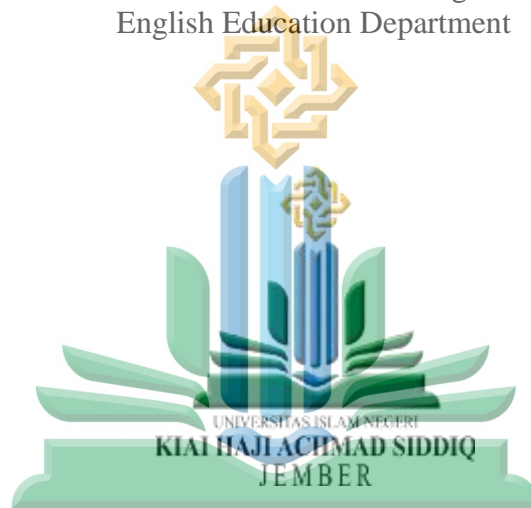


**THE USE OF TEACHING WRITING DESCRIPTIVE TEXT  
BY USING PICTURE WORD INDUCTIVE MODEL (PWIM)  
AT EIGHT GRADE OF MTS DARUS SHIBYAN**

**THESIS**

Presented to State University of Islamic Studies Jember  
in Partial to fulfil the requirements for Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty  
English Education Department



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
By:  
JWASIMATUR ROHMAH  
NIM: T20186088

**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIAH AND TEACHER TRAINING  
2023**

**THE USE OF TEACHING WRITING DESCRIPTIVE TEXT  
BY USING PICTURE WORD INDUCTIVE MODEL (PWIM)  
AT EIGHT GRADE OF MTS DARUS SHIBYAN**

**THESIS**

Presented to State University of Islamic Studies Jember  
in Partial to fulfil the requirements for Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty  
English Education Department



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**Approved By:**



**Nisuk Indrawati, M.Pd**  
NIP. 197802102009122002

**THE USE OF TEACHING WRITING DESCRIPTIVE TEXT  
BY USING PICTURE WORD INDUCTIVE MODEL (PWIM)  
AT EIGHT GRADE OF MTS DARUS SHIBYAN**

**THESIS**

It has been examined and approved by the board examiners in partial fulfillments of the requirement for the bachelor degree of education (S.Pd)  
Education and Teacher Training Faculty  
English Education Department

Day: Monday  
Date: June 26, 2023

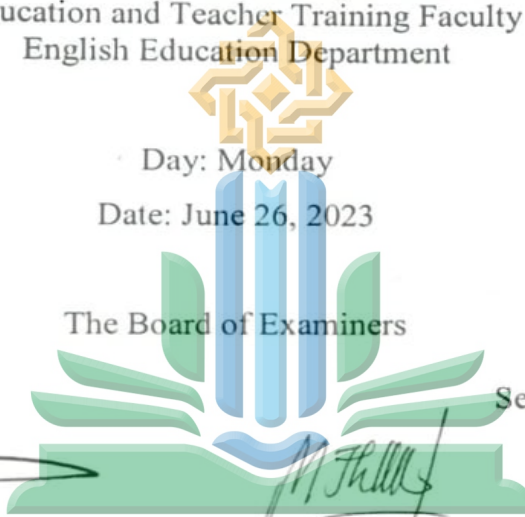
The Board of Examiners

Chairperson



**Dr. Indah Wahyuni, M.Pd.**  
NIP. 198003062011012009

Secretary



**Mega Fariziah Nur Hmaidroh, M.Pd**  
NIP. 199603202019052010

Members:

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R


1. Dr. Inayatul Mukarromah, S.S., M.Pd

(  )

2. Ninuk Indrayani, M.Pd

(  )

Approved by  
Dean of Education and Teacher  
Training Faculty of UIN KHAS Jember



**Prof. Dr. Hj. Mukni'ah, M.Pd.I**  
NIP. 196405111999032001

**MOTTO**

إِنَّ مَعَ الْعُسْرِ يُسْرًا<sup>1</sup>

**Verily, after hardship there is ease.**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

---

<sup>1</sup> Allama Abdullah Yusuf Ali, *The Holy Qur'an: Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), p.66

## DEDICATION

Praise and thanks to Allah who has given all the mercies and blessings.

The writer would dedicate this thesis to the people whom he loves yesterday, now and tomorrow ever after

1. My beloved parents. Mr Abdur Rochman and Mrs Hasmiyati' who have supported me, prayed for me in all day and night. Thank you very much mom and dad, thank you for a countess things, I love you all.
2. My beloved mentor Mr. Anang Gunawan who give me support to never give up.
3. All of my big family and all my friends in the world, thank you for the prayers and support, thank you for being my home
4. Last but not least, those who can not be mentioned one by one, who have supported the writer to finish this thesis

Finally, by reciting Alhamdulillah Rabbil Alamin, the writer has been success to finish her thesis according to the target time, nothing left or forgotten to do.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given his blessing and help so that the writer can finish this thesis entitled the use of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of MTS Darus Shibyan one of the requirements to gain bachelor degree in English Education program. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

In completing this thesis, the writer realizes that he cannot finish it without help, support, guidance, and assistance of so many participants. Therefore, he would like to express his gratitude to them who helped him in completing this thesis

1. Prof. Dr. Babun Suharto, SE., MM. as the rector of state Islamic university of Kiai Haji Achmad Siddiq Jember who has provided all campus facilities and activities in this collage
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the dean of teacher and training education faculty who has given approval to this research.
3. Dr. Rif'an Humaid, M.Pd.I. as the head of Islamic studies and language education program who has given permission and support to the researcher conducted the research
4. As'ari, M.Pd.I as the head of English education department in this university who has assented the title the researcher has chosen

5. All of the staff of library of UIN Khas Jember, thank you that helped the writer in finding so many references.
6. Mr. Anang Gunawan the Founder MTs Darus Shibyan who has permitted the researcher to conduct the research at that school.
7. Mrs. Citra. As The english tutor of MTs Darus Shibyan who has given the researcher much data and support in conducting this research.

Finally, all the good help that you all given to the author received a good reply from god. Needless to say, this thesis is still far for being perfect. The writer will accept gratefully every comment and suggestion



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Jember, 23 March 2023

Writer

## ABSTRACT

**Wasi'atur Rohmah, 2023:** *The Use of Teaching Writing Descriptive Text By Using Picture Word Inductive Model (Pwim) At Eight Grade Of Mts Darus Shibyan.*

**Key word:** teaching writing, descriptive text, pwim

Teaching writing Skill is a skill to inform, transfer, communicate or convey the ideas, thought, or a sentence by good the process of using symbols (letters of the alphabet, punctuation and spaces) be able to express their feelings and ideas in written form. Descriptive text is a text that describes a particular object in detail. So, as mentioned earlier, in this text, you will describe objects clearly. It can be size, color, shape, smell, and so on. PWIM was designed by Calhoun. Picture Word Inductive Model is a teacher-facilitated process, in which the teacher directs children to find words from a picture, increase the number of words in the sights and write their vocabulary, formulate phonetic and structural principles, and finally apply observation analysis and logical thinking to read and write them.

The research questions in this research were: 1.how is the use teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan ?. 1) how is the lesson plan writing skills descriptive teaching text pwim method in kls 8 mts darus shibyan? 2) how is the material of picture word inductive model (pwim) strategy on the ability to write descriptive texts for class viii students of mts darus shibyan? 3) how is media teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan? 4) how is assesment teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan?

This research used qualitative research. The participants were the English teacher and students at Eight class, of MTs Darus Shibyan-Balung- Jember. The data collection methods that have been used were observation, interview and document review. To valid the data, the researcher also used source triangulation and techniques triangulation.

The result of this research were: 1. To build easy learning of writing skills  
1) The lesson plan like usually but the media and model use picture. 2) use daily vocabularies and descriptive text 3.) description a subject, games about subject, material about subject assessing writing 4.) the teacher give some by describing pictures in written form in front of the class after discussing with other students and then being assessed based on the scoring rubric that has been prepared.



## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>APPROVAL SHEET .....</b>	<b>ii</b>
<b>EXAMINERS APPROVAL SHEET .....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDIXS .....</b>	<b>xii</b>
<b>CHAPTER I.....</b>	<b>1</b>
A. Background of The Research.....	1
B. Research Questions .....	3
C. Objective of Research .....	4
D. Research Significant.....	5
E. Definition of Key Term.....	5
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>7</b>
A. Previous Research .....	7
B. Theoretical Framework .....	14
<b>CHAPTER III METHODOLOGY .....</b>	<b>31</b>
A. Research Design.....	31
B. Research Subject .....	31
C. Source of data.....	32
D. Data Collecting Technique.....	32
E. Instruments validity.....	34
F. Data Analysis Technique .....	35

G. Research Step .....	36
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....</b>	<b>38</b>
A. Description of the reaseach object .....	38
B. Findings.....	40
C. Discussions.....	46
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>49</b>
A. Conclusion .....	49
B. Suggestion.....	50
<b>REFERENCES.....</b>	<b>51</b>
<b>APPENDIXS</b>	



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF TABLES

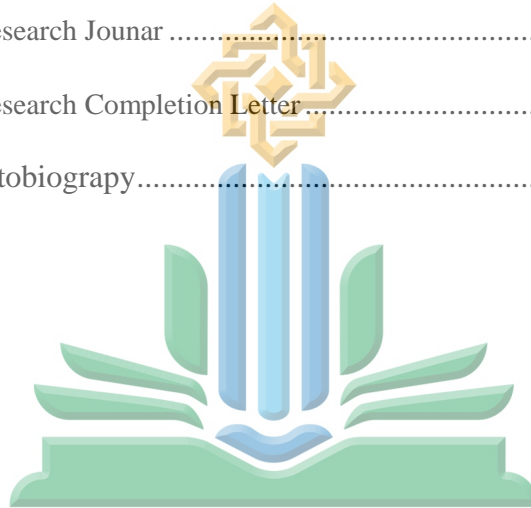
2.1 Similarities and Differences Previous Research and This Research....	12
--	----



