

SKRIPSI

**THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM)
IN TEACHING WRITING DESCRIPTIVE TEXT AT THE
SECOND GRADE OF ADMINISTRASI PERKANTORAN OF
SMKN 4 PINRANG**



By
RITA SUTRA
Reg Num. 15.1300.112

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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 (PWIM) in teaching writing descriptive text
 at the second grade of Administrasi
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Parepare, 12th February 2020

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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In Teaching Writing Descriptive Text At The
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Stated this skripsi was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Rita Sutra. *The use of Picture Word Inductive Model (PWIM) in teaching writing descriptive text at the second grade of Administrasi Perkantoran of SMKN 4 Pinrang.* (Supervised by Ismail Latief and Magdahalena Djalla)

The objectives of this research are expected to explain whether the Picture Word Inductive Model (PWIM) able to improve the students' writing descriptive text at the second grade of Administrasi Perkantoran of SMKN 4 Pinrang and to explain how the improvement of students' writing descriptive text by using Picture Word Inductive Model (PWIM) in the classroom.

The design of this study is pre-experimental design by using pre-test and post-test design. Two variables they are independent variable (writing descriptive text) and dependent variable (Picture Word Inductive Model). the comparison between pre-test and post-test score depend on the success of the treatment. The study is conducted at the second grade of Administrasi Perkantoran of SMKN 4 Pinrang which each class consist of 19 students in the first class and 21 students in the second class were have been taken as a sample of the research. The instrument used in the research is descriptive text test.

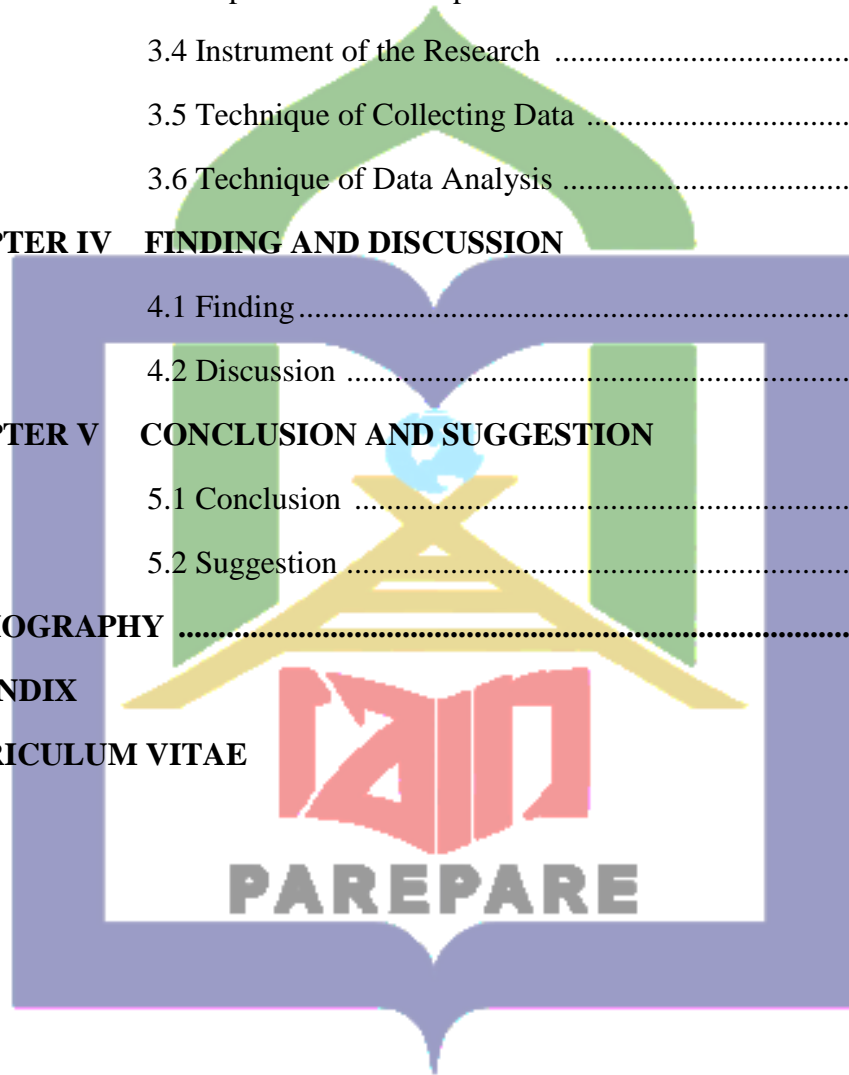
The result of this research indicated that there was improvement of the students' skill in writing descriptive text. It indicated by the students' mean score pf post-test (66,775) was greater that pre-test (42,425). Even, for the level significant (p) 5% and $df = 39$, than the value of the table t-table is 2,021, while the value of the t-test 8,970. It means that the t-test value is the greater than the t-table ($8.970 \geq 2,023$). Thus, it can be concluded that the students writing descriptive text is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it proved that Picture Word Inductive Model (PWIM) can improve students' writing descriptive text. It can be concluded that teaching with Picture Word Inductive Model (PWIM) gave the positive influence toward students' writing descriptive text.

Keywords: Picture Word Inductive Model, writing descriptive text

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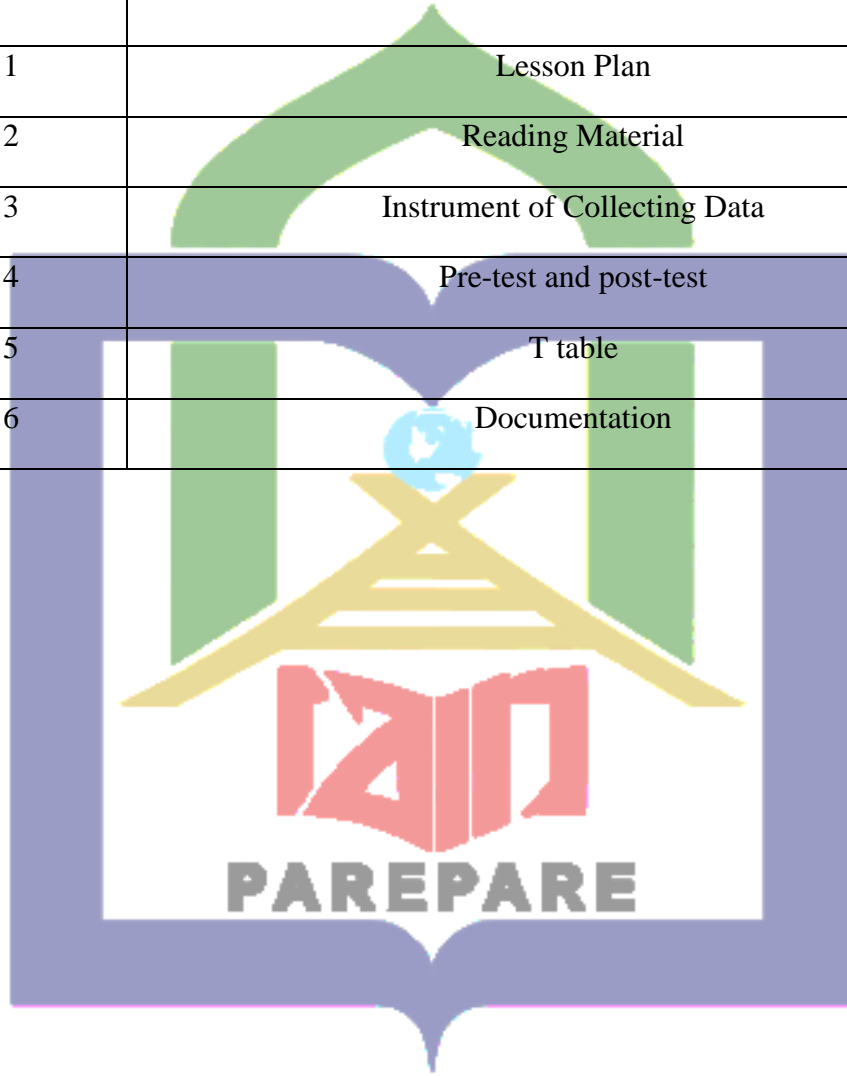


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CHAPTER I INTRODUCTION

1.1 Background

Writing is complex socio-cognitive process involving the construction of recorder messages on paper or some other materials¹. Writing does not merely mean applying grammatical rules, it is more students learning to communicate their written forms without worrying in making mistakes. Writing can be the way to improve students' creativity to express their idea.

Writing is one of the four skill in english. It is complex and be the one of tool of communication. Many people do writing to communicate with others. Smith argues that writing touch every part of our live and not event the illiterate escape its consequens². that is why learning how to write well is very important. There are some elements of writing such as vocabularies, grammar, organization, spelling and punctuation.

In general, the students should be though how to write, how to express an idea on written form correctly, and how to process and make sentences that can give a meaning. Students have been learned kinds of text in writing skill, one of that is descriptive text. In fact, the students get difficulty in writing descriptptive text. They do not know how to organize their ideas. In this case, students get difficulty to start in writing and what they will write first.

According to Edi that be present by Elvio on her research, there are four problem faced by students when they are study about descriptive text. The first is; the

¹ Jhon M. Swalws and Cristina B. peak, *Academic Writing for Graduate Students*, (USA:University of Michigan, 1994), P.34

² Frank smith, *writing and the writer*, (newyork:routledge, 2013)

students just want to study if there is a prize or plus point given. The second is; the students has limited vocabulary and grammar. The third is; the students getting confuse when they wan to describe something. And the last is; the students getting bored easily³.

Teaching writing descriptive text, the students should be able to have a good vocabulary because it needed to describe someone, place or thing. It can be problem to some students who luck in vocabulary. They will confuse to construct the word to be a sentence. Therefore, many students becomes bored and uninterested to learn writing descriptive text. To faced the problem, the teacher must be able to implement a good strategy to teach writing skill.

