

From the results of the above research, it is seen that there is an increase in the skills in writing simple descriptive texts in English in class VII D Warureja Junior High School 2 in semester 2 of the school year 2017/2018

with the implementation of the picture word inductive model strategy is 10.34%, namely in the first cycle of 68.97% increased to 79.31% in cycle 2.

This increase also proves that learning English by using a picture word inductive model strategy is very effective to use, so that the impression of abstracts on English material can be anticipated, as the opinions of Joyce, Weil, and Calhoun (2011: 154) reveal that Picture Word Inductive Model or pictorial inductive model is a learning model in which students are asked to explore an image to recognize words by utilizing the natural abilities of students in the field of reading and writing to think inductively.

CONCLUSION

Based on theoretical studies supported by observations in the field and the formulation of the problems posed about Increasing Activity and Skills in Writing Simple English Descriptive Texts by Implementing Picture Word Inductive Model Strategy in Students of Class VII.D Semester 2 of Warureja Junior High School 2 Academic Year 2017/2018 then can It was concluded that the application of the picture word inductive model strategy could improve the activity of writing simple descriptive text in English for students in class VII D in the second semester of Warureja Junior High School 2 in the school year 2017/2018. The magnitude of the increase in learning activities was 10.35%, from cycle 1 55.17% with fairly active criteria to be 65.52% in cycle 2 with active criteria. The application of the picture word inductive model strategy can improve the skills of writing simple descriptive English language in students of class VII. D in the second semester of Warureja Junior High School 2 in the school year 2017 / 2018. The magnitude of the increase in descriptive text writing skills is 10.34% in cycle 1 68.97% increased to 79.31% in cycle 2. The magnitude of the increase in learning activities was 10.35%, namely from cycle 1 of 55.17% with criteria active enough to be 65.52% in cycle 2 with active criteria. While the magnitude of the increase in descriptive text writing skills is 10.34%, namely in the first cycle of 68.97% increased to 79.31% in cycle 2.

Based on the results of the research conducted, the following suggestions are: English teachers are expected to be able to carry out active, innovative, creative and effective learning (*PAIKEM*), one of which is learning by applying the picture word inductive model strategy. Teachers need to understand the contents of the syllabus content both about Content Competence, as well as Basic Competence, so that they are able to carry out learning according to the characteristics of the students. The teacher must be able to master the subject matter in order to be able to process various learning models. Always exchange opinions with peers and principals to achieve

successful learning. It is expected that policies from the school principal to facilitate the facilities and infrastructure that support learning by holding on to PAIKEM. Need for further research to improve the results of this study.

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