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDIXES

Appendix 1 : Matrix Of Research.....	54
Appendix 2 : Lesson Plan.....	56
Appendix 3 : Research Activities .....	61
Appendix 4 : Interview guidelines.....	62
Appendix 5 : Research Permission.....	66
Appendix 6 : Research Jounar .....	67
Appendix 7 : Research Completion Letter.....	68
Appendix 8 : Autobiograpy.....	69



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

# CHAPTER I

## INTRODUCTION

### A. Background of the research

Teaching Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Writing is a difficult subject, as Tribble said that for now we can accept that writing is a difficult language skill to master. Furthermore, where relatively few people are required to be proficient. This means that writing is a difficult skill, because writers need skills on how to write words correctly, how to organize and organize these words into sentences that should have meaning according to grammatical rules.<sup>2</sup> As Raimes said that writing also strengthens grammatical structures, idioms and vocabulary.<sup>3</sup>

Knowledge writing is one of the English competencies that must be mastered by students. In writing, students must be able to express their feelings and ideas in written form. For some students who are passive, writing may be the most suitable learning method, because not all participating students have the skills to express their ideas spontaneously, only a few of them choose to write rather than speak. Hermer stated that in an educational context, it should also be remembered that most of the exams, whether foreign language skills or other skills tests, are often rely on students' writing ability

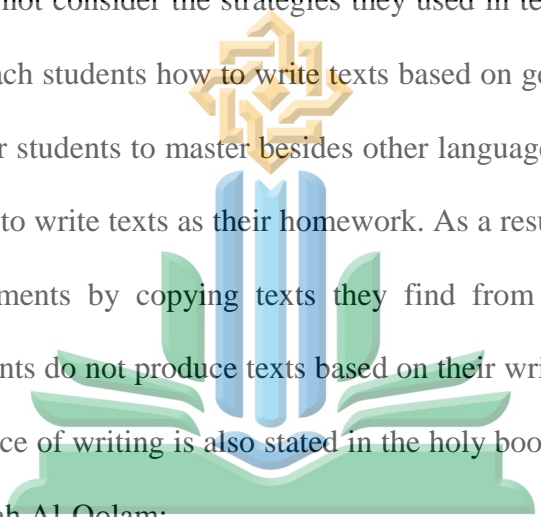
---

<sup>2</sup> Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.3

<sup>3</sup> Ann Raimes, *Techniques and Teaching Writing*, (New York: Oxford University Press, 1987) p.3

to measure their knowledge

The writing process is a series of steps to help someone write a paper. It's like using a map to get to an unfamiliar place. The writing process is generally divided into four stages. Maley noted that writing has a certain process that results in successful writing. The process is prewriting, drafting, revision, and editing. This stage is usually used as a writing process. In addition, the teachers did not consider the strategies they used in teaching writing. Teachers rarely teach students how to write texts based on genres where this is also important for students to master besides other language skills. Teachers often ask students to write texts as their homework. As a result, most students complete assignments by copying texts they find from the internet. In other words, students do not produce texts based on their writing abilities. In Islam, the importance of writing is also stated in the holy book Al-Qur'an in the first verse of Surah Al-Qolam:


  
 UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER  
 الَّذِي عَلَّمَ بِالْقَلَمِ , عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَم  
 (Essence) who teaches (humans) by means of qalam, teaches humans  
 what (it) does not know (QS. Al-Alaq: 4-5)<sup>4</sup>

Qolam in this verse means as a pen used to write knowledge. This means that everyone who will write, will carry out a thought process to produce ideas in writing so that the me

aning and purpose can be understood. Writing according to the School-Based Curriculum is one of the skills taught in class VIII of junior

---

<sup>4</sup> Allama Abdullah Yusuf Ali, *The Holy Qur'an: Arabic Text with English Translation* (New Delhi: Millat Book Centre, 2006), p.444

high school. Teaching writing aims to make students able to master functional texts and monologue texts or descriptive paragraphs and procedures. In addition, based on the Competency Standards and Basic Competency, Grade VIII students are expected to be able to express meaningful ideas in functional texts (instructions, short notices, and warnings) and monologue texts (descriptive and procedural texts). functional text (instructions, short notices, and warnings) and monologue texts (descriptive and procedural texts). But in reality there are still many students who have difficulty writing down what is in their ideas, thoughts and ideas. In fact, the fear of writing wrong is also experienced by the eighth graders of MTs Darus Shibyan which causes children to be lazy to write, especially in writing descriptive texts. From this statement it is very clear that teachers need renewal in learning strategies so that children become more enthusiastic about learning. Based on the problems faced, the authors want to examine “the use of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan”.

## B. Research Question

Based on background of study above, the research is conducted focusing on:

1. General Research Question: “How is the use of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan? “
2. Specific Research Question:

- a. “ How is the Lesson Plan of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan? “
- b. “ How is the material of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan? ”
- c. “How is the media of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan? ”
- d. “How is the asesment of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan? ”

### C. Research Objective

Based on the research question above, the research objective of this research is stated as follows:

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

use of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan is.

1. Lesson Plan of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan.
2. The material of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan.
3. The media of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan.



4. The assessment of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan.

#### **D. Research Significance**

The research was expected to give some benefits for the institution of MTs Darus Shibyan.

##### 1. Theoretically

This research gives information for the English teachers about the influence of picture word inductive model strategy toward students' descriptive text writing ability, and also to give information for further research.

##### 2. Practically

It could be easier for teacher in teaching and learning process and also it could be a reference for all English teachers in English teaching.

They can get other way to make students understand better about English writing skills.

#### **E. Definition of Key Term**

Key term clarified the meaning of elements in this research in order to avoid misinterpreting on the concept that would be used in this research. The term that will be used, as follow :

##### 1. Teaching writing skills

Teaching writing Skill is a skill to inform, transfer, communicate or convey the ideas, thought, or a sentence by good the process of using symbols (letters of the alphabet, punctuation and spaces) be able to ex-

press their feelings and ideas in written form.

## 2. Descriptive text

Descriptive text is a text that describes a particular object in detail. In Indonesian, descriptive text is a text that describes a particular object in detail. So, as mentioned earlier, in this text, you will describe objects clearly. It can be size, color, shape, smell, and so on.

## 3. PWIM (Picture Word Inductive Model)

PWIM was designed by Calhoun. Picture Word Inductive Model is a teacher-facilitated process, in which the teacher directs children to find words from a picture, increase the number of words in the sights and write their vocabulary, formulate phonetic and structural principles, and finally apply observation analysis and logical thinking to read and write them. This model helps students discover some vocabulary through what they read and see, as well as the vocabulary they write, and also discover the phonetic and structural principles present in words.

The purpose of using PWIM is to develop vocabulary, concepts about words, sentences and paragraph structures. The strength of using this strategy is that it will help build vocabulary and writing skills.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous reasearch

In this study, there were some similarities and differences between this research and four previous researches.

First, the thesis was written by Pradani Yuniyarsih (2014) entitled “Using Picture Word Inductive Model (Pwim) To Teach Junior High School Students In Writing A Descriptive Text”. His research to describe about about the use of the Picture Word Inductive Model as one of the learning strategies used to learn descriptive text writing skills in English lessons. The advantage of the Picture Word Inductive Model strategy is that it gives students examples of real pictures of places to study descriptive texts by building a framework for making good and interesting descriptive texts. The result showed that the learners can find that teaching writing a descriptive text by using the Picture Word Inductive Model (PWIM) strategy seems more effective, enjoyable and useful for students. In this strategy, they can do several interesting activities to support their teaching and learning process in writing. Second, the Journal was written by Devi Suraya (2017) entitled “The Effect Of Using Picture Word Inductive Model On Teaching Descriptive Text Writing.” The use of the PWIM technique emphasizes how students recognize words by looking at the pictures the teacher has provided. This research aims to determine the effect of Picture Word Inductive Model on teaching descriptive text writing in class X SMA Negeri 2 Sungai Raya KubuRaya. The

research method used is a quasi experiment with research design pretest-posttest non-equivalent group design. Sample In this study, there were 20 students for the experimental class and 20 students for the class control. The use of PWIM has an impact on teaching descriptive text writing, the effect of the treatment is considered to have a strong effect and there are differences which is significant from the t-test. The similarities of this research was the both researches had the same topic that was about wreatng skills. And the difference of this research was the student's difficulty in presenting academic writing was done in formal education while this research was done in non-formal.

The third, the thesis was written by Suheniati(2017) entitled "The Effectiveness of Picture Word Inductive Model (PWIM) in Writing Descriptive Text of the Seventh Grade Students of SMPN 1 Kunjang Kediri. Her research to describe about The study is aimed at investigating the effectiveness of using Picture Word Inductive Model (PWIM) in teaching writing descriptive text. The researcher used Quasi-experimental design as the research design. This study is included in quantitative research, because the researcher used some numerical data which is analyzed statistically. This research was conducted for the seventh grade students of SMPN 1 Kunjang, Kediri in the academic year of 106/2017 as the subject. The researcher, took 88 students as a sample which taken from two classes, VII-A class as experimental group which consist of 44 students and VII-B class as control class which consist of 44 students. The researcher used test as instrument of this research. Those tests are pre-test and

post-test. Pre-test was given before treatment and post-test was given after the treatment. The collected data was analyzed by using ANCOVA in SPSS 22.0 version for windows. The results of data analysis showed that the mean score of the experimental group in pre-test is 59.84, and the control group is 59.65. In the posttest, the mean score of the experimental group is 74.09 while the control group is 67.63. Then the result of ANCOVA shows that the distribution of dependent variable is normal that is  $p (0.076 > 0.05)$ . Then the homogeneity variance of both groups is equal that is  $p (0.854 > 0.05)$ . There is no interaction between pre-test and group, as evidenced by  $p (0.171 > 0.05)$ , and there is relationship between pre-test and post-test, as evidenced by  $p (0.001 < 0.05)$ . In the test result between subject effect, the significant is less than 0.05,  $P (0.000 < 0.05)$ . From the result, we have enough evidence to reject the null hypothesis. So, it can be concluded that using Picture Word Inductive Model (PWIM) is effective in teaching writing to the seventh grade students of SMPN 1 Kunjäng Kediri. The similarities of this research was to find out the learning strategies in writing Skill. The differences were the object of research and the subject of research.