Picture word inductive model is a strategy that uses an integrated language arts approach to teaching begining reading and writing, and its includes the component skill of phonetic analysis, structural analysis, spelling and mechanics.

Picture Word Inductive Model is a strategy that implement in classes, small groups and individual that uses pictures containing common objects and action to gain words from children ability to think inductively.. This strategy help students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words⁴.

The researcher has chosen to carry the research out at SMKN 4 Pinrang, because in vocational high school specially in Administrasi Perkantoran, the students should be able to speak English and describe something well because they are trained

³ Elvio Nica Winda, *Student's Difficulties In Descriptive Text At The Eight Grade of MTsN Lubuk Buaya Padang*, (STKIP PGRI Sumatera Barat. 2015), p. 2

⁴ Colhoun F. Emily, *Teaching Begining Reading and Writing With Picture Word Inductive Model*, (Association for supervision and curriculum development : USA. 1999)

to compete in workforce. But many students are not interest to learn descriptive text because they think it difficult. It is need a good strategy to teach it, so the students will be easy and enjoy to learn writing descriptive text. So, the researcher recommend the strategy in teaching writing descriptive text by using picture word inductive model. The researcher introduce the strategy for students' of SMKN 4 Pinrang by carrying out entitled the use of picture word inductive model in teaching writing descriptive text.

1.2 Problem Statement

Based on the problem that has been explained previously, the problem statements are:

- 1.2.1 How is students' writing descriptive text before the implementation of Picture Word Inductive Model (PWIM) ?
- 1.2.2 Is Picture Word Inductive Model (PWIM) effective to increase students' writing descriptive text?

1.3 The objective of Research

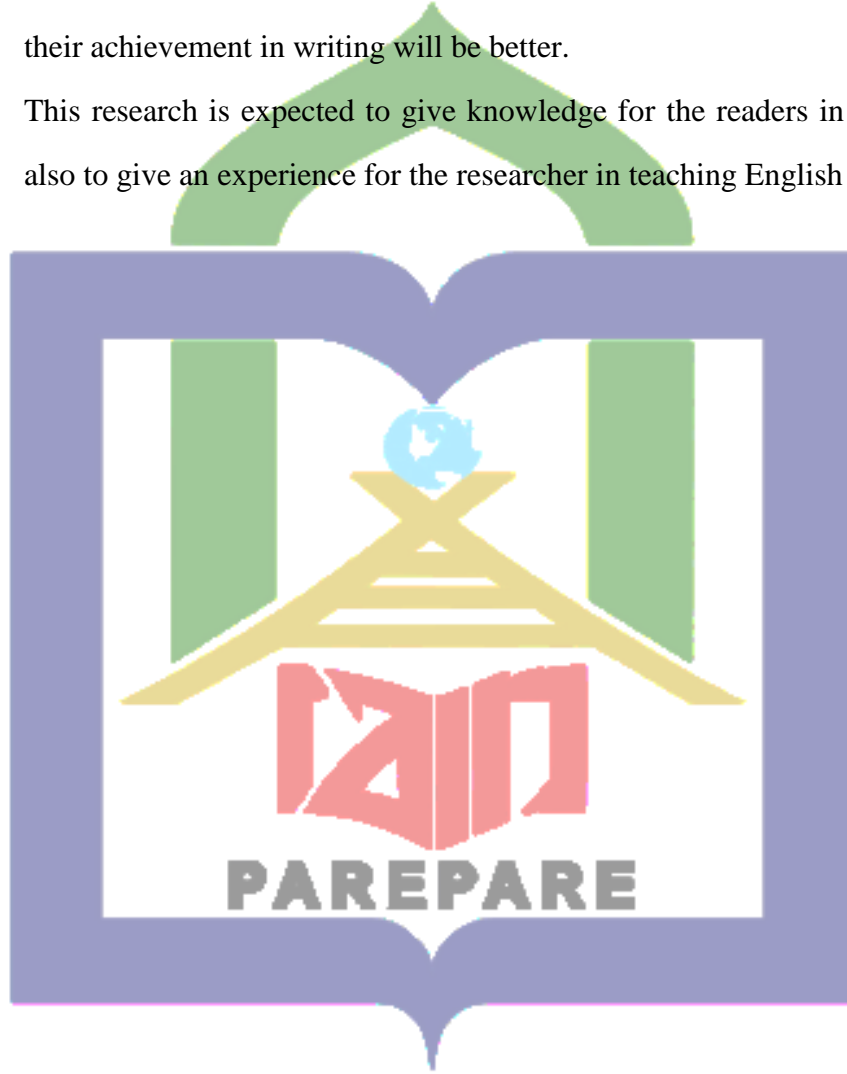
Based on the problem statement above, the objective of research are:

- 1.3.1 To know the result of the implementation of Picture Word Inductive Model in learning writing descriptive text
- 1.3.2 To find out that Picture Word Inductive Model is effective to increase students' writing descriptive text

1.4 Significance of Research

Based on the objectives of the research above, the significance of the research are as follows:

- 1.4.1 This research is expected to be a reference for the English teacher and useful to teaching writing descriptive text so the students can be easy to write and enjoy study English.
- 1.4.2 This research is expected to improve students' writing descriptive text so their achievement in writing will be better.
- 1.4.3 This research is expected to give knowledge for the readers in general and also to give an experience for the researcher in teaching English writing.



CAPTER II

REVIEW AND RELATED LITERATURE

This part presents some previous research finding, some pertinent ideas, conceptual framework, and hypothesis.

2.1 Some Previous Research Finding

Some research had done studies on teaching writing and its contribution on English teaching. In the following line, the researcher shows some of them.

Safira on her research which used letter game to improve the student writing ability base on the data from pre-test and post-test. From the data, it proves that post-test was higher than the pre-test. The letter game was implementing in small group by immersion program. The students divided into some group and play the game with their friends. It can be improve students' sensitivity in collaboration and of course increase the students' writing ability. The researcher concludes that immersion program effectived to improve students' ability in writing. It presenting the activities by students to interact in English which give the students more frequency involved in writing.⁵

The significant improvement also occurred in the study conducted by Rena. In her research prove the upgrading score from pre-test to post-test by two procedures namely lesson plan and material. There are many components in topic materials and lesson plan such as vocabulary focus, grammar description, writing sample and description. As described previously and everything was implementing in SMPN 1 Mallusetasi. The students can be improve their knowledge of the ideas inside the writing text of narrative essay because the use of inquiry based learning

⁵ Safira, *The use of personal letter game to improve students writing ability of the eleventh grade years students of SMAN 5 Pinrang*, (Perpustakaan IAIN Parepare: 2015)

technique helped them to get the concept and ideas inside of the writing narrative text. The mean score of the students' pre-test was 43,26 and 79,20 in the post-test of narrative essay. Based on the results above, the researcher concluded that the use of inquiry based learning technique was able to improve students' skill in writing narrative essay by using simple past tense.⁶

Agustina on her research improving writing ability in writing descriptive text through wholesome scattering game said that there were difference and improvement in the comparison between mean score in pretest and the first and the second cycle by using display game can rise students to interest in learning English especially in writing descriptive text. This research use two cycles which was each cycle consist of four stages; planning, acting, observing and reflecting. The activities of teaching conducted in the classroom action research. The mean score of the students pre-test was 30,7, 50,4 in the first cycle and 67,6 in the second cycle. According to analysis above, it is showed that the score the first cycle was higher than the score in pre-test and the second cycle was higher that the firs cycle. It proves that that using display game in the case wholesome scattering game can improve students in writing descriptive text mastery.⁷

From the statement above, the researcher found that there were differences between previous research from this research such as technique, procedures or process and the subject of the research. But, the previous research is about the some focus on writing ability and how to improve the students' ability in writing

⁶ Rena, *Inquiry based learning technique to improve students skill in writing narrative wessay by using simple past tense at the second year students of SMPN 1Mallusetasi*, (Perpustakaan IAIN Parepare. 2015)

⁷ Agustina, *Improving students ability in writing descriptive text through wholesome scattering game*, (Perpustakaan IAIN Parepare. 2015)

descriptive text. Based on the previous research finding about, the researcher can concluded that the students need interesting strategy to improve their English skill in writing especially in descriptive text. Therefore, the researcher was trying to use picture word inductive model to improve students writing descriptive text, this strategy improved the students writing ability.

2.2 Some Partinents Idea

2.2.1 The Concept of Picture Word Inductive Model

2.2.1.1 The Defenition of Picture Word Inductive Model

The PWIM was an inquiry-oriented language arts strategy. It contains common objects and actions by using pictures to get words from children listening and speaking vocabulary. This strategy aplyed with classes, small group, and individuals, so the teacher can lead them to inquiring about words, adding words to their sight reading and writing vocabularies, discovering phonetic and structural principle and using observation and analysis in their study of reading and writing.

PWIM can be used to teach phonetic and spelling both inductively and explicitly. It made to capitalized on children ability to think inductively and allow them to constructed generalizations that from the basis of structural and phonetic analysis, and it respects their ability to think.

PWIM is a model study which use pictures and words to stimulate students' thinking inductively from the pictures and words (specific thinking) to make the words available become paragraph (general thinking). On the other hand, PWIM is used to guide the students to develop their imagination and idea to make a sentence.

In the PWIM lesson, picture word chart be the basic material. The chart become a illustrate dictionary to supported the language use by the class as a group

and as an individual and needs to be post where students can use it to support their reading, writing and independence as learners.⁸

PWIM could make words become alive by having students use them inductively and build paragraphs from those words.⁹ The PWIM process can easily be used as the centerpiece for many classroom activities during the year. Each week, a different photo can be connected to an appropriate theme (food, sports, house, and so on), and the instructional process can be made increasingly sophisticated and challenging for students.¹⁰

2.2.1.2 The Implementation of Picture Word Inductive Model

The picture word inductive model talk about the development of sight vocabulary directly. The strategy can be used with a whole classes, small groups or individually. The students read and spell the word that they find out of the picture. Then the words are place on large word card that they can look at and the teacher can use for group instruction. Labels, reads and review the word generated. Students also get their own set of word cards. They classify the words according the properties. They can use the dictionary to check their understanding and refresh the meaning of the word. The students use the cards to compose sentences and develop title of the picture.

