#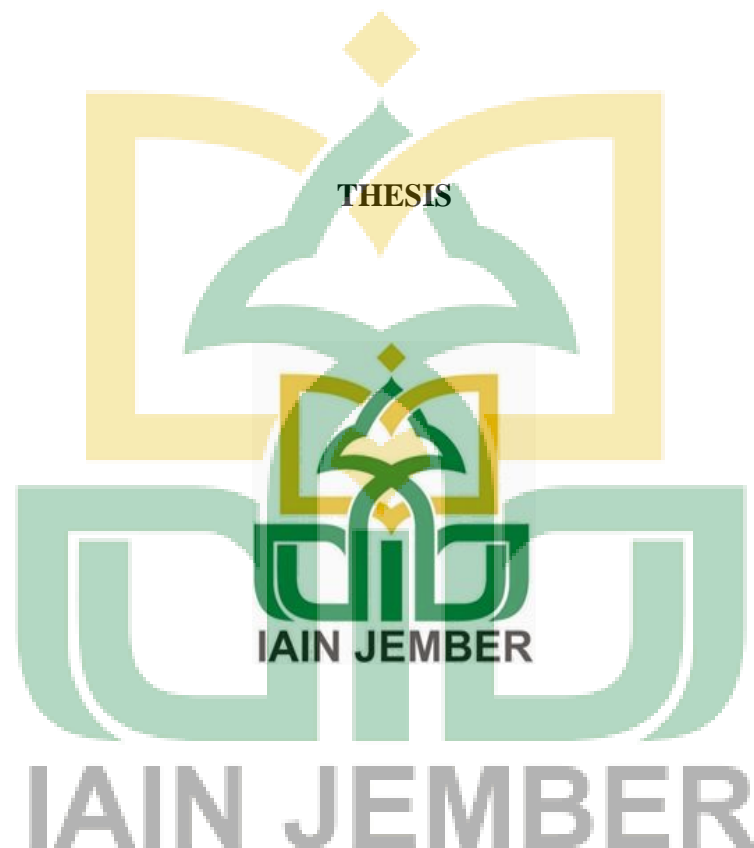 THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM) ON THE STUDENT WRITING DESCRIPTIVE TEXT IN 2ND GRADE OF SMP NURIS ANTIROGO SUMBERSARI JEMBER.

THESIS

By:

Anisa Putri

NIM: T20156093

STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
Faculty of Tarbiyah and Teacher Training
July 2021

**THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM)
ON THE STUDENT WRITING DESCRIPTIVE TEXT
IN 2ND GRADE OF SMP NURIS
ANTIROGO SUMBERSARI JEMBER.**

THESIS

Submitted to State Institute of Islamic Studies of Jember
In partial fulfilment of the requirements to obtain a bachelor's degree
Of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

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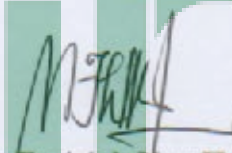
English Education Department

Day : Friday

Date : 09th of July 2021

The board of examiners

Chairman   Secretary

(As'ari, M.Pd.I.)   (Mega Fariziah Nur Humairoh, M. Pd.)
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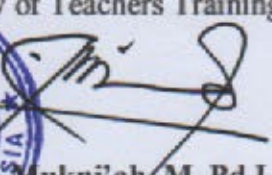Members

1. H.Moch.Imam Machfudi, Ph.D.   (   )
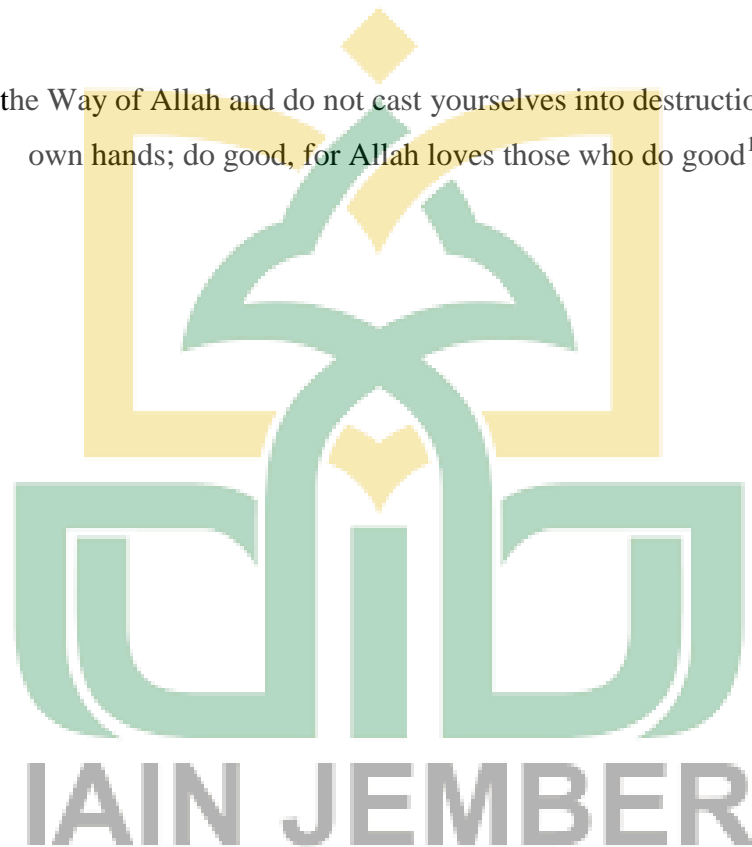2. Ninuk Indrayani, M.Pd.   (   )

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MOTTO

وَاَنْفِقُوْا فِيْ سَبِيْلِ اللّٰهِ وَلَا تُلْقُوْا بِاَيْدِيْكُمْ اِلَى التَّهْلُكَةِ ۛ ۖ وَاَحْسِنُوْا ۛ اِنَّ اللّٰهَ يُحِبُّ الْمُحْسِنِيْنَ (٢:١٩٥)

Spend in the Way of Allah and do not cast yourselves into destruction with your own hands; do good, for Allah loves those who do good[1]

---

[1] Departemen Agama RI, *Al-Qur'an*, 195.

DEDICATION

This thesis is dedicated to:

My family
Especially
My beloved parents
Selamin and Nur Aini
has become my reason to
always be enthusiastic in everything
Thank you my husband Afan Alfani
for accompanying me while writing this thesis
My friends, Sun-shine Class especially
Mudawamatul Fikriyah, Emil, and Jamila
Always taught and helped me while writing this thesis

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has gven His blessing and help so that the writer can finish this thesis.

The writer would like to express his gratitude and appreciation to the honourable to the writer in the process of the study:

1. Prof. Dr. H Babun Suharto SE. MM. as Rector of IAIN Jember
2. Dr. Hj mukni'ah M. Pd.I., as the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Jember who had given permissions to do the research.
3. Asy'ari. M.Pd,. as the Dean of English Education Department of IAIN Jember for giving the writer permission to the write this thesis.
4. Ninuk Indrayani. M.Pd,. as the Advisor, thank you for the patience, guidence and suggestions.
5. Gus Rohmatullah Rijal,. S.Sos,. as head of SMP NURIS Jember, thank you for nicely scuritinizing this thesis.
6. Devi Apriliani,. Sp.d,. as investigator of this research, thank you for the time and nicely scuritinizing this thesis.

