

**IMPROVING THE STUDENTS' WRITING
SKILL IN DESCRIPTIVE TEXT THROUGH
PICTURE WORD INDUCTIVE MODEL
(PWIM)**

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Abstract

The aim of this research is to improve the students' writing skill in descriptive text through PWIM. The subject of this research is the students of SMP An-Nuriyyah Bumiayu in the academic year 2019/2020 at class VII D. There are 29 students consisting of 17 males and 12 females. The writers apply classroom action research through online learning because of Covid-19 pandemic, based on Kemmiss' and Mc. Taggart's concept: planning, action, observation, reflection and revised plan. There are four techniques in collecting the data, namely observation, test, questionnaire, and documentation. The research is conducted in two cycles. The first cycle consists of two

meetings (pre-test) and for the second cycle consists two meetings (post-test). To find out the problem, the writers conduct pre-observation and pre-test. The result shows that the students' English writing test can be improved in each test. The increase obtained from pre-cycle to cycle 1 is 6,7%, and the increase from cycle 1 to cycle 2 is 22,2%. In pre-cycle to cycle 1 the mean score of the students in pre-test is 63 and post-test is 77. It reaches out the point 72 as the minimum criteria of mastery learning of English lesson. Based on the result, the students' writing skill can be improved through *PWIM* in online teaching learning process.

Keywords: Improving, *PWIM*, Writing Skill, Descriptive Text, Online Learning

A. Introduction

Language has four skill aspects; they are listening, speaking, reading and writing skill (Tarigan, 1982: 1). As one among four language skills, writing has always had a special place in most English language course. Writing is a language skill that most recently have to master by students after listening, speaking and reading skills. Writing is a productive and expressive activity (Tarigan, 1983: 3). Thus, in writing the students have to utilize language structure and vocabulary.

To organize the sentences in piece of writing there are various ways to do it. One of them is descriptive text. Nicholas and Nicole (1978: 13) state that descriptive text is a kind of text to describe something, people or objects. Ferlazzo (2011: 1) states that *PWIM* is a widely effective instructional strategy. The *PWIM* is the most well-known for teaching English. *PWIM* constitutes a component of language

that uses pictures containing familiar objects and actions to elicit words from teenagers.

Based on interview that the writers get directly from English teacher that the students of class VII D are less interested in learning English and the writing competence of students at class VII D is still low. They consider English lesson is difficult and incomprehensible. Therefore, the writers try to change their mindset by using creative way to improve their English skills, especially writing skill. PWIM is a model that is suitable for the learning of teenage students (Ferlazzo, 2011: 9). Furthermore, the seventh grade of junior high school is the lowest grade compared to the eighth and ninth grades. Besides, the writers find some problems at class VII D when giving writing materials to the students, especially the descriptive text.

B. Literature Review

According to Gaith (2002: 1), writing is a complex process that allows writer to explore thoughts, ideas, and make them visible and concert. In addition, Brown (2001: 336) in Jusman, Marhum, and Muhsin states, "Writing is a process of thinking". According to Meyers in Jusman, Mochtar, and Muhsin (2014: 2), writing is a way to procedure language you do naturally when you speak. Writing is also an action – process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Kemmis and McTaggart (1988: 5) and Maxwell (2003) characterize action research as a spiral in nature in the sense. It is a cycle of planning, action, observation, and reflection on the part of researcher with the goal of finding a solution to specific classroom problems. The role of design here

only helps direct the course of the research process to match the problems statement and run with systematic. In this research, the steps in action research used by the writers are based on Kemmis and McTaggart (1988: 5). They are planning, acting, observing, and reflecting.

The first step is planning. Planning refers to proposed strategies to develop and to use in the research. The research arranges the schedule of the research. This step identifies an issue or a problem and makes a plan of action how to improve the students' writing skill in descriptive text through a media.

The second step is acting. According to Latief (2009: 147), all activities made in scenario are implemented. Acting is the step that the teachers put the plan into actions in order to collect information or data during teaching and learning process.

The third step is observing. The aim of observation itself is to collect the data which become the indicators of success as the action that has been planned before (Kemmis & McTaggart, 1988: 5, in Burns, 2010: 8).

The fourth step is reflecting. Reflecting reflects the previous action or treatments for the next cycle. In this step, the researcher analyzes the data and makes the conclusion act based on the data gathered and then compares them to the criteria of success (Latief, 2009).

C. Method of Investigation

In this research, the writers use an online classroom action research as research design. To analyze the data, the writers conduct two methods of qualitative and quantitative. The source of data is the students of class VII D at SMP An-Nuriyyah Bumiayu in the academic year 2019/2020. There are 29 students

consisting of 17 males and 12 females. The number of students who are active in class VII D are only 5 students and passive students are 24. The aim of this research is to improve the students' writing skill in descriptive text through PWIM at class VII D of SMP An-Nuriyyah Bumiayu. It is taken from the students' test in pre-test, writing test in cycle 1 (there are 2 meetings), and post-test, writing test in cycle 2 (there are 2 meetings). The sampling technique taken in this research is purposive sampling. This research applies two types of PWIM. The first picture (simple house) is used in the first cycle and the second picture (people) is used in the second cycle.

D. Findings and Discussion

Based on the students' score for each component of the descriptive text, it can be seen that on pre-test is none of students get excellent, weak and poor score for each category. However, one of the students gets good and satisfactory category. There are 44,8% of the students who get good score containing 13 students; 55,1% students get satisfactory category containing 16 students. In addition, from post-test it can be seen that none of students gets satisfactory, weak and poor score for each category. However, one of the students gets excellent and good category. There are 10,3% of the students who get excellent score containing 3 students; 89,6 % students get satisfactory category containing 26 students.

The increase obtained from pre-cycle to cycle 1 is only 6,7%. The increase obtained from cycle 1 to cycle 2 is quite a lot, namely 22.2%. The mean score of the students in pre-test is 63 and the mean score in post- test is 77; it reaches out the point 72 as the minimum criteria of mastery learning of English lesson.

The research finding shows the improvement in each cycle by comparing the condition before and after the implementation of PWIM. The purpose of PWIM is helping students' inquiry about words adding words to their sight reading and writing vocabularies (Calhoun, 1999). Those statements are strong enough to line up a conclusion that PWIM can be used to improve the students' writing skill in descriptive text.

E. Conclusion

The result of observation in cycle 2 shows the improvement of the students' writing skill descriptive text after the implementation of PWIM. The students look more confidence in writing and describing the picture. Online classroom situation looks more active and fun in teaching learning process through PWIM. The result of online learning with PWIM model can increase the students' learning activities, change student learning behavior from the aspects of activeness, creativity, enthusiasm and discipline in a good category.

Based on the result, it can be concluded that the result of the students' English writing test is improved in each test. The increase obtained from pre-cycle to cycle 1 is 6,7%, and the increase from cycle 1 to cycle 2 is 22,2%. The mean score of the students in pre-test is 63 and the mean score in post-test is 77; it reaches out the point 72 as the minimum criteria of mastery learning of English lesson. In conclusion, the students' writing skill can be improved through PWIM in online teaching learning process.

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