Students must be able to build concept about the convention used in language to connect sounds and structure to print form. The repeat instructional

⁸ Colhoun F. Emily, *Teaching begining reading and writing with picture word inductive model*. (Association for supervision and curriculum development : USA. 1999) p. 22

⁹ Jiang Xuang, *Vocabulary Learning Through Use Of Picture Word Inductive Model For Young English Learners In Cina*. (Florida International University: Florida. 2014), p. 5

¹⁰ Ferlazzo larry, *the picture word inductive model*. [https://www.teachingenglish.org.uk/\(28th, may\)](https://www.teachingenglish.org.uk/(28th, may))

pattern as words are added, see the item, say the word, listen as the teacher spell the word read the word as a group, spell it together and read the word again. The process will lead the students to inquiring about the words and adding them to their vocabularies, discovering phonetic and structural principles, engaging in other reading and writing activities.¹¹

2.2.1.3 The Advantages of Picture Word Inductive Model

- 2.2.1.3.1. The strategy emphasize phonetic, grammar, mechanic, and usage of standard English.
- 2.2.1.3.2. Picture provides authentic, concrete referents for the learning of new words, phrases and sentences.
- 2.2.1.3.3. The students have the opportunity to use the word repeatedly in an authentic way because they are using pictures related to content material under study. They feel a part of classroom community and can participate in class activities.
- 2.2.1.3.4. The picture word chart serves as an immediate reference to enable students to add these word to their sight of vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduce or take to mastery)
- 2.2.1.3.5. Students are assisted in seeing the patterns and relationships of the English language. Enabling them to apply this learning to newly encountered words

¹¹ Colhoun F. Emily, *Teaching begining reading and writing with picture word inductive model*, (Association for supervision and curriculum development : USA. 1999), p. 27

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

2.2.1.3.7. Learners benefit from the teacher modeling of the key words and concept. With extensive practice, they can begin to learn how to create sentences and paragraphs related to the subject under study.¹²

2.2.2 The Concept of Writing

2.2.2.1 Definition of Writing

Writing is a complex skill which starts from imitating the words or phrases that other writers use to develop the awareness about the function of the sentence structure, genre, composing draft process and writing for a specific reader. Thus, by writing we could express and develop not only sentence structure and vocabulary in use, but also the meaning of logical ideas.¹³

Writing is not just about conveying 'content' but also about the representation of self. Who we are affects how we write, whatever we are writing (Ivanic, 1998)¹⁴ Writing is a graphic symbol that is used when we write something. Writing can be said to be the act of forming symbols, but is more than just the production of graphic symbols. It has to be arranged to certain conventions, to form words and words have to be arranged to form sentences.¹⁵ Writing involves more than just producing words and sentences, it contains grammatical and logical correctness.

¹² Colon Aileen, *Building Language With The Picture Word Inductive Model*, (NYC RBERN At Fordham University: New York, 2013)

¹³ Dadi, Lilis Setiasih, *How to write a short essay in English academic writing*, (Alfabeta: Bandung, 2015), p.4

¹⁴ Rahma Galu Nur, *Facing The Complexities Of Writing*, (UIN-Malang Press : 2008), p.1

¹⁵ Byrne Donn, *Teaching Writing Skills*, (Longman (New Edition): 1990), p.1

2.2.2.2 The Types of Writing

2.2.2.2.1. Narration

Narration is the form of writing use to relate the story of acts of events. Narration places occurrences and tells what happened according to natural time sequence. Knowing the pattern upon which creative narration is built will help a person to read stories with more enjoyment and also to write and talk more interestingly.

2.2.2.2.2. Description

Description reproduces the way think look, smell, taste, feel or sound. It may also evoke moods, such as happiness, or fear. It is use to create a visual image of people, place, even, of units of time or seasons. It may be use also to describe more than the outward appearance of people. It may tell their traits of character or personality.

2.2.2.2.3. Exposition

Exposition is use in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways.

2.2.2.2.4. Argumentation

Argumentation is use in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is use to make a case or to prove or disprove a statement or proposition, but they use argumentation.¹⁶

¹⁶ Wishon Geroge E, *Let's Write English*, (Litton Educational Publishing: 1980), p.378

2.2.2.3 the components of writing

2.2.2.3.1. Grammar

The Grammar focus on the ability to write correct and appropriate sentences. The writer have to give attention for preposition and tenses. Grammar is a system of rule governing the conventional and relationship of word in sentences.

2.2.2.3.2. Mechanics

The reader will be easy to conveying the ideas or message of writing by using the favorable mechanic in writing. the explanation include such as capitalization; it can clarify the ideas. If the capitalized is not correctly in the sentence, misunderstanding will appear. It also helps to differentiate from sentence to other. Punctuation; can help the readers to identify should be taka as a unit of meaning and suggest how the unit of it relate to each other. Spelling; there are there rules of the spelling that is suffix addition, plural formation and the change of certain words.

2.2.2.3.3. Content

The content of writing is about the ability to think creatively and develop thinks, include all irrelevant information. The content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

2.2.2.3.4. Organization.

Organization is ability to develop ideas and topic which relevant in a unite form. Besides, it focus on way of writer to arrange and organize the ideas in writing. there are some ways in process of organization writing involves coherence, order of

importance, general to specific, specific to general chronological order and spatial pattern.¹⁷

All of the component in writng was use in this research by using classifying the students writing score according to L.R Gay on his educational research and it present in the next chapter.

2.2.2.4 The Writing Process

Writing process is the stages a writer produces in its final written form. One way to make a good writing is to do prewriting activities. This is the part of the writing procces. The application in the class room comprise:

- 2.2.2.4.1. Asking question, where the teacher use one of media such as picture and make a question related the picture and the students will answer the question to compose the paragraph about the picture
- 2.2.2.4.2. Discussing can help students to develop their topics before write it. By eliciting the words, phrase, sentences that related to the topic
- 2.2.2.4.3. Taking notes to get information of particular topic
- 2.2.2.4.4. Free writing is done to generate the ideas. Where the students write as long as possible and no need to focus on their sentences structures
- 2.2.2.4.5. Mind map is use to make a specific topic and develop the ideas. It suitable for the students who learn visually
- 2.2.2.4.6. Brainstorming is another activities to generate ideas on specific topic. The students will think of everything comes to their mind about the topic and write it down to be develop

¹⁷ Ummu Kalsum Jalil, *Improving writng skill by using writing process approach at the second grade students of SMPN 6 Parepare*, (Perpustakaan IAIN Parepare: 2015). p. 10

- 2.2.2.4.7. Grouping is use in longer text. The students will be divided into group and discuss a different paragraph in each group;
- 2.2.2.4.8. Doing buzy group is one of effective way of generating ideas before writing the draft. The teacher give a topic to the students and asked them to explain quickly
- 2.2.2.4.9. Outlining is make a list to the main points of a topic in chronologically
- 2.2.2.4.10. Writing based on pictures might be interest for students because it contain a picture
- 2.2.2.4.11. Making a list to an opinion paragraph explaining reason. Students list their reason and add some details to support their reason.
- 2.2.2.4.12. Comparing and contrasting. Students are organize their ideas to list the similarities and differences of the thing from the topic.¹⁸

Prewriting activities as a part of writing process can be apply in the class room and choose where the activity is suitable to use in learning. Besides, writing process has four main elements :

1. Planning

Planning is any activity that encourage students to write. It is become a way of warming up the writers brain before write. Writers have to think about three main issues. First, they have to consider the purpose of their writing. Secondly, writers think of the audience they are writing for. And the last, writers have to consider the content structure of the piece.

2. Drafting

¹⁸ Magdahalena, *the use of prewriting methods to develop EFL studetns' competence In writing*, (STAIN Parepare, 2016), p. 17

In the drafting, writer 'go' at text is often done on the assumption that it will be amended later. At this stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

3. Editing

In this process, writers read through what they have written to see where it works and where it doesn't. the teacher does not need to be the only person to give students feedback, their classmate, caregivers, or classroom ideas can help student revise. Revising is not only checking for language errors, but also improve global content and organization of ideas so made clearer the reader.

4. Final version

It means that writers have edited their draft and produce their final version. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, example and the like.¹⁹

2.2.3 The Concept of Descriptive Text

2.2.3.1 The Definition of Descriptive Text

“Write good description is when you write a description of a person, you tell what he or she looks like. When you describe a place, you tell what it look like. If you describe a scene with people, you might first describe the place, and then you might also tell what is happening and what the people are doing. There are two keys

¹⁹ Suprijadi Dasep, *Improving Students Ability In Writing Descriptive Text Using Genre Based Approach (GBA) At The Eighth Grade Students Of SMP Islam Terpadu Fitrah Insani*, (STKIP Siliwangi: Bandung. 2015), p. 40

to writing good description. The first key is to use space order and the second key is to use specific details”.²⁰

Descriptive text is the kind of writing that explain or show something not to tell it. Descriptive text can explain someone, felling, sound, place, process, quality, or procedure in detail. Tense used is simple present, except if the story is about the object that in the past. If we want to explain some process or procedure, we use present passive tense to give a general illustration. Descriptive text is a text which lists the characteristics of something or someone and description is a mode of expository writing which is relied upon in other expository modes.²¹

2.2.3.2 The Structure of Descriptive Text

2.2.3.2.1. Identification

Identification is an introduction to the object/thing described which includes who or what, when, where.