The fourth, a thesis Written By Nurleni “The Influence Of Using Picture Word Inductive Model (Pwim) Strategy Toward Students’ Descriptive Text Writing Ability At The Second Semester Of The Eighth Grade Of Smp Al Huda Jatiagung Lampung Selatan In The Academic Year Of 2017/2018”. The research found that The students writing skill of SMP Al-Huda Jatiagung was still low especially in writing descriptive text. Some strategies were need-

ed by teacher to overcome that problem. One of strategies was Picture Word Inductive Model (PWIM) Strategy. The objective of this research was to know whether the use of Picture Word Inductive Model strategy influence for teaching writing of descriptive text at the eighth grade of SMP Al-Huda Jatiagung in the academic year of 2017/2018 or not. Quasi experimental design was used in this research. The population was eighth grade of SMP Al-Huda Jatiagung. The total sample in this research was 65 students that were taken from two classes, VIII A and VIII B, by using Cluster Random Sampling. In collecting the data, the instrument was descriptive writing test. After giving the post-test, the data was analyzed by using normality and homogeneity test.

After testing the hypothesis, the result was that there was a significant influence of using picture word inductive model strategy toward students' descriptive text writing ability at the eighth grade of the second semester at SMP Al-Huda Jatiagung Lampung Selatan. From the data analysis computed by using SPSS, it was obtained that  $\text{Sig. } P_{\text{value}} = 0.000$  and  $\alpha = 0.05$ . It means  $H_a$  was accepted because  $\text{Sig. } P_{\text{value}} < \alpha = 0.000 < 0.05$ . In other words, from this research it was known that picture word inductive model strategy influence the students' descriptive text writing ability. So, there was influence of using picture word inductive model strategy toward students' descriptive text writing ability at the eighth grade of the second semester at SMP Al-Huda Jatiagung Lampung Selatan.

The similarities of this research is the both researches have the same topic that is about writing skill, and the researcher had the same focus research

PWIM. The differences of the research were; the research focused on the teaching not to the learning process that meant as what teachers should do, the research was done on the formal school not informal school. And The Five Journals written by Desy Oktafian (2021) the title is Improving Students' Writing Skills In Descriptive Text Using Picture Word Inductive Model (Pwim) Strategy. The problem that about in writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination. (Herizal 2015). A good method, strategy, or technique in teaching can help the students in master the lesson. There are a lot method, technique, or strategy for getting English teaching effectively. The study want to use a strategies in the teaching writing descriptive text for students in Junior High School that is using PWIM strategy. Picture Word Induction Model (PWIM) is an inquiry oriented strategy that includes explicit instruction and structured inductive activities. The similarities of this research is the both researches have the same topic, and the researcher had the same focus research PWIM. The differences of the research were focused to develop reading and writing skill. The strategy with Classroom Action Research (CAR) as a method of study. The skills in writing descriptive text of students could be improved by using PWIM strategy. This could be proven from the study conducted by the writers used Classroom Action Research (CAR) in two cycles. Writers can prove improvement the ability of students from the results of pretest, posttes 1, and posttest 2 which shows

the improvement in students ability. And by teaching used PWIM strategy students are also interested in learning writing descriptive text.

**Table 2.1**  
**Similarities and Differences**  
**Previous Research and This Research**

No.	Title of Research	Similarities	Differences
1	2	3	4
1.	Thesis is written by Pradani Yuniyarsih (2014) entitled "Using Picture Word Inductive Model (Pwim) To Teach Junior High School Students In Writing A Descriptive Text".	<ul style="list-style-type: none"> <li>The similarities of this research the activities of English learning process in Improving Students' writing Skill is done in the classroom activity and out of the classroom activity in non-formal education.</li> <li>Both researchers use the same methodology that is qualitative research.</li> </ul>	<ul style="list-style-type: none"> <li>The differences from this the new study of the research. The researcher tries to analyze the students' problems in writing English Language. while this research to know the teaching process in learning writing skill by English PWIM</li> </ul>
2.	The Journal is Written by Devi Suraya (2017) entitled "The Effect Of Using Picture Word Inductive Model On Teaching Descriptive Text Writing."	<ul style="list-style-type: none"> <li>The similarities of this research are; the both researches have the same important topic that is about Writing Skill.</li> </ul>	<ul style="list-style-type: none"> <li>The previous research uses Presenting the Academic writing Presentation while this research use the English in learning writing Skill,</li> <li>The research focuses on the formal side of the education process not to informal education, while this research uses</li> </ul>



No.	Title of Research	Similarities	Differences
1	2	3	4
3.	Thesis is written by Suheniati(2017) entitled “The Effectiveness of Picture Word Inductive Model (PWIM) in Writing Descriptive Text of the Seventh Grade Students of SMPN 1 Kunjang Kediri”.	<ul style="list-style-type: none"> <li>The similarities of this research is to find out the learning strategies in English Writing Skill</li> </ul>	informal education process. <ul style="list-style-type: none"> <li>Previous research describe about de-cribe about The study is aimed at investigating the effectiveness of using Picture Word Inductive Model (PWIM) in teaching writing descriptive text while this research talk about the teaching a strategy PWIM in learning English writing process.</li> <li>The previous re- search was con- ducted in Interna- tional standard school SMK N 1 Pacitan while this research conduct- ed in MTs Darus Shibyan</li> </ul>
4	A Journal Written By Nurleni “The Influence Of Using Picture Word Inductive Model (Pwim) Strategy Toward Students’ Descriptive Text Writing Ability At The Second Semester Of The Eighth Grade Of Smp Al Huda Jatiagung Lampung Selatan In The Academic Year Of 2017/2018”.	<ul style="list-style-type: none"> <li>The both re- searches have the same topic that is aboutwriting skill.</li> <li>The researcher has the same focus research of the students learning Eng- lish speaking.</li> </ul>	<ul style="list-style-type: none"> <li>The research only focuses on the teachers’ strategy in teaching Eng- lish writing while this research only focuses on how to pwim give effctive or not when pro- cess.</li> <li>The research re- search conducted in The Eighth Grade Of Smp Al Huda Jatiagung Lampung Selatan</li> </ul>

No.	Title of Research	Similarities	Differences
1	2	3	4
			In The Academic Year Of 2017/2018”. While this research in Eight grade MTs Darus Shibyan.
5	A Journals written by Desy Oktafian (2021) “the title is Improving Students’ Writing Skills In Descriptive Text Using Picture Word Inductive Model (Pwim) Strategy”.	<ul style="list-style-type: none"> <li>. The similarities of this research is the both researches have the same topic, and the researcher had the same focus research PWIM</li> </ul>	<ul style="list-style-type: none"> <li>The differences of the research were focused to develop reading and writing skill while this research focus on writing skills.</li> </ul>

By comparing the similarities and differences between the previous and this research, it could be seen that the novelty of this research was focused on How to use PWIM to improve Writing skills Eight students in MTS Darus Shibyan Balung- Jember.

## B. Theoretical Framework

### 1. English Language Teaching

English Language Teaching, is all about helping people learn English. There are many different ways to teach English, and many different reasons why people want to learn it. Some people learn English for work, or for travel. Others learn English for school, or to be able to speak with family and friends who speak English. No matter the reason, ELT can help people learn the language they need.

The term ELT is abbreviated as extract, load, and transform – the steps data pipeline takes to convert data from a source system into a target

system, such as a cloud data warehouse. ELT, as opposed to extract, transform, and load (ETL), is a modern process. In order to process data, it must first be transformed in an extremely time-consuming and resource-intensive manner. Liv Up, a Brazilian food tech startup, demonstrates the effectiveness of ELT in a data warehouse. Liv Up recently enlisted the help of Stitch to streamline data replication. The amount of data Stitch extracts and loads every week is reduced by 8 hours.

#### The Importance Of Elt

It is a data integration process that transfers raw data from a source server to a data system (such as a data warehouse or data lake) on a target server and then prepares the data for downstream uses.

A ELT process can help improve data quality in downstream applications by transferring data across the network. Furthermore, ELT can assist in ensuring that the data is well-suited for use in downstream applications by preparing it for a variety of formats and systems.

In addition, ELT can improve the quality of English language instruction.

ELT can help teachers improve their understanding of the English language and their ability to teach by transferring data. Furthermore, ELT can assist teachers in better understanding the needs of their students and tailoring their teaching to meet those needs.

There are numerous reasons why ELT is important. Investing in an ELT program will allow you to improve the quality of your data and the quality of your English language teaching. Actually in teaching writing.

According to Jeremy Harmer, “Writing is used for a wide variety of purposes it is produced in many different form.”<sup>5</sup>

## 2. Writing

### a. The Definition Of Writing Skills

Many definition of writing have been proposed by language. Writing is language skill that involves language production and therefore often referred to as productive skill. Writing is one the ways to convey the ideas into written form, which arrange the word into good ideas in text. Writing is the skill of a writer to communicate information to reader. Raines states that writing is a skill in which we express ideas which are arranged in words, sentence, and paragraph by using eyes, brain, and hand<sup>6</sup>. When we write, our mind get an idea and express the idea by symbols letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the on formation or tell the reader about their idea by using writing. It can be said that writing is skill to express the idea and thought on their mind in writing form. Based on the definition of writing above, writing is an activity or process to express the idea in written form. When we write, our mind get an idea and express the idea by symbols letter that is arranged to be word form and the word is arranged to be sentence form, so that the writer can give the on formation or tell the reader about their idea by using writing. It means that writing is skill to ex-

<sup>5</sup> Jeremy Harmer, *How to Teach Writing* (England: Longman, 1988), P.4

<sup>6</sup> Ann Raines, *Technique in Teaching Writing*, (London: Oxford American English, 1983), p.3

press the idea and thought on their mind and students can get the information in writing form. Types of Writing

In English we can find types of writing. Each of these writing has its own characteristics and functions. The students of junior high school should have knowledge of the writing text. Donald divides types of writing into four kinds, which are:<sup>7</sup>

#### 1) Exposition

Exposition is an explanation. It does not argue although exposition can form part of an argument. It does not tell a story though might explain something essential to tell a story. Tricia defines, “exposition is writing that informs, clarifies, defines, analyze, or otherwise treats a subject by letting the reader. It often answers the question what, why, how”.