The writer realises that this is still far from being perfect. Hence, she accept every suggestion, criticism, and comment for the readers, she hopes that this thesis gives contribution and can he useful for the improvement of the English teaching and learning process.

Jember, 7 June 2021

The writer

ABSTRACT

Anisa putri, 2021. *The Use Of Picture Word Inductive Model (PWIM) On The Student Writing Describtive Text In Second Grade Of Junior High School Nuris Antirogo Sumbersari Jember*

Learning vocabulary is a continued process that requires reputation to help student remember vocabulary, exspecially the ones that very difficult to remember, for this reason teachers must be creative in the teaching vocabulary because student are often not interested in learning English, specially vocabulary learning, in this Islamic boarding not just focus on understanding the religion knowledge, but also on general knowledge such as foreign language, this is as one of the effort to equip student for foreign language skills, so they are ready to compete and able to communicate and adapt in this developing era.

Reseach question in the research, it was: 1) How is the use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember? 2)What is the assessment used in the writing Descriptive text by using Picture Word Inductive Model (PWIM) in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember? 3) What are the problem faced by the teacher in using Picture Word Inductive Model (PWIM) in Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember?4) What are the solution by the teacher in using Picture Word Inductive Model (PWIM) in Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember.The research objective of this research was to describe the how is use, assesment and what the problem in the teaching and learning of writing Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember.
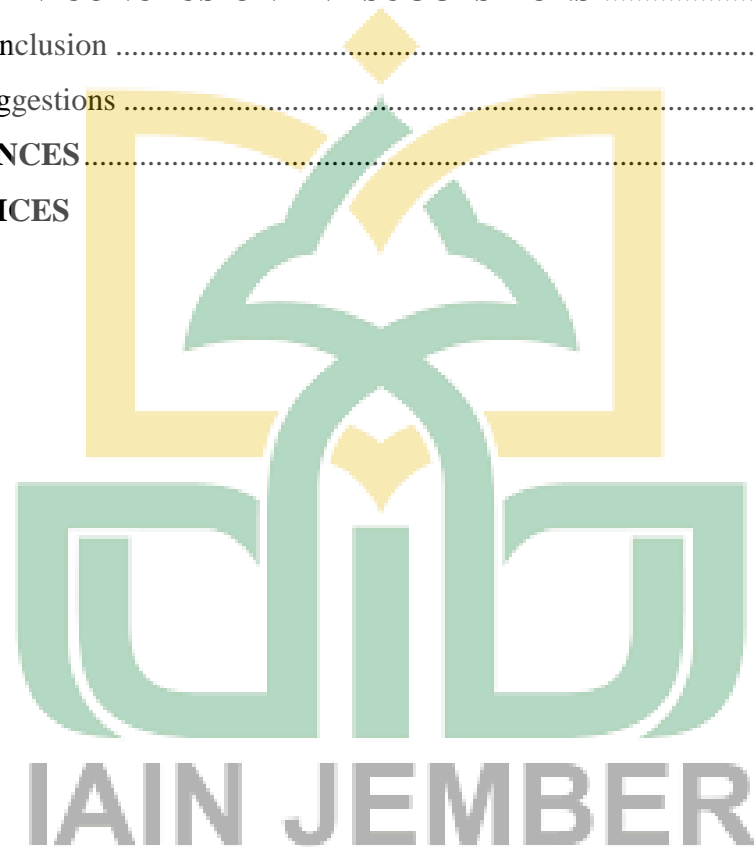
The research method that was used in this thesis is describe qualitative research with case study method. The data collection used interview and observation and document review. Data analysis used miles and huberman model. Data validity used source and technique tringulation.

The reasult of this research are: 1) Pictorial media to make it esear for student to arrange word for word into paragraph, pictorial nedia can be obtained from books, posters, magazine laptop and LCDs. 2) Used writen test to asses student abilities. 3) Firs problem is student difficult to cpmpose descriptive text because student memorized few vocabulary. 4) Solution memorizing ten vocab after working a text, second problem is student difficult in grammar and the solution is explaining in the general if the majority of student were wrong the same point and explain minority of the student wrong

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CHAPTER I

INTRODUCTION

A. Background Study

Language is a communication tool between humans, to send information, knowledge and ideas to one another. Sharing knowledge is a must for every human being to understand the side of life as explained in the letter Al An-Kaabut verse 43

وَتِلْكَ الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ ۖ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ

The meaning: And these examples We present to the people, but none will understand them, except those of knowledge[2].

English is a very important language to be developed because English is a bridge for us to explore science from other countries. Interacting with foreigners from other countries will make us understand the culture of other countries. In addition to knowing the culture of other countries, English is very helpful to support the quality of our country because when we can use the language of world unity, it is one proof of our nation's progress in the field of science.

Foreign language is included in the lessons that must be taken in school. English is one of the foreign languages that must be taught throughout schools in Indonesia. The aim is to develop students' communicative competence in the country or abroad, especially in Indonesia itself. There are many professional fields of work that require proficiency in English. Even English is one of the

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[2] Departemen Agama RI, *Al-Qur'an*, 390.

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Even English is one of the foreign languages that supports international knowledge. According to the explanation of UU RI No. 2003 about SISDIKNAS (system of national education) chapter VII article 33, verse of 3 a foreign language can be used as the language of instruction in education unit to support the ability as foreign language learners[3].

In learning English, there are 4 components that must be understood, namely, speaking, listening, reading and writing speaking. In general, language can be spoken and written, so learning to write English is very necessary. Harmer states that "Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities"[4]. Writing activity is a different component of the other components. In listening and reading activities, students are understood by others while talking students can communicate and exchange ideas with their interlocutors. Expressing words through writing needs real skills from the author to be effective. Besides, writing is one of the important activities to be known by students. In writing activities, students must know the vocabulary and master the procedures for its use both in text and sentence form.

Writing activities that must be done by students is to look for content first because the content is a reference that will be discussed. The second step is the organization of one idea with another so that writing becomes coherent. The third step is students must understand grammar, so students can write what

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[3] Sekertariat Negara RI,Undang-undang No.20 Tahun 2003 tentang Sisdiknas(sistem pendidikan nasional)

[4] Harmer Jeremy, *The Practice of English Language Teaching 4th ed* (China: Pearson Longman, 2007), 33.

they want to write because grammar is important in the location of the language so that it can be understood by the reader. The next step is students must know a lot of English vocabulary because it is the main ingredient in writing. Students can practice by memorizing vocabulary or by listening to foreigners when talking then understand the meaning. Then the last step is to set the reading mark that matches the reading tone called mechanics.

There are various ways to express writing and one of them is with text. Each text has different social function. Descriptive text becomes one of the materials taught in junior high school. Therefore, students must know what descriptive text is and must know anything related to procedure text. Considering that English is a foreign language that we have to learn, it is even important that we take it during school, so in learning English Media is very much needed.