2.2.3.2.2. Description²²

A description of an object it is usually people who are interesting to readers. Their appearance is interesting especially as it reflects personality. When description is mentioned, one tends to think mainly about adjectives and perhaps adverbs. the Character maybe explain directly or indirectly. Both method maybe use in the same story. In direct description, the writers tell how the person looks and what the person is like. In indirect description, the character is revealed through what he or she does,

²⁰ Hogue Ann, *First Steps In Academic Writing*, (Addision-Wesley Longman: 1996), p.72

²¹ Agustina, *Improving students' ability in writing descriptive text through wholesome scattering game*, (Perpustakaan IAIN Parepare. 2015), p.20

²² Setiasih Dadi Lilies, *How To Write a Short Essay In English Academic Writing*, (Alfabeta: Bandung. 2015), p. 171

thinks or says in certain situations. Another indirect method is to reveal a personality through what other characters think and say of the person. These techniques may, of course, be used in combination.

Descriptive places tell about how places look, smell, and sound is important. There are some ways to judge descriptions of places: are impressions other than sight included; is the picture caught a single moment in time; are the details arranged in logical order; is the point of view kept throughout; are the adjectives vivid, and are the nouns and verbs specific and descriptive.

The descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of day. Notice how the description of a unit of time sets a certain mood or emotional tone.²³

2.2.3.3 Language feature

2.2.3.3.1. Using simple present tense

2.2.3.3.2. Using action verb

2.2.3.3.3. Using adverb

2.2.3.3.4. Using special technical terms

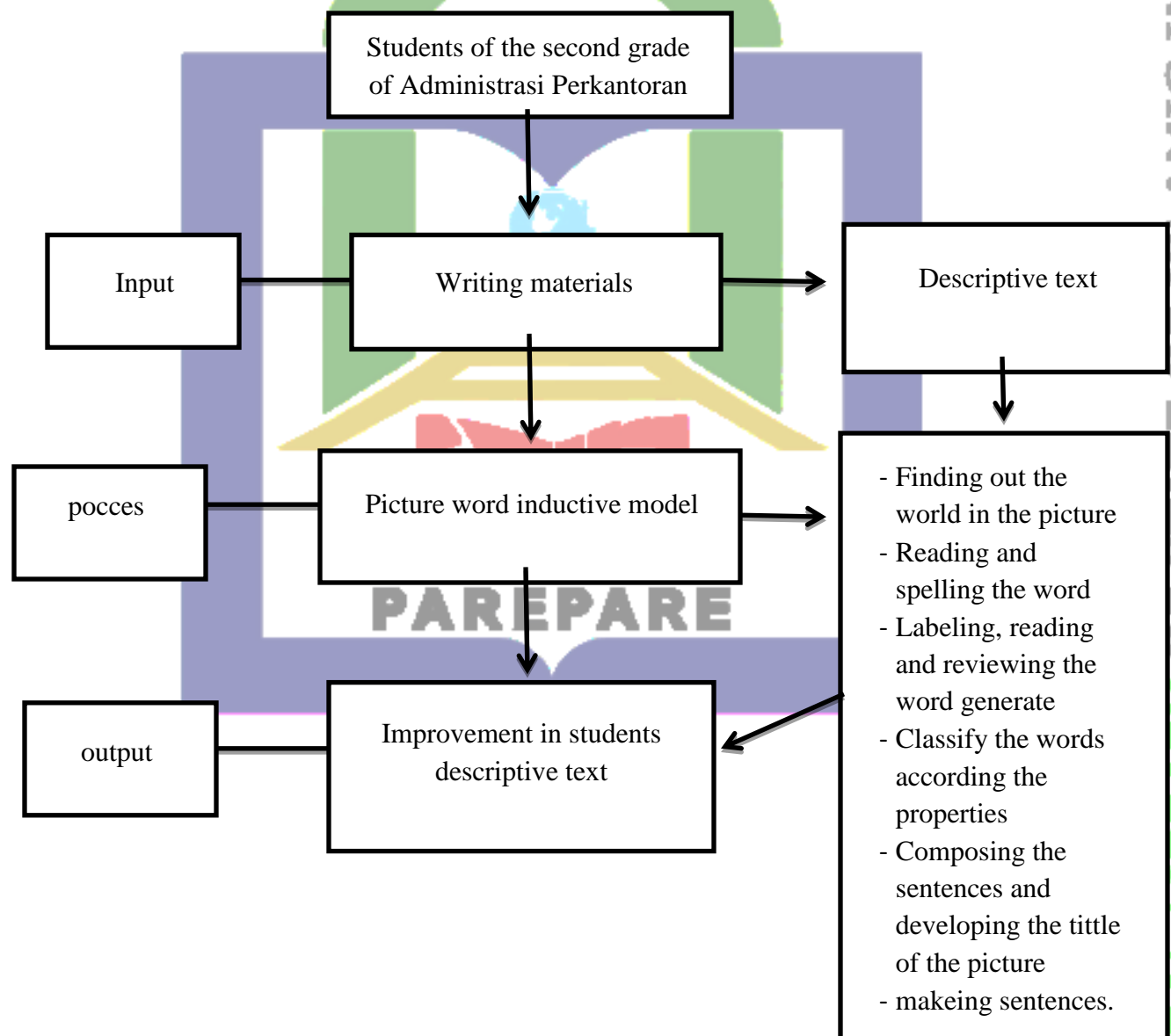
According to Ashima and Hogue (1995) “descriptive writing tells how something looks, feels, smells, tastes, and/or sounds”. The order used in writing descriptive is the spatial order; it could be from the bottom to the top, from left to right, from the smallest to the biggest, from the important part to not, and so on. The explanation is to be detailed, so the reader could imagine the explanation clearly.²⁴

²³ E. Wishon George, *Let's Write English*, (Litton Educational Publishing: 1980) p. 379-381

²⁴ Setiasih Dadi Lilies, *How To Write a Short Essay In English Academic Writing*, (Alfabeta: Bandung. 2015), p. 172

2.3 Conceptual Framework

Writing is one of the important language skills that is need to be master by the students. It is a progressive activity that needs a competence producing word become a paragraph to express the ideas, feelings and opinions in writing for. The focus of this research is teaching writing descriptive text by using picture word inductive model at the second grade of administration office of SMKN 4 Pinrang. The conceptual framework of this research is present the following diagram :



- Input : This refers to give writing material
- Process : Guiding the students to practice writing by picture word inductive model
- Output : Refers to the students achievement of writing skill by using picture word inductive model

2.4 Hypothesis

- (Ho) : There is no effect in using picture word inductive model in teaching writing descriptive text at second grade of administrasi perkantoran of SMKN 4 Pinrang
- (Hi) : There is an effect in using picture word inductive model in teaching writing descriptive text at second grade of administrasi perkantoran of SMKN 4 Pinrang

2.5 Variable and Operational Definition

2.5.1 Variable of The Research

This research has 2 variables namely independent variable, that is picture word inductive model and dependent variable, that is the students achievement in writing descriptive text.

2.5.2 Operational Definition

2.5.2.1 Picture Word Inductive Model

Picture word inductive model is a strategy for language acquisition. It uses picture containing familiar object, action and scene to draw out word from students. This strategy helps students to add words to their sight of writing vocabulary and also discover phonetic and structural principles present in those words.

2.5.2.2 Writing Descriptive Text

This is a process to write the paragraph contain object to describe such as people, place or thing. It is explain or show something and not to tell it. Writing descriptive text is identify the phenomenon and and describe parts, activities and characteristic.



CHAPTER III

RESEARCH METHODE

This chapter clarifies research design, location and duration of the research, population and sample, instrument of the research, procedure data and technique of data analysis.

3.1 Design of the Research

This research used pre-experimental design. This design contains pre-test (O_1), treatment (X) and post-test (O_2). the research examined the improvement writing descriptive text for the students in SMKN 4 Pinrang by using picture word inductive model. The design describe as follows:



Where:

O_1 = pretest

X = treatment

O_2 = posttest²⁵

3.2 Place and Time Research

The location of the research conducted in SMKN 4 Pinrang specially in Administrasi Perkantoran major and the research did at the second grade. The duration of this research was one month because it need several times to collect and analyze the data.

²⁵ Sri Nengsi, "the use of picture description task as a medium to develop students' writing skill of narrative text for the second grade students at SMAN 5 Pinrang", (IAIN Parepare: 2014), p.22

3.3 Population and Sample

3.3.1 Population

The population of this research was the second grade of Administrasi Perkantoran of SMKN 4 Pinrang. The population are from two classes of that major with 40 students.

3.3.2 Sample

The researcher used total sampling technique to choose the research sample. Therefore the two classes of the Administrasi Perkantoran would be the sample of the research. There are 18 students from the first class and 22 students from the second class.

3.4 Instrument of the Research

The instrument of this research was written test in form of descriptive test that applied before treatment and after the treatment. The test used to get data on the students ability to write descriptive test. The pre-test used to know the students' prior knowledge about writing descriptive text before give the treatment. Post-test used to measure the students' writing descriptive text after being given the treatment.

3.5 Procedure of Collecting Data

The data desired must be able provide from the research participants and must be available to the researcher.²⁶ In this research, the procedure of collecting data explained as follows :

3.5.1 Pre-test

²⁶ L.R Gay, *Educational Research: Competencies for Analysis and Applications*, (Preason Education:USA.2012), p.213

Before the treatment, the researcher gave pre-test to the students in the first meeting. Its purpose was to find out the students' writing descriptive text before treatment.

The procedure of pre-test :

3.5.1.1. the researcher gave greeting to the students

3.5.1.2. the researcher explained what the students will do

3.5.1.3. the researcher distributed the instrument sheets of pre-test to the students and then explained the sheets of the pre-test

3.5.1.4. the researcher gave 3 minutes to the students to learn the instrument

3.5.1.5. the students did the test on the treatment sheets

3.5.1.6. the researcher collected the instrument sheets.

3.5.2 post-test

After the treatment, the researcher gave post-test to the students by the same step in the pre-test. The post-test was conducted to find out the students' achievement in learning writing descriptive text by using picture word inductive model.