#### 2) Persuasion

Persuasion is used in persuading and convincing. Persuasion is used to make a case or to prove or disapprove a statement or proportion.

#### 3) Description

Description tells how something looks or feels or sounds. It describes features such as sizes, shapes, color, sounds, etc. Alan Meyers states that a description of a scene allows the readers to see, hear, or even feel the subject matter clearly, through careful word choice, strong details, and clear organization, people creates a men-

---

<sup>7</sup> Donald Hall, *Writing Well*, (Boston: Little Brown and Company, 2001), p.223

tal picture for the readers.<sup>8</sup>

#### 4) Narrative

Narrative is telling a story-by chronological order. Narrative can belong to exposition, as describes the phases the moon. Narration may help in argument, anecdote or exposition.

Hyland divides in her book, there are some factual genres.<sup>9</sup>

- a) Recount: The purpose to reconstruct past experiences by re-telling events in original sequence.
- b) Procedure: The purpose to show how processes or events are accomplished - how something is done.
- c) Description: The purpose to show how processes or events are accomplished - how something is done.
- d) Report: The purpose to present factual information about a class of things, usually by classifying them and then describing their characteristics.
- e) Explanation: The purpose to give reasons for a state of affairs or a judgment.

Writing is not only putting the sentences into a paper, but there are some purposes of writing. Based on Grenville, there are some purposes of writing:

<sup>8</sup> Alan Meyers, *Gateway To Academic Writing*, (New York: Pearson Education, Inc, 2005), p.60

<sup>9</sup> Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.20

## a) Entertain

The writing does not necessarily make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so-called imaginative writing or creative writing. Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

## b) Inform

The writing tells the reader about something. These kinds of writing can also be entertaining in the sense that they are good to read, and also entertaining the reader is not their main purpose that's just a bonus. Examples of writing to inform are newspaper articles scientific or business reports, instructions or procedures, and essays for school and university.

## c) Persuade

The writing attempts to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include the opinion, but as part of a logical case backed up with evidence, rather than just as an expression of the feelings. As the explanation above, the writer concludes the purpose of writing is the expression the ideas, convey a message to reader, so the ideas themselves should arguably be seen as the most important aspect of the writing.

Based on the explanation above, the types of writing according Donald is exposition, persuasion, description, narrative and then according Hyland type of writing is recount, procedure, description, report and explanation. Whereby, in this research the researcher focuses on the descriptive text, it will be conducted in MTs Darus Shibyan based on syllabus on eighth grade, the students learn about descriptive text.

Descriptive text refers to the senses, it tells how something looks, feels, smells, tastes, and sounds. A good description is a word pictures; the reader can imagine the object, place, or person in his or her mind. Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination. It can be concluded that descriptive text provides an illustration of people, places, events, situations, thoughts, and feelings. Blanchard & Root state that writing a description is like creating a picture using words. The most important in description is to make it in a good description through specific detail that create appropriate with the picture.

#### **b. Concept of Descriptive Text Writing Ability**

Writing ability is the skill to express ideas, thoughts, and feeling to other people on written symbols to make other people or readers understand the ideas conveyed. It means that is a way of sharing personal meanings and emphasizes the power of the personality to con-



struct someone's view based on a certain topic.

Descriptive text in writing skill is process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and it is used to inform audience about how something or someone looked or persuade an audience to see something from the writer point of view. Descriptive text is the text that described information an object. It means that in descriptive text is an activity to explain about objects. Usually we use descriptive to describe or to make a description about certain place, person, or things. In descriptive writing, actually we are painting a picture with words. They are word that appeals to one of our five senses, sight, smell, touch, taste, or hearing. Descriptive is saying what somebody or something is like<sup>10</sup>. It means that in describing an object, it is better to give the details description in a form of concrete and specific. Moreover, in writing descriptive, it is often important for the readers to be able to see in their mind the object being described. It means that we must try to make the description well-organized. In this case, writing ability is needed by the author. From this statement, it is stated clearly that in writing descriptive paragraph, the words showed must be clear, moreover descriptive details make the description more interesting. The communicative purpose of descriptive text is to describe the characteristics of an object; it can be a person, a place or a thing. It can be

---

<sup>10</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p.357

seen that descriptive writing is easy to practice, if the students understand about the object because descriptive only consists of identification and description. In addition, Pardiyono says that to make the descriptive text clear, the students must implement the important part of descriptive besides the genre, they are:<sup>11</sup>

**1) Communicative purpose;** description is a type of written text, which has the specific function to give description about an object.

**2) Rhetorical structure**

The rhetorical structure is the part of the text. Each part has its own function. In other words, the rhetorical structures are the elements existing in the text. The rhetorical structures of the descriptive text are:

Identification: it is a statement or a short paragraph that identifies the object that is going to describe. It is usually interesting and able to provide the readers to be eager to read the text. Based on the explanation above, descriptive text writing ability is ability to produce a written language in the form of the text that describes a particular person, place or thing clearly and systematically which fulfills such criteria of task fulfillment as content, organization, vocabulary, language, and mechanics.

---

<sup>11</sup> Pardiyono, *Teaching Genre Based writing*, (Yogyakarta: ANDI OFFSET, 2009), p.122

### c. Concept of Picture Word Inductive Model (PWIM) Strategy

#### 1) Definition of Picture Word Inductive Model (PWIM) Strategy

Picture Word Inductive Model is designed to teach reading, writing, and the language system<sup>12</sup>. Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their descriptive writing based a picture. Picture Word Induction Model (PWIM) is an inquiry oriented strategy that includes explicit instruction and structured inductive activities. It is focused to develop reading and writing skill. In other words, Picture Word Induction Model (PWIM) supports the students learning of sight words which include expanding their speaking vocabulary into a reading and writing vocabulary. As final process, this strategy leads the students into the writing of titles, factual sentences, and paragraph building. The intent of the PWIM strategy is to capitalize on students' ability to think inductively and generalize the basis structural and phonetic analysis. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structures. Because of that, this strategy can help the students in writing process. Through this strategy, students can

---

<sup>12</sup> Calhoun, Emily F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999), p.21

compose their writing from the basic aspect such as vocabulary. In Islam, to make students enjoyable and think freely what they want to write and help them to generate the idea in the process of writing dealing with their own experiences. Based on the explanation above, Picture Word Inductive Model (PWIM) strategy is strategy to teach writing that includes explicit instruction and structured inductive activities. Through this strategy, can help the students to compose their writing from the basic aspect such as vocabulary and they will be easier to develop their descriptive writing based a picture. So, this strategy can help the students to solve their problems in writing, especially in writing descriptive texts.

## 2) Procedure of Picture Word Inductive Model (PWIM) Strategy

Following steps are the procedure of Picture Word Inductive Model strategy:

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

ing words) to emphasize with the whole class.

- f) Read and review the picture word chart (say the word, spell it, say it).
- g) Add words, if desired, to the picture word chart and to the word banks.
- h) Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
- i) Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
- j) Read and review the sentences and paragraphs.

Here the example of Picture Word Inductive Model strategy:



Based on the statement above, the steps of using Picture

Word Inductive Model strategy are students select a picture, identified what their see in the picture, label the picture parts in word chart identified, make a sentence from the word chart and make a text from that picture.

### **3. Procedure of Teaching Descriptive Text Writing Using PWIM Strategy**

#### **a. Pre-teaching activity**

The purpose of this stage is to stimulate the background knowledge of the students and prepare them to the topics that will be given to them. The process of pre-teaching activity is usually done by showing pictures or asking question to them related to the topic, hoping that they would get better understanding and have an expectation of what is going to be learnt. The way of conducting pre-teaching may differ from one teacher to others depending on the teaching style and the choice of media available in the school. In this stage, the teacher is expected to bridge the student's mind with the topic being discussed. The possible activity can be brainstorming where the teacher invites the students to refresh their brain and talk many things and say the knowledge that has relationship with the topic.

#### **b. Whilst-teaching activity**

In this stage, the teacher introduces a text. There are several steps in whilst-teaching. The teacher shows and gives each student the pictures. After that, the teacher asks the students what are they see in

the pictures. Then, the teacher and the students are labeling the picture. After that, the teachers give an example of sentence based on the words in labeling and write it on the white board. Then, the teacher gives an example of descriptive text based on the pictures. Based on the text, the teacher explains about the social function, generic structure and language features of descriptive text. Next, the teacher tells the social function of descriptive text is to describe a particular person, place, and thing. Then, the teacher explains about the generic structure of the descriptive text are identification which introduces the general information and description which introduces about the qualities, parts, and characteristic.

After that, the teacher explains about language features of the descriptive text. The first is focus on specific participants. The second one is using adjective or adverb to explain noun. In descriptive text, the writer will describe a thing in particular. The description should be detail and clear enough to be seen, heard, or felt. So, some adjectives or adverb are used to explain noun. The third one is use simple present tense. Simple present tense is used in writing a descriptive text because everything that should be described is true. Finally, use attributive and identifying process. The use of attributive process is to assign the quality of something and the use of identifying process is to identify something. The teacher gives an example about descriptive text.