Media is very much needed because it really supports the learning that is carried out. Harmer states that as a language teacher, the teacher should use a variety of teaching aids to explain language meaning and construction and engage students in a topic or as the basis of a whole activity.[5] The presence of media really helps students understand what is meant by the teacher and the media makes them more enthusiastic in listening to what the teacher conveyed. Basically, according to a part of a student's, learning is something boring. The presence of the media makes the classroom atmosphere different from usual. The media that is very much related to learning English, including: 1. Audio

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[5] Jeremy, *The Practice of English*, 134

(tape, radio, compact disk), etc.), 2 Visual (picture, poster, etc.), 3 audio visuals (television, video, computer, etc.).

Media that is very helpful in the learning process of writing itself is visual media. Nurhayati stated that picture is one way for the students to dig up their creativity in using media and improve their comprehension[6]. From the statements above, something that is colorful and something that is pictured really attracts the attention of students, making students more focused and motivate them to learn. Besides, the media in learning English also need a strategy to make it easier for the teacher to convey the learning materials using the media. Basically, the strategy is really needed for everyone who wants to do their work and activities. Therefore, good teacher must understand the learning strategies to create good learning activities. One of the strategies used to facilitate students in writing descriptive text is Picture Word Inductive Model (PWIM).

Joyce, Weil, and Calhoun state that PWIM is the strategy in writing and reading by using think inductively to correlate words with pictures[7]. Therefore, PWIM is very suitable if combined with descriptive text learning because PWIM really supports students to think by their selves about what will be written. It is because PWIM itself is a detailed picture and every object in the picture is very easy to parse. Therefore it makes it easy for students to describe

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[6] Nurhayati, D.A.W., "Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung", *Dinamika Ilmu Journal*, (2014b).

[7] Li, Xiaobin, T*he Picture Word Inductive Model and English Vocabulary Acquisition – A Study in a Swedish Primary School*.(English: Kristianstad University School of Teacher Education.2011), 148.

the picture. Base on the description above, the researcher wants to conduct a research entitled "The Use of Picture Word Inductive Model (PWIM) on the Students' Writing Descriptive Text in Second Grade of Junior High School Nuris Antirogo Sumbersari Jember."

B. **Research Focuses**

Referring to the background of study, the research questions were formulated as follows:

1) How is the use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember?

2) What is the assessment used in writing Descriptive text by using Picture Word Inductive Model (PWIM) in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember?

3) What are the problems faced by the teacher in using Picture Word Inductive Model (PWIM) in Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember?

4) What are the solution by the teacher in using Picture Word Inductive Model (PWIM) in Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember?

C. **Research Objectives**

This study aimed to find out some points:

1) To describe the use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in Second Grade of Junior High School NURIS Antirogo-Sumbersari.

2) To find out the assessment used in the writing Descriptive text by using Picture Word Inductive Model (PWIM) in Second Grade of Junior High School NURIS Antirogo-Sumbersari.

3) To find out the problem faced and solution by the teacher in using Picture Word Inductive Model (PWIM) Descriptive text in Second Grade of Junior High School NURIS Antirogo-Sumbersari.

4) To find out the solution by the teacher in using Picture Word Inductive Model (PWIM) in Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari

D. Research Significances

Based on research objectives, this research is expected to have benefits in education both directly and indirectly. The benefits of this study are as follows:

A. Theoretical benefit

Theoretically, this study will examine the use of Picture Word Inductive Model (PWIM) on the students writing Descriptive text thus the finding of this study will enrich the knowledge in the field of writing about Descriptive text.

B. Practical benefit

The result of this teacher research is expected that teacher will get more information, about the use of Picture Word Inductive Model (PWIM)

on the students writing Descriptive text. Besides, hopefully teacher can find out the solutions if there are some problems in using Picture Word Inductive Model (PWIM) as media for teaching Descriptive text.

E. Definition of the Key Term

1. Descriptive Text Writing

   Descriptive text is a paragraph explaining the purpose of the intended image, explaining its meaning in more detail so that the readers understand the meaning clearly from the image. For people who have difficulty understanding the meaning of images, descriptive text is very helpful for them.

2. Picture Word Inductive Model (PWIM)

   PWIM is a strategy in writing by using inductive thinking to look for words in the picture, and then explain their meaning more broadly.

F. Structure of the Report

There were five chapters in this research and each chapter had several sub-chapters having relevance to each other. Generally, a research has three parts. They were: initial part, core part and final part that would be explained as follows:

The first was initial part. It included the research title, approval sheet, ratification sheet, motto, dedication, acknowledgment, abstract, table of content and list of table.

The second part was core part that included:

1. Chapter I was introduction consisting of research background, research focuses, research objectives, research significances, definition of key term and structure of the report.

2. Chapter II was review of related literature which consisted of previous research and theoretical frame work

3. Chapter III was research methodology

4. Chapter IV was finding and discussion

5. Chapter V was conclusion and suggestions

   The third was final part including references, statement of the authenticity of writing and appendixes.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are several previous researchers that have conducted and related to this research, such as:

1. Wahyuni Eliya Fitri's thesis with the tittle "The Use of Picture Word Inductive Model (PWIM) to Improve Students' Vocabulary Achievement at MTs Assyafi'iyah Gondang in academic year 2016". The result of the research showed that, effectiveness of using Picture Word Inductive Model (PWIM) in teaching vocabulary.

   The similarity between Fitri's research with this research was both research discussed about PWIM. While, the differences between Wahyuni Eliya Fitri's research with this research was Wahyuni Eliya Fitri's focused on the implementation at MTs Assyafi'iyah Gondang in academic year 2016 while this research focused on the implementation at Second Grade of Junior High School NURIS Sumbersari Jember. Also, the difference between Tuhfah Hayati's research with this research was Tuhfah Hayati's used the Classroom Action Research (CAR) method while this research used the descriptive qualitative research method.

2. Ratna Faiza's thesis with the title "The Effectiveness of Using Picture Word Inductive Model (PWIM) in Writing Descriptive Text Skill Towards the First Grade Students of MTs Darul Falah in The Academic Year of

2016/2017" the result of the research showed the Use of Picture Word Inductive Model (PWIM) in teaching Descriptive text writing.

The similarity between the previous research with this research was both research discussed about descriptive text and used Picture Word Inductive Model (PWIM) and descriptive qualitative research method.

The difference between Ratna Faiza's research with this research was Ratna Faiza's focused on implementation at the First Grade Students of MTs Darul Falah, while this research focused on implementation at Second Grade of Junior High School NURIS Sumbersari Jember.

3. Fita Sari's thesis with the tittle "A Comparative Study Between Picture Word Inductive Model and Memorization Learning Model to Teach Vocabulary at the Seventh Grade of MTsN 3 Boyolali in Academic Year 2018/2019". The result of the research showed that, picture series method in teaching writing.