3.6 Treatment

The treatment was done during four meetings after the pre-test. In these meetings, the researcher used the picture word inductive model as a strategy in teaching writing descriptive text. The procedure of the treatment in teaching is as follows:

3.6.1 First meeting

3.6.1.1 .The researcher opens the lesson

3.6.1.2. The researcher gives an explanation to the students about the importance of learning English

- 3.6.1.3. The researcher introduced the material of writing descriptive text definition and the structure.
- 3.6.1.4. The researcher introduced the picture word inductive model which is used in teaching
- 3.6.1.5. The researcher gave some minutes for students to understand the material
- 3.6.1.6. The researcher give some explain of descriptive text
- 3.6.1.7. The researcher asked the students who want to come in front of the class to read the text and identify the stricter of the text
- 3.6.1.8. The researcher gave a reward to the student who had read the descriptive text.
- 3.6.1.9. The researcher gave a picture to each student and asked them to describe the picture.
- 3.6.1.10. The researcher concluded the material
- 3.6.1.11. The researcher close the meeting
- 3.6.2 The second meeting
- 3.6.2.1. The researcher open the lesson
- 3.6.2.2. The researcher asked the students about the material in the last meeting
- 3.6.2.3. The researcher showed a picture to the students in front of the class and asked the students to describe the picture together
- 3.6.2.4. The researcher asked the students to find out the noun and the verb in the picture and then write down it on the white board
- 3.6.2.5. The researcher asked the students who want to write down a word that they find in the picture to the white board

3.6.2.6. After every noun and verb in the picture had written, then the researcher and the students described the picture together

3.6.2.7. The researcher asked the students to write down the result of the description about the picture

3.6.2.8. The researcher asked the students who want to read the description and give reward to them

3.6.2.9. The researcher concluded the material

3.6.2.10. The researcher close the meeting

3.6.3 The Third Meeting

3.6.3.1. The researcher open the lesson

3.6.3.2. The researcher asked the students about the material in the last meeting

3.6.3.3. The researcher divided the students into 7 groups

3.6.3.4. The researcher gave each group a different picture and then asked the students to discuss and identify all of the word that they find in that picture and then write it word by word

3.6.3.5. The researcher asked each group to classify the word to noun and verb.

3.6.3.6. The researcher asked each group to describe the picture by use the word that they have in the picture.

3.6.3.7. The researcher asked one representation for each group to read out the result of their discussion

3.6.3.8. After each group presented their task, the researcher explains about the common mistake.

3.6.3.9. The researcher concluded the material

3.6.3.10. The researcher close the meeting

3.6.4 The Fourth Meeting

3.6.4.1. The researcher open the lesson

3.6.4.2. The researcher asked about the material in the last meeting

3.6.4.3. The researcher distributed to each students the same picture

3.6.4.4. The researcher gave 2 minutes to the students to understand the picture

3.5.4.5. After that, the researcher asked the students to described the picture by identify and classify the picture like they do in the last meeting

3.6.4.6. The researcher asked the students who want to come in front of the class to read the result of their task

3.6.4.7. The researcher gave reward to the students

3.6.4.8. The researcher collected the task

3.6.4.9. The researcher concluded the material

3.6.4.10. The researcher close the meeting

3.7 Tecnique of Data Analysis

The data analysis in this research was analyzed quantitatively. Quantitative research was the collecting and analysing of numerical data to describe, explain, predict, or control phenomena of interest.²⁷ Some formulas aplied in this research to process data as follows :

3.7.1 the score of the students qualify as follows :

Table 3.1 Classifying the students writing test score²⁸

Score	Criteria	Level
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²⁷ L.R Gay, *Educational Research: Competencies for Analysis and Aplications*. (Preason Education:USA.2012), p.7

²⁸ J. B Heaton, *Writing English Language Tests*, (London and New York: Longman Group, 1988), p. 146

Content	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.	30-27
	Good to arrange: some knowledge of subject, adequate range, limited development of topic, but lacks details.	26-22
	Fair to poor: limited knowledge of subject, the title substance, inadequate development of topic.	21-17
	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.	16-13
Organization	Excellent to very good : ideas clearly stated, well organized, logical sequencing, cohesive.	20-18
	Good to average : loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	17-14
	Fair to poor : ideas confused or disconnected, lack logical sequencing and development	13-10
	Very poor : does not communicate, no organization or not enough to evaluate	9-7
Vocabulary	Excellent to very good : effective word/diction	20-18

	choice and usage, word form mastery, appropriate register	
	Good to average : occasional errors of word/diction choice and usage but meaning not obscured	17-14
	Fair to poor : frequent errors of word/diction choice and usage, meaning confused	13-10
	Very poor : essentially translation, little knowledge of English vocabulary, diction, word form, not enough evaluate	9-7
Language use	Excellent to very good : few errors of agreement/ tense/ number/ word order/ articles/ pronouns/ preposition	25-22
	Good to average : several errors of agreement/ tense/ number/ word order/ articles/ pronouns/ proposition, but meaning seldom obscured	21-18
	Fair to poor : frequent errors of negation/ agreement/ tenses/ number/ word order/ articles/ pronouns/ preposition, meaning confuse	17-11
	Very poor : dominated by errors, does not	10-6

	communicate or not enough to evaluate	
Mechanics	Excellent to very good : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing	5
	Good to average : occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured	4
	Fair to poor : frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, and meaning confuse	3
	Very poor : no mastery convention, dominated by errors in spelling, punctuation, capitalization, paragraphing, not enough to evaluate	2
Total score		100

3.7.2 The classification of the students writing score as follows :

Table 3.2 the classification of students' score

No	Classification	Score
1	Very Good	80-100
2	Good	66-79

3	Fair	56-65
4	Poor	40-55
5	Very Poor	≤ 39

3.7.3 Scoring the students writing of pre-test and post-test.

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100^{29}$$

3.7.3 Calculating the percentage of the students' score

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of the correct answer

N = Total number of sample³⁰

3.7.4 Calculating the mean score of students achievement by using the formula:

$$X = \frac{\sum x_i}{n}$$

²⁹ Igak Wardani and Kuswaya Wihardhit, *Penelitian Tindak Kelas* (Jakarta: Universitas Terbuka, 2008), p. 325

³⁰ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. (edisi Revisi). p.263

Where:

\bar{X} = mean score

$\sum x$ = the sum score of students

n = the total students³¹

3.7.5 Finding out the standard deviation of pre-test and post-test by using the formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

3.7.6 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula :

$$t = \frac{D}{\sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N(N-1)}}$$

³¹ L.R. Gay, *Educational research: competencies for analysis and application*. (Columbus: Merrill prentice hall. 1981), p.320



CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two section, namely the finding of the research and the discussion of the research. It provides information about description of the findings including the data collected, data process and the result as well.

4.1 Finding

In data analysis, the researcher show the students result in pre-test and post-test. To answer the question in the previous chapter, the research collected necessary data from a test that was given twice. A pre-test was given before treatment to know the students writing ability in descriptive text before doing the treatment, while post-test was given after treatment to know the students writing ability after doing treatment. It was be intended to know the general description of the student's achievement in writing descriptive text before and after treatment at the second grade of Administrasi Perkantoran of SMKN 4 Pinrang. In the other words, the researcher wants to find out whether the student's skill in writing descriptive text is low or high. In this case the researcher classified the student's score elaborates as follows:

4.1.1 The students' score in pre-test and post test

The pre-test had done before implementation of PWIM. The students assigned to write descriptive text from a picture. The researcher found out the result of the students' pre-test based on several aspects such as content, organization, vocabulary, language use and mechanics before giving treatment trough PWIM which were analyzed and result in the information as shown in the following table:

Table 4.1 the students score in pre-test

No	Students	Aspects					(X ₁)	(X ₂)	Classification
		C	O	V	L	M			
1	Student 1	17	13	14	17	3	64	4096	Fair
2	Student 2	17	10	8	10	2	47	2209	Poor
3	Student 3	17	13	14	11	3	58	3364	Fair
4	Student 4	17	10	8	10	2	47	2209	Poor
5	Student 5	22	17	17	21	3	80	6400	Very good
6	Student 6	14	9	7	8	2	40	1600	Poor
7	Student 7	14	9	9	8	2	42	1764	Poor
8	Student 8	14	9	9	8	2	14	196	Very poor
9	Student 9	14	9	9	8	2	42	1764	Poor
10	Student 10	17	10	10	9	2	48	2304	Poor
11	Student 11	14	9	9	8	2	42	1764	Poor
12	Student 12	14	9	9	8	2	42	1764	Poor
13	Student 13	17	10	11	10	3	51	2601	Poor
14	Student 14	21	10	11	11	3	56	3136	Fair
15	Student 15	14	9	9	8	2	42	1764	Poor

16	Student 16	14	9	9	8	2	42	1764	Poor
17	Student 17	14	9	8	7	2	40	1600	Poor
18	Student 18	14	9	8	7	2	40	1600	Poor
19	Student 19	14	9	8	7	2	40	1600	Poor
20	Student 20	15	9	8	7	2	41	1681	Poor
21	Student 21	13	7	7	6	2	35	1225	Very poor
No	Students	Aspects					(X ₁)	(X ₂)	Classification
		C	O	V	L	M			
22	Student 22	13	7	7	6	2	35	1225	Very poor
23	Student 23	13	7	7	6	2	35	1225	Very poor
24	Student 24	13	7	7	6	2	35	1225	Very poor
25	Student 25	13	7	8	7	2	37	1369	Very poor
26	Student 26	13	7	7	7	2	36	1296	Very poor
27	Student 27	13	7	7	7	2	36	1296	Very poor
28	Student 28	15	9	9	9	2	44	1936	Poor
29	Student 29	13	7	7	7	2	36	1296	Very poor
30	Student 30	16	10	13	17	3	59	3481	Fair
31	Student 31	13	7	7	7	2	36	1296	Very poor

32	Student 32	13	7	7	7	2	36	1296	Very poor	
33	Student 33	13	7	7	7	2	36	1296	Very poor	
34	Student 34	13	7	7	7	2	36	1296	Very poor	
35	Student 35	13	7	7	7	2	36	1296	Very poor	
36	Student 35	13	7	7	7	2	36	1296	Very poor	
37	Student 37	13	7	7	7	2	36	1296	Very poor	
38	Student 38	13	7	7	7	2	36	1296	Very poor	
39	Student 39	13	7	7	7	2	36	1296	Very poor	
40	Student 40	13	7	7	7	2	36	1296	Very poor	
		Total					1697	73714		

(J. B Heaton, *Educational Research: Competencies for analysis and application.*)

Where :

C = Content

O = Organization

V = Vocabulary

L = Language use

M = Mechanics

The table above show the students score of pre-test. The lowest score of the pre-test was 35 and the higher score in pre-test was 80. The students score of pre-test was classified into some criteria and percentage and it showed the classification of

the students' score which has been through the process of the giving value based on the criteria of writing.