### c. Post-teaching activity

In this stage, the students are assigned to create a new descriptive text by themselves as the student's assignment. They will write a descriptive text based on the picture that they have chosen. Here are some steps in post-teaching activity: The teacher indicates the picture, and the students must identify what they see in the picture. The teacher asks to the students to write the vocabulary and make a label in that picture. Then, the teachers read and review the picture word chart.

The teacher asks students to read the words and classify into a variety of groups. The teacher students into creating a title for the picture word chart. And the teacher asks the students to make a descriptive text based on the picture wordchart. And the end, the teacher asks the students to collect their descriptive text.

In the procedure of teaching descriptive text above, the teacher gives the strategy of Picture Word Inductive Model (PWIM), discussing together with the students. As a teacher, we have to prepare or plan the materials. As an organizer, teacher has to organize the class well, because the students will make noise when they show the picture or asking the question. As a motivator, the teacher is expected to grow up and keep the students' interest in studying.<sup>13</sup>

---

<sup>13</sup> Pradani Yuniyarsih, *Using Picture Word Inductive Model (PWIM) Strategy to Teach Junior High School Students in Writing a Descriptive Text*, 2014



#### 4. Advantages and Disadvantages of Picture Word Inductive Model (PWIM) Strategy

##### a. Advantages of Picture Word Inductive Model (PWIM) Strategy

According to Calhoun, there are several advantages of using PWIM strategy:

1. Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
2. Students hear and see letters identified and written correctly many times.
3. Students hear the words spelled correctly many times and participate in spelling them correctly.<sup>14</sup>

##### b. Disadvantages of Picture Word Inductive Model (PWIM) Strategy

There are several disadvantages using PWIM strategy as follows:

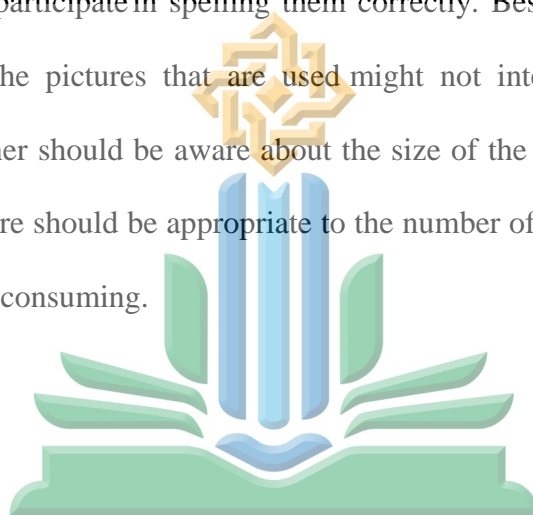
- 1) The pictures that are used might not interest the students.
- 2) The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class.
- 3) The model is time consuming.

Based on the statement above, Picture Word Inductive Model has some advantages and disadvantages, the advantages are the stu-

---

<sup>14</sup> Calhoun, Emily F, *Loc. Cit*

dents hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary, the teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery). The students hear and see letters identified and written correctly many times, and the students hear the words spelled correctly many times and participate in spelling them correctly. Besides, the disadvantages are the pictures that are used might not interest the students. The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class. The model is time consuming.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER III

### RESEARCH METHOD

#### A. Research Method

This research was a qualitative research in implementing case study as the methodology of research. It aimed to know about something in depth, focused on single unit, such as one individual, one group, one organization or one program. Qualitative research is research about a person's life, stories, behavior, and also about the function of organizations, social movements or interrelationships. And this research usually uses descriptions in the form of words and language, in explaining the problem.<sup>15</sup>

While the kind of the research was qualitative descriptive research. It meant that the research method was directed to describe clearly and deeply the social reality and various phenomena that occurred in society, in order to obtain a complete picture of the characteristics, character, nature, and model of the phenomenon.<sup>16</sup>

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

The Qualitative Descriptive research was to describe the activities of English class in Learning of writing Skill at MTs Darus Shibyan.

#### B. Research Subject

Research subjects were informants who were used as data sources to report data sources that were related to the research focus. The description included what data you wanted to obtain, who wanted to be an informant or research subject, how the data would be sought and captured so that its validity

---

<sup>15</sup> Drs. Salim, M. Pd. & Drs. Syahrums, M. Pd. *Metode Penelitian Kualitatif*. Citapustaka Media, Bandung, 2012, Hal. 16

<sup>16</sup> Wina Sanjaya, *Penelitian Pendidikan*, (Jakarta: Kencana, 2013) 47

could be guaranteed.

This research used purposive sampling technique. This technique was choosing research subject based on consideration and a specific purpose. Below was the research subject that has been decided:

1. Teacher of the English Lesson
2. Student's of Eight Class in MTs Darus Shibyan

### C. Source of data

Information data in this research were from:

1. Primary data

Primary data was data collecting method which is directly implemented to the object by using interview, questioner and observation that consisted of research variable statement. The primary data sources of this research were the founder of MTs Darus Shibyan, English Teacher and students of Eight Class in MTs Darus Shibyan.

2. Secondary data

Secondary data was collected data indirectly from all sources as the supported data. Collected data which got from other sources instead from the researcher is called secondary data.

### D. Data Collecting Technique

In this research, the research was the research instrument. The technique used to collect many various data was:<sup>17</sup>

---

<sup>17</sup> John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223

## 1. Observation

Observation was the collection of data through the use of human senses. In some natural condition, observation was the act of watching social phenomenon in the real world and recording events as they happened.

The researcher observed the location where the research was carried out. The purpose of this observation was to know how the students learning process in the English course program. By using the observation the researcher could know a description of the students' behavior, learning process, natural phenomenon, problems and how to solve them. The observation was used when the object of research was human behavior, work process, natural phenomena and small respondent.<sup>18</sup>

## 2. Interview

According to Gorden Interviewing was conversation between two people in which one person tried to direct the conversation to obtain information for some specific purpose. It was done by dialogue orally either directly or indirectly. Interview was used to gather data from people about opinions, beliefs and feelings about situation.<sup>19</sup>

There were two types of interviews which are going to be used by the researcher. They were;

### Individual interviews

Individual interview was a data collection process in which the

---

<sup>18</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D Bandung*: Alfabeta, 2011, 145

<sup>19</sup> Dr. umar SIdiq, M, Ag. Dr. Moh. Miftachul Choiri, MA, *Metode penelitian kualitatif di bidang pendidikan*, Ponorogo : CV. Nata Karya, 2019,59

researcher asked questions to and records answered from only one participant in the study at a time. This was going to be done to;

- 1) The Teacher's of English
- 2) The students Of MTs Darus Shibyan

### 3. Documentation

Documentation was a record of events that has passed in the form of writing, pictures, or monumental works of someone. Documentation consisted of public and private records that qualitative researchers obtained about a site or participants in a study, and they can include notes, transcripts, books, newspaper, inscriptions, meeting minutes, journal, agenda, and etc.

### E. Instruments Validity

Triangulation in credibility testing was interpreted as checking data from various sources. In this research, the researcher used two validity of data.

They were:

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

#### 1. Source Triangulation

Triangulation by data sources was assessing the credibility of the data done by checking the data that had been obtained through several sources (which could include Person, Times, Place, etc.). There were 3 people interviewed, the first was an English teacher, her name was Mrs. Citra. The second is a student named siti fatimah, and the last is the school principal.

The place is at MTs Darus Shibyan Karangduren Balung Jember.

and the time is 1 month from March to April.

## 2. Technic Triangulation

Technic triangulation involved using more than one technic to gather the data. It meant that triangulation by technic was assessing the credibility of data through checking the same data by various technic (it might consist of Observation, Interview and documentation). The first thing I did was to ask permission to conduct research at MTS Darus Shibyan and then after that I also asked for permission to interview English subject teachers in grade 8. And also for students to understand more deeply about the research site I dug up information from the principal of the school as well. and don't forget to take pictures of documentation with Mrs. Citra and Siti Fatimah.

## F. Data Analysis Technique

Miles and Huberman qualitative data analysis was defined consisting of three current flows of activity: data reduction, data display, conclusion drawing and verification.<sup>20</sup>

### 1. Data Reduction

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions. Reports that were compiled based on the data obtained were reduced, summarized, selected the main things, focused on important things. Data reduction was a form of analysis that sharpened

---

<sup>20</sup> Miles and Huberman, *Qualitative Data Analysis 3<sup>rd</sup> Edition*, (London: Sage, 2014). 10-

sorts, focuses, discards, and organizes data in such a way that “final” conclusions could be drawn and verified.

## 2. Data Display

Data display was an organized, compressed assembly of information that permits conclusion drawing and action. The display of data was done in various forms such as tables, graphs. More than that, the presentation of data could be done in the form of brief descriptions, charts, network, and matrices. All were designed to assemble organized information into an immediately accessible.

### Drawing and Verifying Conclusion

The last stream of analysis activity was conclusion drawing and verification. From the start of data collection, the qualitative analyst interpreted explanation, causal flows and proposition. The component researcher held these conclusions lightly, maintaining openness and skepticism. Then, verification was a fleeting second thought crossing analyst's mind during writing with the elaboration and argumentation to develop “inter-subjective consensus” to conclude.

## G. Research Steps

This part explained the plan that would be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports.<sup>21</sup> In this research there were three procedures, they were:

---

<sup>21</sup> Tim Penyusun, *Pedoman Karya Ilmiah*, .48



### 1. Pre-field step

The pre-field stage was the stage where it was determined what must be done before a researcher entered the field of study object.

- a. Develop research designs
- b. Choosing research fields
- c. Permit processing
- d. Assess the state of the field
- e. Prepare research equipment

After all done, the researcher prepared the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

### 2. Stage of field work

After all preparations were considered mature, the next step was to carry out research. In carrying out this stage, the researcher collected the data needed by using several methods, including observations, interviews, and documentation.

### 3. Data analysis stage

After all the data was collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continued to be carried out by researcher so that the supervisor stated the results of this study are ready to be tested.