The similarity between Fita Sari's research and this research was both of the research discussed about PWIM. Meanwhile, the difference between Fita Sari's research with this research was Fita Sari's focused on implementation at the Seventh Grade of MTsN 3 Boyolali in Academic Year 2018/2019 while this research focused on implementation at The Second Grade of Junior High School NURIS Sumbersari Jember.

Table 2.1

The Similarities and the Differences

of the Previous Research and the Present Research

No	Research title	Similarities	Differences
1	2	3	4
1.	Wahyuni Eliya Fitri's/ The Use of Picture Word Inductive Model (PWIM) to Improve Students' Vocabulary Achievement at MTs Assyafi'iyah Gondang in academic year 2016	a. Discussing about PWIM.	a. The researcher focused on implementation at MTs Assyafi'iyah Gondang in academic year 2016, b. The researcher used the Classroom Action Research (CAR) method while this research used the descriptive qualitative research method.
2.	Ratna Faiza's/The Effectiveness of Using Picture Word Inductive Model (PWIM) in Writing Descriptive Text Skill Towards the First Grade Students of MTs Darul Falah in The Academic Year of 2016/2017	a. Discussing about Descriptive text b. Discussing about Picture Word Inductive Model (PWIM) c. Using descriptive qualitative research method.	a. The researcher focused on implementation at the Seventh Grade Students of SMP N 3 Mertoyudan in The Academic Year of 2013/2014
3	Fita Sari's /A Comparative Study Between Picture	a. Discussing about PWIM.	a. The researcher focused on implementation at the Seventh Grade of MTsN 3

No	Research title	Similarities	Differences
1	2	3	4
	Word Inductive Model and Memorization Learning Model to Teach Vocabulary at the Seventh Grade of MTsN 3 Boyolali in Academic Year 2018/2019		Boyolali in Academic Year 2018/2019

B. Theoretical Framework

1. Writing Ability

    a. Definition of writing

    Writing skill is one of language skills, as one that must be learned when learning English makes writing important to be taught by teachers to students, writing is an activity that is very important when students are learning English, because writing is the main alternative when students not very skilled in speaking, students can interact using writing.

    "The graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals"[8] From the statement explained that speaking and writing are two things in common, because the

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[8] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd edition,* (New York: Longman. 2001), 335.

purpose is the same but the way is different, if speaking is verbal contraction then writing is an iteration expressed in words.

However, writing is very much in need of good skills, to produce good writing and easy to understand by the reader, as stated by Brown that "writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally"[9]

Writing activity is a gradual activity, because we have to convey clearly the purpose of our writing, Alice and Ann Hogue stated that writing is a progressive activity[10], the meaning of the statement is that when someone wants to write then the first thing to do is plan what will be said and how to explain it, then after completing what is written, the next step is to re-read and correct it, where we know that writing is not just one step, but writing is a process in several steps.

In addition, Elbow stated that writing is two-step process in which the writer figures out the meaning firstly, then he put it into language[11].This statement makes it clear that writing activities are not just one step, writing is about processing and producing resulting from the processing of ideas to be used as graphic symbols arranged by correct words to become sentences or paragraphs that understandable.

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[9] Ibid, 335

[10] Oshima, Alice & Ann Hogue, *Introduction to Academic Writing – 2 nd edition*, (New York: Addison-Wesley Publishing Company,1997), 2

[11] Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd edition*.(New York: Addison Wesley Longman, 2001), 336

b. Aspect of writing

There are some aspects of writing consist of content, organization, vocabulary, grammar, mechanic.

1) Content

Content it refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.[12] It means that when students make a writing students must prepare the content first, because content is a reference to the purpose of writing.

2) Organization

Organization refers to the logical organization of content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.[13] It means that when students have found some ideas about what they want to write, they must connect to one idea to another. So that a paragraph could be easily understood.

3) Grammar

Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.[14] Grammar is needed by students in writing

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[12] Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B, *Testing ESL composition; a practical approach,* (MA: Newbury House,1981),20

[13] Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, *Testing ESL*, 20

[14] Ibid, 20

so that they can arrange the correct sentence to be a good, clear and precise paragraph.

4) Vocabulary

Vocabulary refers to the selection of words that are suitable the content. It can be identified by seeing the word choice or diction in order to convey ideas to the reader[15]. students really need a lot of vocabulary, because vocabulary is the main ingredient in English, especially in the field of writing, even before students learn about the structure of language, students must know many kinds of vocabulary, so when students already know a lot of vocabulary then students will fluent in writing.

5) Mechanics

Mechanic it refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph[16]. A writing also has a tone and a barrier, for example, when it is an instruction it is marked with an exclamation mark, if it is a question it is marked with a question mark. Requires a long stop it is marked by a point. That is why we need to understand mechanics so that the way we read sounds good and easy understood.

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[15] Ibid, 20

[16] Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, *Testing ESL*, 20

In addition Mastropieri and Scruggs in Westwood[17] also states that there are five aspects of writing. They are:

a) Mechanics of writing

Spelling; punctuation; capitalization; handwriting; format. Error analysis in spelling is often needed to help identify the types of difficulty a student is having.

b) Grammar

Subject-verb agreement; verb tense; pronouns; singular plural forms.

c) Organization

Sequence of content; paragraphing.

d) Content:

Relevant focus; detail; accuracy; breadth and depth; originality; supporting evidence.

e) Sophistication:

Vocabulary; sentence length; sentence complexity; variety; interest.

c. Micro skill of writing

We turn once again to a taxonomy of micro and macro skills that will assist you in defining the ultimate criterion of an assessment procedure. The earlier micro skills apply more appropriately to imitative and intensive types of writing task, while the macro skill are

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[17] Westwood Peter, *Learning and Learning Difficulties*, (London: David Fulton Publishers Ltd,2004),109.

essential for the successful mastery of responsive and extensive writing. There are some kind that must be understood in micro and macro skills like Brown said:

1) Micro skill

   a) Produce graphemes and orthographic patterns of English.

   b) Produce writing at an efficient rate of speed to suit the purpose.

   c) Produce an acceptable core of words and use appropriate word order patterns.

   d) Use acceptable grammatical systems (e.g. tense, agreement and pluralization) patterns, and rules.

   e) Express a particular meaning in different grammatical forms.

   f) Use cohesive devices in written discourse.

2) Macro skill

   a) Use the rhetorical forms and conventions of written discourse.

   b) Appropriately accomplish the communicative functions of writing texts according to form and purpose.

   c) Convey links and connections between events, and communicate such relations as main idea, new information, given information, generalization and exemplification.

   d) Distinguish between literal and implied meanings when writing.

e) Correctly convey cultural-specific references in the context of the written text. Develop and use a battery of writing strategies, such a accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing[18].

2. Descriptive Text Writing

a. Definition of Descriptive Text Writing

Description or descriptive etymologically is derived from the word described. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described[19]. Description in writing is the process of creating visual image and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view[20]. Descriptive text gives descriptions from the living or non-living things to the reader[21].