Based on classification, it showed the result of writing score before implementation of treatment by using PWIM activities. 18 students in very poor classification, 17 students in poor classification, 4 students in fair classification and 1 student I very good classification. Total score in pre-test was 1666. It could be seen that most of the students of Administrasi Perkantoran has very low writing descriptive text, because most of the students gained very poor.

Firstly, the researcher calculated the mean score of pre-test :

$$X = \frac{\sum x_1}{n}$$

$$X = \frac{1666}{40} = 41,65$$

That is the result of the pre-test that has been done by the students before implementing the PWIM. It showed that students writing descriptive text still low. It can be seen by the percentage that most of students got very poor. There are 45% students got score under 39, where the lower score is 35. Whether just 2,5% student god very good classification, but the value showed that most of students in low classification.

Secondly, the researcher calculated the standard deviation of the students pre-test :

1. standard deviation of pre-test

$$SD = \sqrt{\frac{\sum X^1 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{73714 - \frac{(1666)^2}{40}}{40 - 1}}$$

$$SD = \sqrt{\frac{73714 - \frac{2775556}{40}}{39}}$$

$$SD = \sqrt{\frac{73714 - 69388,9}{39}}$$

$$SD = \sqrt{\frac{4325,1}{39}}$$

$$SD = \sqrt{110,9}$$

$$SD = 10,53$$

After determining the mean score of pre-test (41,65) and standard deviation of pre-test (10,53) it could be seen that the students writing descriptive text is still low because most of the in a very poor category.

4.1.2 The students' score in post-test

Table 4.2 The students' post-test result

No	Students	Aspects					(X ₁)	(X ₂)	Classification
		C	O	V	L	M			
1	Student 1	27	18	18	22	4	89	7921	Very good
2	Student 2	23	17	17	20	4	81	6561	Very good
3	Student 3	21	14	14	17	3	69	4761	Good
4	Student 4	22	17	17	20	3	81	6561	Very good

5	Student 5	27	18	18	21	4	87	7569	Very good
6	Student 6	15	9	9	8	3	43	1849	Poor
7	Student 7	23	16	17	18	3	77	5929	Good
8	Student 8	22	16	16	18	3	75	5625	Good
9	Student 9	25	17	17	21	4	84	7056	Very good
10	Student 10	26	17	17	21	4	85	7225	Very good
11	Student 11	15	10	10	8	2	45	2025	Poor
12	Student 12	21	13	14	15	3	66	4356	Good
13	Student 13	17	10	13	11	3	54	2916	Fair
14	Student 14	21	13	13	17	3	67	4489	Good
15	Student 15	21	13	14	17	2	67	4489	Good
16	Student 16	17	13	10	11	2	53	2809	Poor
17	Student 17	17	10	10	11	2	50	2500	Poor
18	Student 18	18	10	14	11	3	56	3136	Fair
19	Student 19	26	17	18	21	3	85	7225	Very good
20	Student 20	25	15	15	18	3	76	5776	Good
No	Students	Aspects					(X_1)	(X_2)	classification
		C	O	V	L	M			

21	Student 21	26	17	18	21	3	85	7225	Very good
22	Student 22	26	17	18	20	3	84	7056	Very good
23	Student 23	26	17	18	21	3	85	7225	Very good
24	Student 24	25	17	17	20	3	82	6724	Very good
25	Student 25	13	7	8	9	3	40	1600	Poor
26	Student 26	14	10	10	11	2	47	2209	Poor
27	Student 27	15	9	8	8	2	42	1764	Poor
28	Student 28	22	14	18	18	2	74	5476	Good
29	Student 29	17	7	10	10	2	46	2116	Fair
30	Student 30	17	10	13	10	2	52	2704	Fair
31	Student 31	13	7	8	7	2	37	1369	Very poor
32	Student 32	20	14	14	18	2	68	4624	Good
33	Student 33	10	10	10	10	2	42	1764	Poor
34	Student 34	17	10	10	11	2	50	2500	Poor
35	Student 35	22	14	14	18	2	70	4900	Good
36	Student 35	20	13	13	17	2	65	4225	Fair
37	Student 37	20	13	13	17	2	65	4225	Fair
38	Student 38	20	13	13	17	2	65	4225	Fair

39	Student 39	19	12	13	16	2	62	3844	Fair
40	Student 40	20	14	14	17	3	68	4624	Good
Total							2619	181177	

(J. B Heaton, *Educational Research: Competencies for analysis and application.*)

Where :

C = Content

O = Organization

V = Vocabulary

L = Language use

M = Mechanics

The table above show the students score of post-test. The lowest score of the post-test was 37 and the higher score in post-test was 89. The students score of post-test was classified into some criteria and percentage. It showed the classification of the students' score which has been through the process of the giving value based on the criteria of writing. There was an improvement of students' score after giving treatment by using PWIM activities. Although, there was a student still got low score in very poor classification because he didn't focus to did his test. There were 11 students in very good classification, 11 students in good classification, 5 students in fair classification, 12 students in poor classification and one student in very poor classification. It means that students had improvement in writing descriptive text by using PWIM.

Firstly, to get the mean score of the post-test, used formula:

$$X = \frac{\sum x_1}{n}$$

$$X = \frac{2619}{40} = 65,475$$

The score of mean in post0test is 65,475. It shows that the mean score obtained by the students was very different. The result of post-test was higher than the pre-test. It means that after giving treatment by using Picture Word Inductive Model the students' score obtained improved.

Secondly, to get the standard deviation of post-test, used formula:

$$SD = \sqrt{\frac{\sum X^1 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{73714 - \frac{(1666)^2}{40}}{40 - 1}}$$

$$SD = \sqrt{\frac{73714 - \frac{2775556}{40}}{39}}$$

$$SD = \sqrt{\frac{73714 - 69388,9}{39}}$$

$$SD = \sqrt{\frac{4325,1}{39}}$$

$$SD = \sqrt{110,9}$$

$$SD = 10,53$$

After determining the mean score and the standard deviation of post-test it could be seen that in post-test, there are an improvement of students writing descriptive text compered of the result of post-test.

4.1.3 The result of pre-test and post-test

Table 4.3 the mean score and standard deviation of pre-test and post-test

Test	Mean	Standard Deviation
Pre-test	42,425	10,53
Post-test	66,775	15,76

In the table above indicates that there was an improvement while doing pre-test up to post-test. In the pre-test had mean score 42,425 and standard deviation score 10,53 Compared the post-test had mean score increased become 66,775 And standard deviation was 15,76.

As the result at this item was the mean score of the post-test was greater than the mean score in pre-test. It means that the students' writing descriptive text had improve after doing the learning process that used in the class.

4.1.4 the rate percentage of frequency of the pre-test and post-test

Table 4.4 The rate percentage of the frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Excelent	100-86	1	11	2,5%	27,5%

2	Good	85-71	-	11	-	27,5%
3	Fair	70-56	4	5	10%	12,5%
4	Poor	55-41	17	12	42,5%	30%
5	Very Poor	≤40	18	1	45%	2,5%
Total			40	40	100%	100%

Based on the table above, showed that the rate percentage of the students score of the students writing descriptive text before treatment was very poor because most of them in the very poor classification. In the post-test, it showed that the percentage of students' score achievement writing descriptive text after treatment was varied. According to the data in pre-test, it can be seen that before giving the treatment most of students in pre-test were very poor classification while in post-test most of students get very good and good classification. It means that the students writing descriptive text was improved.

4.2 Data Analysis of Pre-test and Post-test

This part discusses the result of data analysis writing by using Picture Word Inductive Model is able to improve students' writing descriptive text at the second grade of Administrasi Perkantoran of SMKN 4 Pinrang.

4.2.1 T-test Value

The following is a table to find out the difference of the means score between pre-test and post-test.