## CHAPTER IV

### RESEACH FINDINGS AND DISCUSSION

#### A. Description of the reaseach object

This research was conducted at MTs Darus Shibyan. In Balung District there are many junior high schools, but more precisely in Karangduren Village there is only 1 Islamic-based school, MTs Darus Shibyan. A Brief History of MTs Darus Shibyan;

MTs Darus Shibyan is a junior high school for Islamic studies. This school is easy to find, because it is located close to the main road on Jl. Umbulsari no. 17 Karangduren Village, Balung District, Jember Regency. This school was founded in 2020, because there is no junior high school which is part of formal education that teaches students about global education and religious education and the lack of awareness of the importance of education in Karangduren village. Furthermore, the teaching and learning process begins in 2020.

MTS Principal Darus Shibyan has changed several times. The principal at that time was Siti Shofiyah, S.Pd. The following is detailed information on MTs Darus Shibyan:

School name : MTs Darus Shibyan

NPSN : 70027873

Address : Jl. Umbulsari no. 17, Balung District, Jember Regency

Accredited : Accreditation process

School Status : Private Islamic School

School Category : Madrasah Tsanawiyah.

Teaching and learning activities are carried out in the morning for grades VII to VIII. This school activity starts at 06.30 WIB and ends at 06.00 WIB

13.00 except Friday only until 10.30, with 18 teachers and 30 students.

To support the teaching and learning process, MTs Darus Shibyan has several classes and rooms. In the 2022/2023 academic year there are classrooms consisting of three classes for each class, with superior and regular classes. Also, there are several rooms that function as offices in the school. It was the principal's room, the teacher's room. Apart from that, there is an entrepreneur room and prayer room. In addition, it is equipped with another room, 3 toilets. For sports facilities, the school is equipped with football and volleyball fields. The field also functions as a flag-raising ceremony field which is held every Monday morning.



UNIVERSITAS ISLAM NEGERI  
Vision  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

1. Vision

Spiritual maturity, personality maturity

2. Mission

- a. Organizing general and religious education that prioritizes improving the quality of students in the fields of science and technology and IMTAQ.
- b. Develop and practice the values of akhlaqul karimah in accordance with Islamic teachings in everyday life.

- c. Fostering and developing the potential of students so that they are able to be skilled and creative in facing the demands of the times, innovative and independent in the social, religious, cultural, national and state fields.
- d. Improving the habit of disciplined and responsible behavior in social life both within the family, madrasah, and society.

### 3. Purpose

- a. Improving the quality and quantity of attitudes and practices of Islamic religious activities and practices of madrasa residents.
- b. Producing MTs graduates. Darus Shibyan who mastered general and religious knowledge.
- c. Optimizing the quality and quantity of facilities/infrastructure and facilities that support the increase in academic and non-academic achievements.

## B. Findings

Researcher should be provided with the data serving as the main of research that would be analyzed. According to the discussion previously that, researcher used interview, observation, and document review which was served by collecting data using three mentioned technique.

Researcher elaborated research findings based on the interview, document review, and observation as follows:

## 1. The Use Of Teaching Writing Skills Descriptive Text By Using Picture Word Inductive Model (Pwim) At Eight Grade Of Mts Darus Shibyan

The researcher found that before the teacher explained the material, he explained the purpose of teaching writing skills. The objectives conveyed by the teacher are: students are able to increase their confidence in writing; the members can improve writing fluently. In another activity, the researcher found that the teacher explained the importance of learning English in this globalization era. So that students are encouraged to be able to write English well and also always be confident in learning it. After the objectives were explained by the teacher, the researcher also found that the teacher explained how to achieve the goals that had been explained namely; the teacher informs students to avoid confusion in writing, grammar or vocabulary. thus, he sets a good example of how to write a few words and how to read them confidently. This is supported by Mam Citra's statement based on the English teaching model. She says:

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

"The aim of teaching writing in English is that students can increase their confidence in writing, students are also able to improve their writing skills creatively. Why do I say that? Because like in class, they can develop their ideas through writing, not a few of them prefer to write. Moreover, through the PWIM model it really helps to provide space for students' minds to think critically and be more mature so that they can write vocabulary fluently, confidently and not be afraid of making mistakes."

Based on the interviews and observations above, there are two points that the researcher concludes the use of teaching writing skills of speaking through the discussion method. They are: 1). Students can increase self-confidence in writing and not be afraid of wrong, 2). Students can also write creatively ideas and ideas or vocabulary from the images provided.

The steps to teach the PWIM method are explained by Mrs. Citra as an English teacher in class VIII

"To improve English skills in class, we use physical responses and discussions. That is why before that we used an emotional approach to closer to students. I think it's also important because delivering good material students also need sympathy from us "

It turns out that according to Mrs. Citra, the emotional approach is very important to do. Because to find out the character of students also requires an approach to everyone. To deliver material well in class, Teacher starts with a greeting sentence and asks how that day without asking some material first. Then start to open the point of strength with one subject material in the form of an image. Like "indoor pictures", Teacher began to ask how many objects in the picture had been seen. Then tell students to mention it, after that writing it and describing it, so we can sort out a number of ways to send material in class 8 according to the situation and conditions where we teach.

- A. Teacher uses an emotional approach to greet and ask how that day
- B. Teacher gives with the picture that will be described today
- C. Teacher provides some material about text description
- D. Teacher gives time to play the game "Totrain Focus" This game is an evaluation of some material
- e. Then Teacher gives steps to describe and describe the object being seen

In class the researcher found many interactions between students and teacher. So the difference in formal learning in schools and non - formal has many differences. At the location of the researcher's course really appreciates Teacher's efforts to use the emotional approach so that students look very familiar with Teacher and by enjoying the lesson so they can reduce what is seen through the picture.

The main report is how to use PWIM Model for teaching the ability to write description text in class 8 at MTs Darus Shibyan.

**2. Lesson Plan Of Teaching Writing Descriptive Text By Using Picture Word Inductive Model (Pwim) At Eight Grade Of Mts Darus Shibyan**

RPP is an important element that must be prepared before teaching the way it is made considering the situation and conditions at school. The researcher found an English teacher at MTs Darus Shibyan who had prepared a lesson plan before teaching and used it according to the lesson plan. As usual it starts with praying before teaching then the teacher stimulates students with a few questions using pictures, conveys the learning objectives as well as conveys an outline the scope of material and

activities that will be carried out during learning. Then close with evaluation and pray.

### 3. Material Writing Skills Descriptive Text By Using Picture Word Inductive Model (Pwim) At Eight Grade Of Mts Darus Shibyan

The material in the English class is regulated by Mrs. Citra itself as an English teacher. The material is regulated based on the student class level, and there is a module. In the other observation conducted on Monday the researcher also joined the class. Before starting to learn writing, the teacher conducted two steps. Those were:

- a. The teacher say a vocabulary and repeat it 3 times
- b. then tells students to write what they hear.

Teachers explained the vocabulary or expressions that they don't know when to write the words

*“Teacher: I will ask you by using expression and you have to aswere it. Good morning students.*

*Students: Good morning Mrs. (saying together) Tutor: How are you?*

*Students: We are fine Mrs. (saying together)*

*Teacher: well, How do you do?*

*Students: I am fine Mrs.*

*Teacher: Ok. Good. Dou you know what is my write (teachers write some words in the whiteboard)*

*Students: (No students able to answer)*

*Teacher: Show a picture and ask to students to write what they saw*

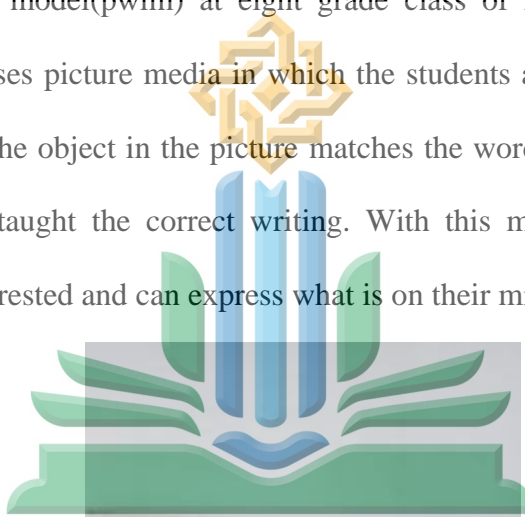
Based on the observation above, the teacher needed to provide an explanation when the word or expression was used. And it was also supported by Siti Fatimah as the participant also supports it as follows:



*"Yes, sometimes I get confused by other people's words too. for example: when write something vocabulary and so on. I think it would be better for the teacher to explain about the words"*

#### **4. Media Of Teaching Writing Skills Descriptive Text By Using Picture Word Inductive Model (Pwim) At Eight Grade Of Mts Darus Shibyan**

Media of writing skills descriptive text by using picture word inductive model (pwim) at eight grade class of Mts darus shibyan that teacher uses picture media in which the students are asked to write down whether the object in the picture matches the word written. Then students are also taught the correct writing. With this method students become more interested and can express what is on their minds about the picture.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## 5. Assessment Of Teaching Writing Skills Descriptive Text By Using Picture Word Inductive Model (Pwim) At Eight Grade Of Mts Darus Shibyan

The assessment of the teacher uses an assessment of student skills by describing pictures in written form in front of the class after discussing with other students and then being assessed based on the scoring rubric that has been prepared.