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[18] H. Douglass Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2004), 221

[19] Dirgeyasa WY, *College Academic Writing: A Genre-Based Perspective*. (Medan : Unimed Press,2014), 3

[20] Linda Woodson, *From cases to composition*, (University of Texas: Scott, Foresman and Company.1982), 73

[21] Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing*, (Yogyakarta: Andi Yogyakarta,2007), 33

Based on some of the experts above, descriptive text is text that has the purpose to explain the meaning of something in the form of objects, such as videos, pictures, people or something in the form of places such as houses, rice fields, or mountains, etc. Descriptive text is a process of explaining things into words that explain them in detail. In another sense descriptive text can also be said of a text that tells the reader of an object or place in detail and also to inform the reader about what is meant by the author. Descriptive text also gives readers an understanding of things that are living and things that are dead.

b. Social Function of Descriptive Text Writing

According to Gerrot and Wignel states that social function of descriptive text describes a particular person, place, or thing[22]. The social function of descriptive text is only one, describing a place, person or other objects in detail, so descriptive text is very helpful to tell someone who doesn't understand something.

c. Significant Lexico-grammatical Features of Descriptive Text Writing

Significant lexico-grammatical features Is that supports the form of text so that readers can distinguish between descriptive text with other text. According to Djuhari states the significant lexico-grammtical features of descriptive text focus on specific nouns, use kinds of adjectives, use of relational process, use of figurative language, and use of simple present tense.

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[22] Gerot and Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler.1994), 208

1) Focus on specific nouns, examples: *father, school, my dog, etc.*

2) Use kinds of adjectives, examples: *three tall buildings, sharp white fang, etc.*

3) Use of relational process, examples: *my car has four doors; my father is really handsome; etc.*

4) Use of figurative language, examples*: my throat is as dry as desert; her skin is white as cloud and smooth as water; etc.*

5) Use of simple present tense, examples: *I have a toy. It is a ball*[23].

d. Generic structure of Descriptive Text Writing

Generic structure is very important to make it easier for students to make descriptive text because by knowing the generic structure of the descriptive text itself students can write descriptive text properly. Dietsch stated that to make easier in composing descriptive text, it has generic structure. Those are:

1) Title

Title gives a little description about the paragraph content to the readers. It usually contains at the top of paragraph.

2) Identification

This part contained show the aspects of the thing will be described.

3) Description

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[23] Djuharie, *Genre*, (Bandung: Yrama Widya.2007), 24-25

In expressive writing students can guide the emotional responses of readers by describing physical details that create a dominant impression of their main idea. Then description becomes the major writing strategy[24].

3. Picture Word Inductive Model (PWIM)

They are many methods in learning English especially in learning writing but the researcher here use the method of.

a. Definition of picture Word Inductive Model (PWIM)

Joyce, Weil, and Calhoun state that PWIM is the strategy in writing and reading by using think inductively to correlate words with pictures[25]. Explains that 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[26].

The state from the expert has a purpose is, from the use of PWIM students can think for themselves by reasoning and therefore students can be independent in thinking, so that the new knowledge they know is their own results and does not depend on the teacher, and that is what does not make them quickly forget because the new knowledge

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[24] Dietsh Betty Mattix, *Reasoning and Writing Well*, (New York: McGraww-Hill, 2006), 140

[25] Li, Xiaobin. *The Picture Word Inductive Model and English Vocabulary Acquisition – A Study in a Swedish Primary School*, (English: Kristianstad University School of Teacher Education, 2011), 148

[26] Xuan Jiang and Kyle Perkins, "A Conceptual Paper on the Application of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory" *Interdisciplinary Journal of Teaching and Learning*, 3 (2013), 9

he gets is their own result whereas if the results are from the teacher then they are likely to forget quickly. The other purpose is students can add vocabulary knowledge, know the structure of writing from sentence to paragraph.

b. The Weaknesses of Using Picture Word Inductive Model

Feng states that there are several challenges in the implementation of PWIM[27] those are:

1) Not every section of each unit in the textbook can be introduced by using this method such as section of songs or rhymes and short paragraph are difficult to teach by using PWIM.

2) PWIM increases teachers' workload because they have to design their own teaching material.

3) Practicing the full sequence of PWIM is time consuming

c. The Strength of Using the Picture Word Inductive model

The strength of the Picture Word Inductive Model according to Calhoun are:

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).

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[27] Feng, Ching Chao.*The Cooperative Classroom: Scaffolding EFL Elementary Learners' English Literacies through the Picture Word Inductive Model – the Journey of Three Teachers in Taiwan*. (Ontario Institute: University of Toronto.2011), 128

2) Students hear and see letters identified and written correctly many times.

   a) Students hear the words spelled correctly many times and participate in spelling them correctly.

   b) In writing the sentences, the teacher uses Standard English and uses correct punctuation and mechanics (e.g., commas, capital letters).[28]

d. The Implementation of Picture Word Inductive Model on Descriptive text

    The teacher must really understand and prepare the order in which the strategies of the media and the teacher should do some activity. According to Calhoun there are some steps of Picture Word Inductive Model:

1) Select a picture.

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

3) Label the picture parts identified. (Draw a line from the identified objector area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).

4) Read and review the picture word chart aloud.

5) Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups.

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[28] Calhoun, Emily. F, *Teaching Beginning Reading and Writing with Picture Word Inductive Model*, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999), 27

Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.

6) Read and review the picture word chart (say the word, spell it, say it again).

7) Add words, if desired, to the picture word chart and to the word banks.

8) 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.

9) Ask students to generate a sentence, sentences, or a paragraph about picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.

10) Read and review the sentences and paragraphs[29].

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[29] Calhoun, *Teaching*, 23

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design and Kind of Research

This research used qualitative research method. Donal Ary stated that "Qualitative research is a research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data.[30]

The researcher will do the observation outright in the field and will describe about *The Use of Picture Word Inductive Model (PWIM) on The Student Writing Descriptive Text in second Grade of Junior high School NURIS Antirogo-Sumbersari-Jember*.

B. Location of The Research

The writer held the research on students of junior high school at Islamic Boarding School Nurul Islam (NURIS), which is located on Jl. Pangandaran No 48, Antirogo Village in Sumbersari, Jember. One of the reasons why I chose this school because I was interested on one of the teaching media when teaching one of the English lessons held at NURIS junior high school Antirogo-Sumbersari-Jember; that was PWIM. When teachers used PWIM media students seemed very interested, and during the learning process students were enthusiastic. PWIM media was also unique with funny pictures that make learning activities fun.

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[30] Donal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education* (Belmont USA: Wadsworth, 2010), 29.

C. Subject of The Research

The researcher used purposive sampling to determine the subject of the research. The purposive sampling is a technique to determine the sample with specific consideration.[31] For example, the researcher will focus on learning media, that is PWIM, so that the sample or research subject is the teacher or some students who carry out the learning process.

In this research, the subjects of the research involved in solving problems that are discussed included:

a. The Teacher

b. The Students of second Grade of Junior High school NURIS Antirogo-Sumbersari-Jember.