Table 4.5 The worksheet of the calculation of the score on pre-test and post-test on the students' writing ability in descriptive text

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	64	89	4096	7921	25	625
2	47	81	2209	6561	34	1156
3	58	69	3364	4761	11	121
4	47	81	2209	6561	34	1156
5	80	87	6400	7569	7	49
6	40	43	1600	1849	3	9
No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
7	42	77	1764	5929	35	1225
8	14	75	196	5625	61	3721
9	42	84	1764	7056	42	1764
10	48	85	2304	7225	37	1369
11	42	45	1764	2025	3	9
12	42	66	1764	4356	24	576
13	51	54	2601	2916	3	9
14	56	67	3136	4489	11	121
15	42	67	1764	4489	25	625
16	42	53	1764	2809	11	121

17	40	50	1600	2500	10	100
18	40	56	1600	3136	16	256
19	40	85	1600	7225	45	2025
20	41	76	1681	5776	35	1225
21	35	85	1225	7225	50	2500
22	35	84	1225	7056	49	2401
23	35	85	1225	7225	50	2500
24	35	82	1225	6724	47	2209
25	37	40	1369	1600	3	9
26	36	47	1296	2209	11	121
27	36	42	1296	1764	6	36
28	44	74	1936	5476	30	900
29	36	46	1296	2116	10	100
No	X₁	X₂	(X₁)²	(X₂)²	D(X₂-X₁)	D(X₂-X₁)²
30	59	52	3481	2704	-7	49
31	36	37	1296	1369	1	1
32	36	68	1296	4624	32	1024
33	36	42	1296	1764	6	36

34	36	50	1296	2500	14	196
35	36	70	1296	4900	34	1156
36	36	65	1296	4225	29	841
37	36	65	1296	4225	29	841
38	36	65	1296	4225	29	841
39	36	62	1296	3844	26	676
40	36	68	1296	4624	32	1024
Total	1666	2619	73714	181177	953	33723

In the other to see the students' score, the following is t-test was statistically applied:

To find out the mean score difference (d) used formula as follow:

$$d = \frac{\sum D}{N}$$

$$d = \frac{953}{40}$$

$$d = 23,825$$

so, th mean score of difference (d) = 23,825

The calculatin the t-test value:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{23,835}{\sqrt{\frac{33723 - \frac{953^2}{40}}{40(40-1)}}$$

$$t = \frac{23,835}{\sqrt{\frac{33723 - \frac{908209}{40}}{40(39)}}$$

$$t = \frac{23,835}{\sqrt{\frac{33723 - 22705,225}{1560}}$$

$$t = \frac{23,835}{\sqrt{\frac{11017,775}{1560}}$$

$$t = \frac{23,835}{\sqrt{7,062}}$$

$$t = \frac{23,835}{2,657}$$

$$t = 8,970$$

So, the t-test value 8,970

Table 4.6 The test of significance

Variable	T-test	T table value
Pre-tes and Post-test	8,970	2.023

Based on the data above the T-test was greater than the T-table value. It indicated that there was a significant different between the result students' pre-test and post-test. From the data analysis in pre-test and post-test, we can conclude that

Picture Word Inductive Model is effective to increase the students' writing descriptive text.

4.2.2 Hypotesis Testing

$$\begin{aligned} Df &= N-1 \\ &= 40-1 \\ &= 39 \end{aligned}$$

For the level, significant (p) and $df = 39$, and the value of T-table is 2,023, while the value T-test is 8,870. It means that the t-test value is greater than T-table ($8,970 \geq 2,023$). Thus, it can be concluded that the students writing descriptive text is significant better after getting treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_1) is accepted. It has been found that there is an improvement of Picture Word Inductive Model in students writing descriptive text.

4.1 discussion

This research aimed at descriptive text by using Picture Word Inductive Model that could improve the writing ability of the second grade of Administrasi Perkantoran at SMKN 4 Pinrang. Referring to the research's objective, the finding showed that the use of PWIM was effective to increase the students' writing ability in the aspect content, organization, vocabulary, grammar and mechanic. It was true that the students' improvement in writing descriptive text had gradually improved through the use of PWIM. This strategy also helped students to enlarge their vocabulary and also discover their phonetic and structural form that present in those

words. It also in line with Joyce³² states that Picture Word Inductive Model can be used to teach phonetic and spelling both inductively and explicitly.

By using Picture Word Inductive Model, students gave labels in pictures and they could find out the key words by classify the words. So that Picture Word Inductive Model could enlarge students' vocabulary to write their composition. It is related to the theory about Picture Word Inductive Model which has been mention in the second chapter that the picture word inductive model talk about the development of sight vocabulary directly. Picture Word Inductive Model also could use to teach phonetic and spelling because the students identified, read, and reviewed the picture word chart aloud.

Before the implementation of PWIM, the researcher assessed through writing text test that applied in pre-test and post-test. The pre-test on 05th November of 2019, the students had to write descriptive text individually with same pictures that had been shared by the researcher. Meanwhile, the post-test was carried out after the implementation of the treatment on 03th of December 2019. The students were asked to choose on of picture from four pictures that presented by the researcher. This test did to answer the first question of the problem statement.

In the first meeting on 06th of November 2019, the researcher opened the class by greeting. After that, the researcher introduced the strategy (PWIM) and explained the correlation between the strategy and the writing descriptive text. Then, the researcher tried to examine the students' vocabulary. Next, the researcher gave an example about descriptive text under the titled "Monas", so the students had a real

³² Joyc B, models of teaching, (Jogjakarta: Pustaka Belajar, 2009), P. 154

illustration about the learning process. The researcher and the students learn about the text together and read that well.

In the second meeting on 12th of November 2019, the researcher opened the lesson and don't forget to remind the students about the lesson before. The researcher showed a picture in front of the class and started the lesson by using PWIM strategy. Every student had to find a word in the picture, classified the word in verb and noun and wrote down in the white board. After that, the researcher and the students described the picture together by using the words that had been found before. Every word become a sentence, after all of the word change to be sentence, the researcher helped the students to start the paragraph by the first sentence until the last. Next, the researcher read the text asked some students to come forward in front of the class to repeat read the text, so the students had their confidence. The researcher and the students fixed the word or sentence that might be wrong together and closed the meeting.

The third meeting on 20th of November 2019, the researcher divided the students into seven group and gave every group a different picture. Every group described the picture by the strategy that they got in the last meeting. So, every student in the group had to find some word to make sentences and automatically it was improve students' vocabulary. After that, every group presented their text in front of the class and the researcher fixed the text that might wrong.

Before post-test, in the last meeting on 26th of November 2019, the researcher gave the same picture to each student and asked them to describe the picture. The researcher concluded that after give twice treatment about PWIM strategy, the students can describe the picture individually. But, the researcher still

gave aid to the students who need helped because there was some students who slowed to produce the word.

From the first until the last meeting, the implementation of PWIM made the students more active and motivated to write down their own paragraph. They improve their vocabulary from the word that be found on the picture. The students who initially didn't know how to start in made a paragraph, slowly began to understand through PWIM. But, there were still students who found it difficult to understand the lesson and it was seen in the post-test.

The researcher gave the post test on 3rd of December 2019. It purposed to know the students' writing descriptive text after got the treatment. The researcher gave four different pictures to each student and asked them to choose one and describe it.

The result of the research proved that using PWIM was effective to be used to teach students writing descriptive text. This statement proved by the students' score and after given treatment which was significantly different. Besides that, the result of the test showed us that their score where most students got good classification with the mean score and standard deviation from forty students are categorized as very good classification in descriptive text test by using PWIM. the data above was collected through descriptive text test expected to improving writing ability at the second grade of Administrasi Perkantoran at SMKN 4 Pinrang trough PWIM. it was supported by the frequency ad rate of the students' score of pre-test and post-test. After presented the PWIM, the students score was higher than before.

In pre-test, there was one student (2,5%) got very good, four students (10%) got fair, seventeen students (42,5%) got poor and eighteen students (45%) got very

poor. It means that most students got very poor classification on pre-test, the mean score of pre-test was 42,425. In the post-test there were eleven students (27,5%) got very good, eleven students (27,5%) got good, five students (12,5%) got fair, twelve students (30%) poor and one student (2,5%) god very poor. It means that, there was improvement that in pre-test. So the students percentage had proved by the mean score between pre-test 42,425 and post-test 66,775. The post-test was higher that pre-test.

After each mean gained score was found, the researcher calculated it into T-test. From the calculation it showed that the result of T-test was 8,970. The score value was needed in testing the hypothesis with the T-table. To find the value of T-table, the researcher should found the degree of freedom (df). It was found that the df was 39. It was obtained the value of T-table was 2,203, it means that T-test value was higher that T-table. Therefore, it can be concluded that teaching writing descriptive text through PWIM improved the students writing ability in descriptive text.

Teaching writing descriptive text by using PWIM was higher that before the implemented that strategy. In addition, the Picture Word Inductive Model was fun and pleasure activity. They felt enjoy and to find objects and actions in picture, see the words and sentences, generated, write and review paragraph. The Picture Word Inductive Model could motivate students to improve their writing achievement. In short, Picture Word Inductive Model could help students to develop their paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was implemented to the second grade of Administrasi Perkantoran of SMKN 4 Pinrang. It started on 4th of November 2019, during the second semester year of 2019. As the result of this research, the researcher gives a conclusion as stated below :

- 5.1.1 The students' writing descriptive text still low before implementing the PWIM. It can be seen by the percentage that most of students got very poor. After implementing the strategy, there was any difference of learning result between pre-test and post-test. It was seen on the mean score of post-test which was higher that pre-test. Based on the result of finding and discussion in chapter four shows that Picture Word Inductive Model was effective to increase students' writing descriptive text.
- 5.1.2 From the result of observation of the research, it seemed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also make students creative finding the ideas. This pre-experimental research was successful to increase the students' writing descriptive text of the second grade of Administrasi Perkantorean at SMKN 4 Pinrang by using Picture Word Inductive Model (PWIM). The actions consisted of the use of pictures as modeling of the input text combined with the implementation of supporting action such as providing descriptive reading text, providing vocabulary and grammar and giving feedback to them.

5.2 Suggestion

Some suggestions are given to the participants who are closely related to this research. The suggestions are made based on the conclusion of this research. They are presented as follow:

5.2.1. For the English teacher

The English teacher could consider the students' need and interest before designing the writing materials. It is important for the teacher to make a variation of the activities and use the various media in the teaching and learning process of writing because it can be improve the interest of learning by the students. Besides, the teacher is required to provide of PWIM in the teaching and learning process because they can help the teacher deliver the material easily and keep the students' interested.

5.1.2. For the school institution

The school can apply some efforts to improve the quality of the students' writing skill considering the problem that occur in the school. The school can provide many kinds of pictures to enrich the teaching media. The English teachers are also suggested to keep on motivating their students to improve their ability in writing descriptive text. Giving a positive feedback about the students' progress also become good motivation for the students in order to make them more interested to following the lesson.

5.1.3. For other researcher

This study can be use as reference to completing their findings. The researcher hopes that another researcher would did better through Picture Word

Inductive Model which can be apply not only for teaching writing but also for teaching another elements of English.