### C. Discussions

This section is researcher's idea, discussion was interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new understanding that emerged as the result of the study. Discussion was also analyzed by the researcher about the research findings. There are three points to be discussed in this term. 1) General Research Question: "How the use of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan?" Specific Research Question: 2) "How is about Lesson Plan of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan?" 3) "How is the material of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan?" 4) "How is the media of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan?" 5) "How is the assessment of teaching writing skills descriptive text by using picture

word inductive model (pwim) at eight grade of mts darus shibyan? ” Based on findings in the field with the theory put forward by Pardiyono, he said that in order to clarify descriptive texts, students must implement important parts of descriptive texts other than genre, namely 1) Communicative Purpose; description is a type of written text, which has a special function to provide a description of an object.<sup>22</sup>

The rhetorical structure is part of the text. Each part has its own function. In other words, the rhetorical structure is the elements in the text and in the procedure for teaching descriptive text above, the teacher provides a Picture Word Inductive Model (PWIM) strategy, discussing with students. As a teacher, we have to prepare or plan material. As an organizer, the teacher must manage the class well, because students will be noisy when showing pictures or asking questions. As a motivator, teachers are expected to grow and maintain students' interest in learning. This is clearly very relevant. So the theory is suitable and can be used in MTs Darus Shibyan especially in grade 8. In terms of the steps used in teaching the ability to write descriptive text using the PWIM model proposed by Calhoun that Picture Word Inductive Model is designed to teach reading, writing, and the language system<sup>23</sup>. Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy,

---

<sup>22</sup> Pardiyono, *Teaching Genre Based writing*, (Yogyakarta: ANDI OFFSET, 2009), p.122

<sup>23</sup> Calhoun, Emily F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999), p.21

the students will be easier to develop their descriptive writing based a picture,  
it is the same as what happened in the field.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher presents the conclusion of the research and suggestions for English teachers, participants, and further researchers who are interested in similar research.

The use of teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan “ The researcher found that students confidence in writing; the students can improve writing fluently.2) students are also able to improve their writing skills creatively

And in Specific Research Question:

1. The researcher found that the English teacher at MTs Darus Shibyan had prepared a lesson plan before teaching and used it according to the lesson plan. As usual it starts with praying before teaching then the teacher stimulates students with a few questions using pictures. The lesson plan uses the K 13 curriculum.
2. The material in the English class is regulated by Mrs. Citra itself as an English teacher. The material is regulated based on the student class level, and there is a module. In the other observation conducted on Monday the researcher also joined the class.
3. Media of teaching writing skills descriptive text by using picture word inductive model (pwim) at eight grade of mts darus shibyan is picture.
4. Uses an assessment of student skills by describing pictures in written form

in front of the class after discussing with other students and then being assessed based on the scoring rubric that has been prepared.

## B. Sugestion

Based on the conclusion, the researcher would like to present some suggestions. The researcher hoped that this study can be used as additional reference by other researchers or the other. Suggestions are proposed as follows:

### 1. Teachers

Teachers are expected to learn materials with foreigner speaker that were easy to be understood and easy to be implemented write together. Because this will have affect the development of understanding of the material presented, the more ways that teachers use in pwim method, the easier it will be developed in English. In addition, teachers at the English Class must look for many variations on the materials, methods and evaluations needed to encourage students to learn writing well.

### 2. Other researchers

For next researchers, it is better to do a more in-depth topic to discuss the Discussion method program and conduct research on the English Class with a better method. Today's researchers only focus on teaching writing ability descriptive text by using pwim.

## REFERENCES

- Abdullah Yusuf Ali, Allama. 2006. *The Holy Qur'an: Arabic Text with English Translation*. New Delhi: Millat Book Centre.
- Ary, Donald, Lucy Cheser Jacobs, and Chris Sorensen. 2010. *Introduction to Research in Education*, Eighth Edition. Wadsworth: Cengage Learning.
- Blanchard, Karen and Christine Root. 2003. *Ready to Write*. Longman: Pearson Education.
- Brown, H. Douglas. 2001. *Teaching by Principle an Interactive Approach to Language Pedagogy* Second Edition. San Francisco: Longman Inc.
- Bumgardner, Julie. 2003. *Teaching That Makes Sense*. Journal of Teaching English of Foreign Learner, Volume 20 (2). Available on journal.teflin.org. Accessed on January 18<sup>th</sup>, 2017.
- Byrne, Donn. 1988. *Teaching Writing Skill*. London: Longman Group UK.
- Calhoun, Emily F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999), p.21
- Creswell, John W. 2008. *Educational Research*, Fourth Edition. Boston: Pearson Education.
- Emily F, Calhoun. 1999. *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*. Alexandria: Association for Supervision and Curriculum Development.
- Herizal, 2013. *Improving Students' Descriptive Writing Text through Picture Word Inductive Model (PWIM) Strategy for Seventh Grade of SMP Inaba Palang*. Unpublished.
- Hyland, Ken. 2003. *Second Language Writing*. New York: Cambridge University Press
- Miles and Huberman, *Qualitative Data Analysis 3<sup>rd</sup> Edition*, (London: Sage, 2014)
- Pardiyono, *Teaching Genre Based writing*, (Yogyakarta: ANDI OFFSET, 2009), p.122
- Tim Penyusun, *Pedoman Karya Ilmiah*,
- Donald Hall, *Writing Well*, (Boston: Little Brown and Company, 2001), p.223
- Alan Meyers, *Gateway To Academic Writing*, (New York: Pearson Education, Inc, 2005), p.60

Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.20

A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p.357

Drs. Salim, M. Pd. & Drs. Syahrums, M. Pd. *Metode Penelitian Kualitatif*. Cita-pustaka Media, Bandung, 2012, Hal. 16

Wina Sanjaya, *Penelitian Pendidikan*, (Jakarta: Kencana, 2013) 47

John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223

Dr. umar SIdiq, M, Ag. Dr. Moh. Miftachul Choiri, MA, *Metode penelitian kualitatif di bidang pendidikan*, Ponorogo : CV. Nata Karya, 2019,59



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Wasi'atur Rohmah  
NIM : T20186088  
Program : Tadris Bahasa Inggris  
Faculty : Tarbiyah dan Ilmu Keguruan  
Institution : UIN KH Achmad Siddiq Jember

State that thesis entitled "The Use Of Teaching Writing Descriptive Text By Using Picture Word Inductive Model (PWIM) At Eight Grade Of MTs Darus Shibyan" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.



Author

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Wasi'atur Rohmah  
NSR. T20186088

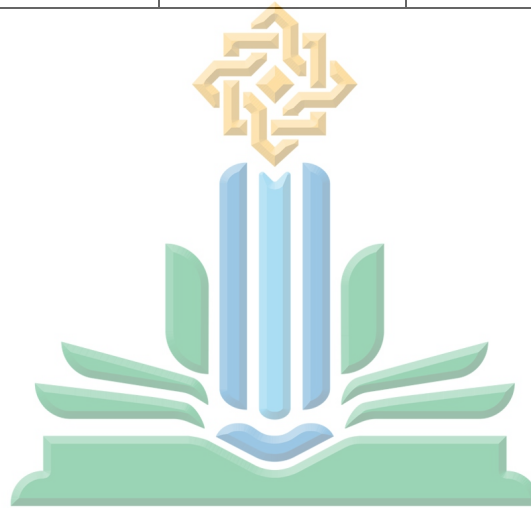


## Appendix 1 : Matrix

## MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTIONS
The Use of writing skills descriptive text by using pwim at eight grade MTs Darus Shibyan.	Teaching Writing Descriptive text PWIM method	1. Use of PWIM . 1) Lesson plan of pwim 2) Material of PWIM 3) media of pwim 4) assesment of pwim	1. teacher 2. student of eight grade 3. Document review	<p><b>1. Research Design:</b> Qualitative Descriptive</p> <p><b>2. Technique of Collecting Data:</b></p> <ol style="list-style-type: none"> <li>Observation</li> <li>Interview</li> <li>Document review</li> </ol> <p><b>3. Data Analysis:</b></p> <ol style="list-style-type: none"> <li>Data collection</li> <li>Data condensation</li> <li>Data presentation</li> <li>Conclusion drawing/verification</li> </ol> <p><b>4. Validity of Data:</b></p> <ol style="list-style-type: none"> <li>Technique Triangulation</li> <li>Source triangulation</li> </ol>	<p>1. How is The use teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan ?</p> <p>1) How is the lesson plan Writing Skills Descriptive Teaching Text PWIM Method in Kls 8 MTs Darus Shibyan?</p> <p>2) How is the Material of Picture Word Inductive Model (PWIM) strategy on the ability to write descriptive texts for class VIII students of MTs Darus Shibyan?</p> <p>3) How is media teaching writing descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan?</p> <p>4) How is assesment teach-</p>

					ing writing descriptive text by using picture word inductive model (pwim) at eight grade of MTs Darus Shibyan?
--	--	--	--	--	--



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 2: Lesson Plan

### RPP (Rencana Pelaksanaan Pembelajaran)

Subject: Descriptive text  
 Class : Eight  
 Material : Descriptive a subject  
 Keahlian : writing  
 Alokasi Waktu : 90 mnt

Kompetensi Dasar	Indikator
4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek, dan sederhana, terkait orang, binatang, dan benda.	4.1.1 Menyebutkan kosa kata yang digunakan dalam deskriptif teks (mendeskripsikan mengenai fisik seseorang) menggunakan gambar.
4.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek, dan sederhana terkait orang, binatang, dan benda dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	4.2.1 Menyusun teks deskriptif dalam bentuk tulis secara berkelompok .

#### A. Tujuan Pembelajaran

1. Murid mampu untuk menyebutkan kosa kata yang digunakan untuk mendeskripsikan sebuah subject
2. Murid mampu untuk mendeskripsikan ciri ciri dari subject yang di berikan
3. Murid mampu untuk mengaitkan subject kepada kegiatan sehari hari

#### B. Materi Pembelajaran

Descriptive of subject

Definition: a type of text that describes a tools

Jenis teks yang menjelaskan sebuah benda yang digunakan sehari-hari.

Umumnya, yang dideskripsikan adalah bentuk, ciri, ataupun sifatnya.

#### Generic Structure:

- a. Identification: Pengenalan objek atau hal yang akan dideskripsikan.
- b. Description: Informasi tentang ciri-ciri objek, misalnya sifat-sifat psikologis perilaku, tampilan fisik, dan yang lainnya secara spesifik.
- c. Application: dikaitkan dan dijelaskan subject tersebut dengan kegiatan sehari-hari.