D. Data Collection

In completing the data, the researcher used qualitative data, and the qualitative data consisted of Observation, Interview, and Documentation.

a. Interview

According to Creswell, "In the interview, the researcher can do the *face to face* interview with the participants, interviews them by telephone, or involve in focus group interview that consist six until eight participants in every group".[32]

In conducting interviews, researcher asked the teacher of the 2nd grade of junior high school about how the implementation of learning using the PWIM media and the supporting and inhibiting factors in implementing it.

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[31] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017), 85
[32] John Creswell, *Research Design* (Yogyakarta: Pustaka Belajar, 2016), 254.

Also researcher asked 2nd Grade students of junior High School about their ability to write Descriptive text after participating in learning by using PWIM media.

The researcher used semi structured interview to get the supporting data about The Use of Picture Word Inductive Model (PWIM) on The Students Writing Descriptive Text in second Grade of Junior High School NURIS Antirogo Sumbersari Jember.

1) How is the history of Junior High School NURIS?

2) What is the Profile of Junior High School NURIS?

3) How is the teaching and learning English process?

4) How is the students' habitual study during the learning process in class?

5) What is the difficulty of students in understanding writing skill?

6) How does the teacher make students interested in writing skill?

7) What is the difficulty of the teacher in teaching descriptive text?

8) How is the use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in second Grade of Junior High School NURIS Antirogo Sumbersari Jember?

9) What is the assessment used in the writing Descriptive text by using Picture Word Inductive Model (PWIM) in 2nd Grade of Junior High School NURIS Antirogo Sumbersari Jember?

10) What are the problems faced and solution by the teacher in using Picture Word Inductive Model (PWIM) in second Grade of Junior High School NURIS Antirogo Sumbersari Jember?

b. Observation

According to Creswell, "Observation is a technique of collecting data, which is the researcher doing observation direct or indirect about object or subject that, was observed in the location of research".[33]

In this study, researcher chose non-participant observation and used unstructured observations to obtain data or information about real conditions in teaching and learning activities using the PWIM Media. The researcher recorded observations about the situation in the classroom while the learning process occurred without participating in the learning process, making analysis and then making conclusions. The researcher focused on observing how students were able to write Descriptive Text using the PWIM Media in the classroom and also how the learning activities were carried out, it included:

1) The history of Junior High School NURIS.

2) The Profile of Junior High School NURIS.

3) The teaching and learning English process.

4) The student's habitual study during the learning process in class.

5) The difficulty of students in understanding writing skill.

6) How the teacher makes students interested in writing skill.

7) The difficulty of the teacher in teaching descriptive text.

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[33] John Creswell, *Research Design,* (Yogyakarta: Pustaka Belajar, 2016), 254.

8) The use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in second Grade of Junior High School NURIS Antirogo Sumbersari Jember.

9) The assessment used in the writing Descriptive text by using Picture Word Inductive Model (PWIM) in second Grade of Junior High School NURIS Antirogo Sumbersari Jember.

10) The problem faced and solution by the teacher in using Picture Word Inductive Model (PWIM) in second Grade of Junior High School NURIS Antirogo Sumbersari Jember.

c. Document Review

According to Sugiyono, "Documentation is a record of past events. A document can include written, pictures, or masterpiece. Document studies are a complement from observational methods and interviews in qualitative research".[34]

In this study, the required documents related to the use of PWIM in second Grade of Junior High School NURIS were pictures of learning process activities and data of 2nd Grade of Junior High School NURIS.

E. Data Analysis

Data analysis in the qualitative research will take place simultaneously with other parts of the development of qualitative research that is data collection and invention writing. When the interview is in progressing, the

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[34] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 240.

researcher can analyze the previous interviews, Write down memos which are finally included as narratives in the final report and structure the final report.[35]

In this research, the researcher used Miles and Huberman model in data analysis technique. Miles and Huberman stated that the activity in qualitative data analysis do interactively and continuously to be complete. The activities in data analysis divided into three parts namely *data condensation, data display, and conclusion drawing/ verification*.[36]

1. Data Condensation

   Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. As we see it, data condensation occurs continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected, anticipatory data condensation is occurring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approaches to choose. As data collection proceeds, further episodes of data reduction occur (writing, summaries, coding, teasing out themes, making clusters, making partitions, writing memos). The data condensation/ transforming process continues after fieldwork, until a final report is completed.

   Data condensation is not something separate from analysis. It is part of analysis. The researcher's decisions with data chunks to code and which

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[35] Creswell, *Research Design,* 260.
[36] Sugiyono, *Metode Penelitian,* 246.

to pull out, which patterns best summarize a number of chunks, which evolving story to tell *are all analytic choices*. Data condensation is a form of analysis that sharpens, focuses, sorts, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. [37]

2. Data Display

   The second point of data analysis is data display. Generically, data display is an organized, compressed assembly of information permitting conclusion drawing and action. Looking at displays helps us to understand what is happening and to do something, either analyze further or take action based on understanding. The display that discussed by the researcher include many types of matrices, graphs, charts, and networks.[38]

3. Conclusion Drawing or Verification

   The last step in the data analysis is conclusion drawing/ verification. From the start of data collection, the qualitative analyst is beginning to decide what thing mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used.

   Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among

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[37] Matthew Miles & Michael Huberman, *Qualitative Data Analysis* (USA: Sage Publications, 2014), 10.
[38] Ibid, 11.

colleagues to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set. In this stage, the researcher may found the new discovery that can answer the research focus and the researcher will find the final conclusion of the research.[39]

The analysis used is descriptive qualitative data analysis, the researcher describes The Use of PWIM of Junior High School NURIS Antirogo-Sumbersari-Jember.

F. **Data Validity**

Data validity is a concept that indicates the validity of the data in the research.[40] To measure the validity of the data, the researcher used Triangulation. Triangulation can be defined as a kind of data collection technique which is combines the various technique and data sources that had been exist.[41]

In the triangulation technique, the researcher used *source triangulation and technique triangulation*. Both of them were explained as follows:

1. Source Triangulation

According to Sugiyono, "Source triangulation is used to test the credibility of the data that done by checking the data that has been obtained through several different sources"[42]. For example, to find out the data about The Use of PWIM of Junior High School NURIS Antirogo – Sumbersari – Jember, researcher conducted interviews with teachers who

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[39] Miles & Huberman, *Qualitative,* 10.
[40] Lexy Maelong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2014), 321.
[41] Sugiyono, *Metode Penelitian,* 241.
[42] Sugiyono, *Metode Penelitian*, 274.

used PWIM as learning media, then checked again with different sources, those were the students of second Grade Junior High School NURIS. Then the data were described, categorized, which views were the same, which were different, and which were more specific from the two sources. After the researcher analyzed the data, the researcher asked for approval from both sources to determine the final conclusion.

2. Technique Triangulation

Technique triangulation was used to test the credibility of the data that done by checking the data that has been obtained through the same sources but with the different technique. For example, after the researcher got the data from observation, the researcher rechecked through interview and documentation. For example in this research, if after the researcher got the data about The Use of (PWIM) of Junior High School NURIS Antirogo-Sumbersari-Jember from the interview, the researcher rechecked by using observation and documentation. If from the three techniques the data result had a similarity or there was no similarity so the researcher had to find out the causes and explanations for the differences.