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APPENDICES



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMK Negeri 4 Pinrang
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Pertemuan	: Pertama
Alokasi Waktu	: 2x45 Menit
Tema	: Describing Picture
Standar Kompetensi	: Berkomunikasi bahasa inggris setara level novice
Kompetensi Dasar	: Mendescripsikan benda-benda, orang, ciri-ciri dan waktu
Indikator	: <ol style="list-style-type: none">1. kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal, ukuran, bahan, jumlah dan kualitas.2. kata dirangkai dengan tepat untuk mendescripsikan orang yang terkait dengan profesi kebangsaan, ciri-ciri fisik, kualitas dan pekerjaannya.3. kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu.

Tujuan Pembelajaran :

1. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian.
2. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian dengan baik.

- I. Materi Pembelajaran : Memahami Text Deskripsi
- II. Teknik : Picture Word Inductive Model (Strategy)
- III. Skill : Writing
- IV. Langkah Pembelajaran
- a. Kegiatan Awal
 - Salam
 - Berdoa
 - Mengabsen siswa
 - b. Kegiatan Inti
 - Menjelaskan tentang pentingnya belajar bahasa inggris
 - Memperkenalkan srategie pengajaran yang akan digunakan (picture word inductive model)
 - Memperkenalkan materi teks deskripsi yang akan dipelajari
 - Menjelaskan pengertian dan struktur teks deskripsi
 - Memberikan contoh teks deskriptive kepada peserta didik
 - Membagikan gambar kepada masing-masing perseta didik, kemudian mereka diinstruksikan untuk mendeskripsikan gambar tersebut
 - Memberikan kesempatan kepada beberapa peserta didik untuk maju ke depan kelas untuk membacakan hasil deskripsinya
 - Memberikan penghargaan kepada peserta didik yang mampu mendeskripsikan dengan baik
 - Guru akan mengoreksi dan menjelaskan tentang kesalahan-kesalahan yang sering dilakukan peserta didik dalam tulisannya
 - c. Kegiatan Penutup
 - Membantu peserta didik menemukan dan mengartikan kata yang baru mereka dapatkan
 - Memperbaiki cara pengucapan peserta didik yang masih kurang tepat
 - Guru memberikan kesempatan kepada peserta didik yang ingin bertanya
 - Memberikan kesimpulan tentang materi yang telah dipelajari

- Menutup kelas
- d. Sumber/Bahan/Alat
 - Buku yang relevan
 - Kamus
 - Media gambar
 - Spidol



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMK Negeri 4 Pinrang
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Pertemuan	: kedua
Alokasi Waktu	: 2x45 Menit
Tema	: Describing Picture
Standar Kompetensi	: Berkomunikasi bahasa inggris setara level novice
Kompetensi Dasar	: Mendescripsikan benda-benda, orang, ciri-ciri dan waktu
Indikator	: <ol style="list-style-type: none">1. kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal, ukuran, bahan, jumlah dan kualitas.2. kata dirangkai dengan tepat untuk mendescripsikan orang yang terkait dengan profesi kebangsaan, ciri-ciri fisik, kualitas dan pekerjaannya.3. kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu.

Tujuan Pembelajaran :

3. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian.
4. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian dengan baik.

- V. Materi Pembelajaran : Memahami Text Deskripsi
- VI. Teknik : Picture Word Inductive Model (Strategy)
- VII. Skill : Writing
- VIII. Langkah Pembelajaran
- e. Kegiatan Awal
- Salam
 - Berdoa
 - Mengabsen siswa
- f. Kegiatan Inti
- Guru memberikan pertanyaan kepada peserta didik mengenai materi yang telah dipelajari sebelumnya
 - Guru memperlihatkan sebuah gambar kepada peserta didik di papan tulis dan menginstruksikan untuk mendeskripsikannya bersama-sama
 - Membantu peserta didik menemukan kelas kata pada gambar
 - Mengajak peserta didik aktif di kelas untuk menuliskan kata yang mereka temukan pada gambar di papan tulis
 - Guru dan peserta didik mendeskripsikan gambar bersama-sama
 - Memberikan kesempatan kepada beberapa peserta didik untuk membacakan hasil deskripsi gambar
 - Memberikan penghargaan kepada peserta didik yang sudah membacakan teks deskripsi
- g. Kegiatan Penutup
- Menginstruksikan kepada peserta didik untuk menulis setiap kata yang telah ditemukan pada gambar
 - Membantu peserta didik membaca teks deskripsi dengan baik dan benar
 - Memberikan kesimpulan tentang materi yang telah dipelajari
 - Menutup kelas
- h. Sumber/Bahan/Alat
- Buku yang relevan

- Kamus
- Media gambar
- Spidol



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMK Negeri 4 Pinrang
Mata Pelajaran	: Bahasa Inggris
Kelas	: Xi
Pertemuan	: ketiga
Alokasi Waktu	: 2x45 Menit
Tema	: Describing Picture
Standar Kompetensi	: Berkomunikasi bahasa inggris setara level novice
Kompetensi Dasar	: Mendescripsikan benda-benda, orang, ciri-ciri dan waktu
Indikator	: <ol style="list-style-type: none">1. kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal, ukuran, bahan, jumlah dan kualitas.2. kata dirangkai dengan tepat untuk mendescripsikan orang yang terkait dengan profesi kebangsaan, ciri-ciri fisik, kualitas dan pekerjaannya.3. kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu.

Tujuan Pembelajaran :

5. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian.
6. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian dengan baik.

- IX. Materi Pembelajaran : Memahami Text Deskripsi
X. Teknik : Picture Word Inductive Model (Strategy)
XI. Skill : Writing

XII. Langkah Pembelajaran

i. Kegiatan Awal

- Salam
- Berdoa
- Mengabsen siswa

j. Kegiatan Inti

- Guru mengingatkan peserta didik mengenai materi pembelajaran yang telah dipelajari sebelumnya
- Membagi peserta didik kedalam 3-4 kelompok
- Guru membagikan gambar yang berbeda kepada setiap kelompok
- Menginstruksikan peserta didik untuk mengidentifikasi segala hal yang mereka lihat pada gambar
- Menuliskan setiap kata yang peserta didik temukan pada gambar
- Mengkalsifikasi setiap kata ke dalam kelas katanya masing-masing
- Setiap kelompok mendeskripsikan gambar yang telah mereka erima menggunakan kata yang telah mereka temukan dan kalsifikasikan sebelumnya
- Guru memberikan kesempatan kepada perwakilan setiap kelompok untuk membacakan hasil deskripsi mereka

k. Kegiatan Penutup

- Guru menjelaskan mengenai kesalahan umum yang ada pada tulisan setiap kelompok
- Memberikan kesimpulan tentang materi yang telah dipelajari
- Menutup kelas

l. Sumber/Bahan/Alat

- Buku yang relevan

- Kamus
- Media gambar
- Spidol



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMK Negeri 4 Pinrang
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI
Pertemuan	: keempT
Alokasi Waktu	: 2x45 Menit
Tema	: Describing Picture
Standar Kompetensi	: Berkomunikasi bahasa inggris setara level novice
Kompetensi Dasar	: Mendescripsikan benda-benda, orang, ciri-ciri dan waktu
Indikator	: <ol style="list-style-type: none">1. kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal, ukuran, bahan, jumlah dan kualitas.2. kata dirangkai dengan tepat untuk mendescripsikan orang yang terkait dengan profesi kebangsaan, ciri-ciri fisik, kualitas dan pekerjaannya.3. kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu.

Tujuan Pembelajaran :

7. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian.
8. Siswa dapat memahami deskripsi benda-benda, orang dan kejadian dengan baik.

I. Materi Pembelajaran : Memahami Text Deskripsi

- II. Teknik : Picture Word Inductive Model (Strategy)
- III. Skill : Writing
- IV. Langkah Pembelajaran
- a. Kegiatan Awal
- Salam
 - Berdoa
 - Mengabsen siswa
- b. Kegiatan Inti
- Guru merefresh ingatan peserta didik mengenai materi yang telah mereka pelajari sebelumnya
 - Membagikan sebuah gambar kepada setiap peserta didik
 - Memberikan kesempatan kepada peserta didik untuk memahami gambar yang telah dibagikan
 - Menginstruksikan kepada peserta didik untuk mendeskripsikan gambar yang mereka terima dengan cara yang telah mereka lakukan pada pertemuan sebelumnya
 - Guru memberikan kesempatan kepada beberapa peserta didik yang ingin membacakan hasil deskripsinya di depan kelas
 - Memberikan penghargaan kepada peserta didik yang telah membacakan deskripsinya dengan baik
- c. Kegiatan Penutup
- Guru mengumpulkan hasil tugas peserta didik
 - Memberikan kesimpulan tentang materi yang telah dipelajari
 - Menutup kelas
- d. Sumber/Bahan/Alat
- Buku yang relevan
 - Kamus
 - Media gambar
 - Spidol

CURRICULUM VITAE



Rita Sutra. The researcher is a Buginese. She is the second child from 4 siblings. She was born in the small village named Jampue on the second day of April 1997. Her father is a headmaster named Sutomo and will be retire next year, and her mother is a housewife named Rasnah. She has a twin and study in the same collage but different major.

She started her kinder garden at Raudathul Atfal Palirang on 2001 and finished on 2002. In the same year, she continued her study to elementary school at SDN 129 Maccobbu in regency of Pinrang and finished in 2008. Next, she continued her study to junior high school in SMPN 2 Pinrang and got bilingual class until she finished in 2011. Then, she continued her study to vocational high school in SMKN 4 Pinrang and took Administrasi Perkantoran major. After she finished her study in vocation high school, she continued to collage in IAIN parepare at 2015 and join in an organization, that is LIBAM IAIN Parepare and DEMA IAIN Parepare. The researcher completed her study by summited the skripsi under the tittle “The Use of Picture Word Inductive Model (PWIM) In Teaching Writing Descriptive Text at the Second Grade of Administrasi Perkantoran of SMKN 4 Pinrang.”