#### Language Features:

- a. Noun: kata benda yang spesifik, misalnya my clothes, my cap, Borobudur Temple, dll. Terkadang juga menggunakan kata benda yang diberi kata sifat, misalnya: an intelligent student, a big pan, a beautiful girl, dll.
- b. Simple Present Tense (S+V1+O)  
Menggunakan (verb1) dan juga kata kerja yang menggambarkan keadaan objek atau mengisyaratkan kepemilikan. Contoh: she has straight hair.
- c. Adjective  
Kata sifat digunakan untuk menjelaskan objek.

#### C. Metode Pembelajaran

Pendekatan : Emotional Approach  
Metode : PWIM  
method

#### D. Media

Picture and White Board

#### E. Sumber Belajar

English Eight Grade Books

## F. Langkah - Langkah Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
<b>A. Pembukaan</b>	10 Menit
<ol style="list-style-type: none"> <li>1. Teacher memulai pelajaran dengan mengucapkan salam, sapa, serta berdo'a bersama</li> <li>2. Teacher memeriksa daftar hadir murid</li> <li>3. Teacher menstimulasi murid dengan beberapa pertanyaan menggunakan gambar</li> <li>4. Teacher menyampaikan tujuan pembelajaran</li> <li>5. Teacher menyampaikan garis besar cakupan materi serta kegiatan yang akan dilakukan selama pembelajaran</li> </ol>	
<b>B. Kegiatan Inti</b>	60 Menit
<ol style="list-style-type: none"> <li><b>1. Mengamati</b> <ol style="list-style-type: none"> <li>a. Murid mengamati teacher saat menyampaikan materi terkait descriptive text (definition, generic structure, dan language features)</li> <li>b. Murid mengamati kosa kata yang diberikan oleh teacher</li> </ol> </li> <li><b>2. Menanya</b> <ol style="list-style-type: none"> <li>a. Teacher memberikan kesempatan kepada murid untuk menanyakan apabila terdapat hal yang belum atau kurang dipahami</li> </ol> </li> <li><b>3. Mengeksplorasi</b> <ol style="list-style-type: none"> <li>a. Teacher menunjukkan contoh ka-</li> </ol> </li> </ol>	

<p>limat simple present tense kemudian murid diminta membuat contoh kalimat simple present tense</p> <p>b. Murid bersama teacher mencoba melafalkan dan menghafalkan kosakata yang dicontohkan oleh teacher</p> <p><b>4. Mengasosiasi</b></p> <p>a. Teacher meminta murid untuk berdiskusi tentang subject yang diberikan</p> <p>b. Teacher memberikan gambar yang lain ke kelas</p> <p>c. Teacher meminta murid untuk mencoba mendeskripsikan dalam bentuk tulisan mengenai gambar yang diberikan oleh teacher dengan menggunakan tenses beserta kosakata yang telah diberikan</p>	
<p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>	
<p><b>C. Penutup</b></p>	10 menit
<p>1. Teacher menyimpulkan materi yang sudah dipelajari</p> <p>2. Teacher memberikan suggestion atau evaluasi kepada murid</p> <p>3. Teacher menyampaikan kegiatan yang akan dilakukan pada pertemuan selanjutnya</p> <p>4. Teacher menutup pembelajaran dengan berdoa bersama dan salam</p>	

**G. Media:** Picture

**H. Learning media :**

Picture

**I. Penilaian**

1. Jenis Penilaian : Keterampilan
2. Instrument Penilaian : Scoring rubric of writing
3. Prosedur Penilaian : Murid mendeskripsikan gambar dalam bentuk tulisan didepan kelas setelah berdiskusi dengan murid yang lain kemudian dinilai dengan berpacu pada scoring rubric yang telah disiapkan



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



**Appendix 3 : Research Activities**

**interview**



**Researcher and teacher of eight grade class**



**Researcher and one of student of eight grade class**

**Appendix 4 : Interview guidelines****FOR TEACHER OF EIGHT GRADE 1 PERSON**

Course	
Address	
The English teacher's name	
NIP	
Day/date	

1. What materials are learned in especially eight level ?
2. What methods are used for teaching English materials especially elementary student ?
3. Is there emotional approach to teach English material in eight student ?
4. What are the steps of teaching **English writing** using this method in eight grade class ?
5. How is the use in teaching writing skills descriptive text by using pwim method in Eight grade student ?

**FOR STUDENT OF EIGHT GRADE 3 PERSON**

Course		
Student name's		
Address		
NIS		
Day/date		

1. What your purpose learn writing skills ?
2. What do you feel when teaching learning process at the class  
ex : you friends, facility of the class, purpose of teaching

## LEMBAR OBSERVASI

### Penilaian

NO	JENIS PENILAIAN	TEKNIK PENILAIAN
1	Sikap	Observasi
2	Pengetahuan	Teks objective
3	Keterampilan	Untuk kerja

#### 1. Penilaian sikap/Observasi

##### Indikator :

- 1) Memiliki semangat untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris
- 2) Memiliki keseriusan untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris

NO	Aspek yang dinilai (1-4)		Total skor	Rata rata
	Indikator (1)	Indikator (2)		
1				
2				
3				
4				
5	Etc			

##### Keterangan :

- 4 = Sangat Baik (jika selalu melakukan perilaku yang diamati)  
 3 = Baik (jika sering melakukan perilaku yang diamati)  
 2 = Cukup (jika kadang melakukan perilaku yang diamati)  
 1 = Kurang (jika tidak pernah melakukan perilaku yang diamati)

#### 2. Pengetahuan

a. teknik penilaian : J E M B E R

b. bentuk instrument :

NO	Aspek yang dinilai	Kriteria	Score
1.	Unsur kebahasaan dan struktur teks tentang <b>Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan</b>	Sangat memahami	5
		memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2.	Pilihan kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

NO	Aspek yang dinilai	Kriteria	Score
1	Tujuan komunikatif	Sangat Memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan kosa kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

Table penilaian pengetahuan

### 3. Keterampilan

Bentuk penilaian

Instrument penilaian

Indikator:

- (1) Pronunciation
- (2) Performance
- (3) Vocabulary
- (4) Grammar

NO	Aspek yang dinilai				Total score	Rata rata
	Indikator (1)	Indikator (2)	Indikator (3)	Indikator (4)		
1						
2						
3						
4						
5	Etc					

Pedoman peskoran

$SKOR = \frac{\text{Perolehan Nilai}}{\text{Skor Maksimal}} \times 100$



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 5 : Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. D1 Mangli Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos. 68136  
 Website [www.http://mik.uinikas-jember.ac.id](http://mik.uinikas-jember.ac.id) Email: [tariyah@uinjember.ac.id](mailto:tariyah@uinjember.ac.id)

---

Nomor: B-3053/In.20/3.a/PP.009/03/2023  
 Sifat : Biasa  
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Darus Shibyan  
 Jl. Umbulsari No.17 Karang Duren-Balung- Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 170186088
Nama	: Was'atur Rohmah
Semester	: Semester Sepuluh
Program Studi	: Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai &quot;The Use Of Teaching Writing Descriptive Text By Using Picture Word Inductive Model (PWIM) At Eight Grade Of MTs Darus Shibyan&quot; selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Siti Sofiyah S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Maret 2023  
 an. Dekan,  
 Wakil Dekan Bidang Akademik.



**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**JEMBER**

MASHUDI

## Appendix 6 : Research Journal

Journal Of The Research  
At MTs Darus Shibrayn

Name : Was'atir Ridmah  
SRN : T20186088

No	Date	Research Activities	Proof
1	20 Maret 2023	Application for Permit and Submission of Research Letters	
2	23 Maret 2023	Interview with MTs Darus Shibrayn principal	
3	25 Maret 2023	Interview with MTs Darus Shibrayn students	
4	28 Maret 2023	Interview with MTs Teacher Damsy	

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Balung, 29 Maret 2023  
Kepala Sekolah



## Appendix 7 : Research Completion Letter


**YAYASAN DARUS SHIBYAN SALAFIYYAH**  
**MADRASAH TSANAWIYYAH DARUS SHIBYAN**  
 Jl. Umbulsari No. 17 Karangduren Balung  
 NSM : 121238090244                      NPSN : 70027873

---

**SURAT KETERANGAN**  
 Nomor : 033/TS-01/MTS.1003/05/2023

Yang bertanda tangan dibawah ini :

Nama : Siti Shofiyah  
 Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama : Wasi'atur Rohmah  
 Nim : T20186088  
 Jenjang : Program Sarjana UIN KHAS Jember  
 Judul skripsi : The Use Of Teaching Writing Descriptive Text By Using Picture Word Inductive Model (Pwim) At Eight Grade Of Mts Darus Shiblyan

Telah melaksanakan penelitian di instansi kami pada tanggal 23 Maret s/d 27 Mei 2023.  
 Demikian surat ini kami buat untuk dimaklumi dan dapat dipergunakan sebagai mana mestinya.

Jember, 27 Mei 2023  
 Kepala Madrasah  
  
 Siti Shofiyah, Pd  
 NPK : 0944780000098

**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**



## Appendix 8: Autobiography

### ABOUT THE RESEARCHER

#### 1. PERSONAL INFORMATION

Name : Wasi'atur Rohmah  
 Gender : Female  
 Place of birth : Jember  
 Date of birth : 20<sup>th</sup> Nophember 2000  
 Address : Klatakan- Tanggul  
 Major : English Education Program  
 Faculty : Teaching and Training Faculty  
 Email : [wasiatur21rohmah@gmail.com](mailto:wasiatur21rohmah@gmail.com)

#### 2. EDUCATIONAL BACKGROUND

2005-2006 : TK NURUL HUDA  
 2007-2012 : SDN KLATAKAN 02  
 2012-2015 : SMPN 02 TANGGUL  
 2015-2018 : MA DARUS SHIBYAN  
 2018-now : UIN Kiai Haji Achmad Shiddiq Jember

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R