G. **The Stages of The Research**

The stages of the research that used by the researcher in discussions of the object matter that aimed to acquire research data systematically were in the following:

1. Pre-Field Research Stage

    In the pre field research stage, there were six stages that the researcher took, as far as six stages were concerned in the following:

    a. Arranging plan of the research

        In this stage, the researcher made a plan of the research first started with making a title of the research and then posed the title to the chief of the department, made a guiding letters and then gave the letter to the advisor, made a matrix of the research, and the next was making a proposal.

    b. Selecting the field of the research

        Before doing the research, the researcher had to select the field of the research first. The field of research chosen by the researcher was Junior High School NURIS Antirogo-Sumbersari-Jember because the researcher took the title The Use of PWIM of Junior High School NURIS Antirogo-Sumbersari-Jember.

    c. Permission Letter

        Before doing the research, the researcher has to manage the licenses on campus and then gave it to teachers who used PWIM as learning media at the second grade of Junior High School NURIS.

    d. Exploring and assessing the state of the field

        After the teacher of second Grade Junior High School NURIS gave permission to the researcher, the researcher came to Junior High

School NURIS. This stage was used to collect data needed by the researcher easily.

e. Selecting the participants or the informants

In this stage, the researcher selected the participants or the informants to get the data and information in the research. The researcher chose the teacher of second Grade Junior High School NURIS and students of second Grade Junior High School NURIS as informants.

f. Preparing the instruments of the research

In the final stages, the researcher prepares the instruments of the research before come to field of research. The instruments of the research such as notebook, camera, pen, and then questions note.

2. Stages of Fieldwork

In this stage, the researcher started to invite the field of the research or location of the research to obtain the data that appropriate with the focus of the research which was established as the theoretical framework in this research. The activities in this stage included:

a. Understanding the background of the field of research and preparing yourself

At this stage, researcher must know and understand the background of Junior High School NURIS and also must prepare before starting research in the learning process that used Picture Series Media both physically, physically and mentally.

b. Entering to the Field of the research

At this stage, the researcher entered to the field of the research that was Junior High School NURIS Islamic and then the researcher observed the students' activity in the learning process that used PWIM when they were in the learning process.

c. Collecting the Data

At this final stage, the researcher should collect the data or the information such as the strategy, media, material, kinds of the activities in the learning process that used PWIM.

3. Stages of Data Analysis

Based on the stages that have done above, the next stage was analyzing the data that included of reducing of the data, presenting the data and making conclusions. This stage was the final stage from the research process. Also in this stage, the researcher starts to arrange the research reports and trust it.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Overview of Research Object

1. History of NURIS Junior High School of Jember

NURIS Junior High School was originally not a formal school, yet it was under the institution of Islamic Boarding School Nurul Islam (Nuris). It established at 8 o'clock on August 8th, 1981 by the founder; KH. Muhyiddin Abdusshomad. In the first year of its establishment, it was only inhabited by a dozen students. They only learned religious instruction directly from the founder. One day, while KH. Muhyiddin was walking in downtown Jember, he saw many Muslim students studied in Christian schools from various regions, from Silo sub-district and others. So, it crossed his mind that it would be nice if the Islamic boarding house had a public school and the community could send their children to professional Islamic school institutions.

Following up on this idea, he asked several famous Kyais in East Java for advice. They were KH. As'ad Syamsul Arifin (kyai of Islamic Boarding School Sukorejo Situbondo), KH. Ahmad Shiddiq (kyai of Islamic Boarding School Telangsari Jember), KH. Hasyim Zaini (kyai of Islamic boarding school Nurul Jadid Probolinggo). The scholars agreed KH. Muhyiddin Abdusshomad's intention to establish Junior High School NURIS. Then he consulted with some students from Jember University, Muhammadun, Achmad Nur Salim, and several other students. He also

invited the principals of elementary schools around the Islamic Boarding School to seek advice and input about the establishment of the public school.

They were enthusiastic and supportive, even the principal of Antirogo 4 Elementary School provided several rooms for the formal school to occupy at that time. Then in 1983, KH Muhyiddin Abdusshomad established Junior High School NURIS. On the first period, Junior High School NURIS was led by Hisyam Baliya in 1983. Then, it was continued by Muhammadun in 1984, Achmad Nur Salim in 1984-1989, M. Soleh Samroji in 1989-2002, Hary Widyo Utomo in 2002-2006, Abdus Samak, S.Pd in 2006-2014 and the current headmaster was H. Rahmatullah Rijal, S.Sos.

2. Location of the School

Junior high school of NURIS Jember was located on Pangandaran street, number 48 Sumbersari Jember East Java. NURIS Junior high school was a school located in an Islamic boarding school Nurul Islam. So, NURIS junior high school was close to NURIS Islamic junior high school, NURIS Senior high school, and NURIS Vocational high school.

3. Vision, Missions and Objectives of School

   a. The vision of NURIS Jember Junior High School

   To form a generation who have a noble character, achievement, and Islamic culture.

b. The missions of NURIS Jember Junior High School

1) Improving professionalism and founding learning creativity.

2) Habituate akhlaq al-karimah behavior.

3) Complement learning facilities and infrastructure.

4) Habituate religious rituality and daily life.

4. The Number of Teachers and Students of the School

The total number of the teachers in NURIS Jember Junior high school was 43 teachers while the total number of the students was 554 students. Students were divided into 3 stages; they were 7 classes (grade), 8 classes (grade) and 9 classes (grade).

5. Facilities and Infrastructure

The infrastructure in NURIS Jember was very diverse, there were 15 classes for the learning activity, and there were library building, language laboratory, science laboratory, internet access multimedia, sports hall, and *Poskestren* room. The facilities provided by NURIS were Learning VCD, LCD touchscreen, also some computers and scholarship for students with good achievement and low-income ones.

6. The Extracurricular of NURIS Jember

To support the talents and interests of the students, NURIS made several extracurricular activities that could be followed by the students such as:

a) Journalism

b) Science club

     c) Poetry

     d) Football club

     e) Scout club

     f) Calligraphy club

     g) Three language speech club

     h) *Hadrah*

     i) *Tartil*

     j) *Tilawatil*

7. Achievements

As a school that has been accredited "A", students of NURIS Junior High School have accomplished many great achievements. The most recent achievement was that some NURIS students won several contests in Bahana Muharram event in Jamik mosque Jember. They were A. Zakaria as the first champion in tilawah contest, Kinar Tantri as the first champion in English speech contest, Zaki Fahmi as the second champion in English speech contest, Ananda Dwi as the third champion in Indonesian speech contest. Then, there were Devita Maharani Yovanda as the first favourite champion poetry event at STIEKN Jayanegara Malang and also Moh. Azhar Zanky and team as the second champion in Mathematics and Natural Sciences Olympiad at Senior High School Muhammadiyah 3 Jember, and there were so many others.

B. Finding

1. The use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in second grade junior high school NURIS Antirogo Sumbersari Jember

   In the field, the researcher found that the teacher of the 2nd grade of junior high school NURIS used learning media in the form of pictures in learning English in the descriptive text writing chapter. As explained by Mrs. Devi as the English teacher in the second grade of junior high school NURIS:

   > "When entering descriptive text lessons, I mostly use pictorial learning media, sometimes the paper that I printed out is downloaded from Google, sometimes if I don't have time to print it out, I used a laptop and then showed it to students, sometimes I used an LCD"[43]

   In the interview above, Mrs. Devi as the English teacher in the second grade of junior high school NURIS explained that learning English in the descriptive text writing chapter often used pictorial media.

   > "I don't know what the term is, the most important is the learning mechanism, I bring pictorial media, then I explain the material that I will teach, such as describing what? Then using what tenses when I explained I showed the picture, and of course the picture has many objects so that they describe a lot ... at least 3 paragraphs"[44]

   In the interview above, Mrs. Devi explained how the use of pictorial media and how the implementation mechanism was.

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[43] Mrs Devi, interview, Jember, 13 Desember 2019

[44] Mrs Devi, interview, Jember, 13 Desember 2019

"When I use paper, I usually share them one by one, but if I use an LCD or just a computer, I just put it on the teacher's desk, which is my desk."[45]

In the statement of Mrs. Devi above, she explained the different use in each object she carried when carrying out learning.

"When learning English in this descriptive text writing chapter, students prefer to use the ones with pictures, because I see they can better analyze what they want to describe, so they are not confused ... enjoy it more and I see they are more focused, if not use the picture they can mess up their focus, even there are those who are sleepy"[46]

Based on the interview above, the teacher used pictorial media as an English learning tool in the writing chapter of descriptive text in The second grade of junior high school NURIS. This statement was supported by Sveta as one of the students as follow:

"In my opinion, this pictorial media we like the most, because we focus directly on what we are aiming for, for example, we want to explain the pictures of objects at school, we can directly describe one by one based on these images, for example the ceremonial field, or library, canteen and others"[47]

Based on the interview above, students liked to learn English in the writing descriptive text chapter by using pictures because according to students this learning made them enjoy the lesson.

"I like it most when Mrs. Devi uses a piece of paper, because after learning is finished the assignment is collected and then Mrs. Devi graded and refined to us so we can learn again"[48]

[45] Mrs Devi, interview, Jember, 13 Desember 2019
[46] Mrs Devi, interview, Jember, 13 Desember 2019
[47] Steva, interview, Jember, 13 Desember 2019
[48] Steva, interview, Jember, 13 Desember 2019

The second grade of junior high school NURIS student named Sveta believed that in a variety of media that was used when learning about writing descriptive text, he preferred to use print out media as a paper downloaded from Google.

> "The difference when using pictorial media and not using it is very different, if they do not use pictorial media for a long time to understand what I explained, especially the purpose of what I explained, then they are not focused instead they are crowded, asking friends what my explanation means, then after I explain it, they will ask again "[49]

In the interview above, Mrs. Devi explained that the difference between using pictorial media and not using one is very different, when students did not use pictorial media they tended to be confused and focused less.

Based on observations on how the use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in the second grade of junior high school NURIS Antirogo Sumbersari Jember, it was found that learning by using pictorial media were the teacher brought pictorial media such as printed paper the results of print out downloaded on google, posters, newspapers, computers or LCD Then the teacher explained what it meant by descriptive text writing. The teacher explained the tenses used when writing descriptive text. Then the teacher shared the picture or showed the picture that later would be described.

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[49] Mrs Devi, interview, Jember, 13 Desember 2019

Researcher assumed that the use of pictorial media was very useful and beneficial for students. Students became enthusiastic and enjoy the learning. Then the researcher conducted an interview with Mrs. Devi and one of the students of second grade of Junior High School NURIS, Sveta. Mrs. Devi explained that the use of pictorial media made it easier for students to better understand descriptive text material.

Based on observations and interviews, the researcher found that PWIM was actually implemented, only the teacher did not know that what she had been implemented was PWIM. It was supported by the answer from the interview of one of the second-grade students at Junior High School NURIS, Sveta, which increasingly stabilized that the learning mechanism used PWIM.

2. The assessment used in the writing Descriptive text by using Picture Word Inductive Model (PWIM) in second grade of NURIS Junior High School Antirogo Sumbersari Jember

In the field, researcher found that the assessment used in the writing Descriptive text by using Picture Word Inductive Model (PWIM) in the second grade of junior high school NURIS Antirogo Sumbersari Jember was written test. It was explained by Mrs. Devi as an English teacher in the second grade of junior high school NURIS:

> "So usually for material like this I use a written test, to measure the extent to which students understand. Still remember or not with what I have explained"[50]

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[50] Mrs Devi, interview, Jember, 13 Desember 2019

Based on the interview above, the teacher used Written test as an assessment for students of the second-grade junior high school NURIS in writing Descriptive text by using Picture Word Inductive Model (PWIM).

"At the beginning of the discussion on the writing descriptive text chapter, I made it a habit for students to work on writing text but I was allowed to bring the dictionary as a tool, the next meeting was like that but the pictures to be described were different, and when they were discussed, I told them they were written the text that was discussed yesterday, in the form of three different topics, I shared randomly, so that they are the same and there are different, then I told them to do it without looking at the dictionary "[51]

The interview with Mrs. Devi as an English teacher in the second grade of junior high school NURIS was supported by a statement from the second-grade student of junior high school NURIS named Sveta:

"after the material writing descriptive text is finished Mrs devi gives us a question sheet that has the same picture and the picture is the picture that we have discussed but the difference is we are no longer allowed to open the dictionary, then there is an answer column to describe the image of the test itself, the picture in the test that Mrs. Devi gave us the pictures that were discussed, so we like remembering what we wrote yesterday, we can't see the dictionary, so we can only remember the vocabulary we knew yesterday, and the sentence used, we can do it quickly and we ourselves know how strong our memories are"[52]

Based on the data interview results, with the written text students felt they can measure their own abilities by remembering how they remembered vocabulary, how they remembered sentence structure, and they became aware of how strong their memory would be of the vocabulary they had written in the discussion before in the written text.

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[51] Mrs Devi, interview, Jember, 13 Desember 2019
[52] Steva, interview, Jember, 13 Desember 2019

Based on observations, the assessment used in the writing Descriptive text by using Picture Inductive Model Word (PWIM) in the second-grade junior high school NURIS Antirogo Sumbersari Jember was written text. The teacher gave a question sheet in the form of an image that was available in the answer column and students would answer by describing the picture below it.

Researcher also conducted interviews with English teachers in the second grade of junior high school NURIS as well as one of the students of The second grade of junior high school NURIS. The teacher explained that to know or measure students' abilities in writing descriptive text the teacher used written text as an assessment for students in learning writing descriptive text. According to one student, the assessment used by the teacher was very helpful for them to remember the vocabulary they knew, the arrangement of the sentences they knew, and the types of tenses used. This statement was also supported by Questionnaire which was distributed to all students of the second grade of Junior High School NURIS JEMBER in order to strengthen the observations and interviews of teachers and students of the second grade of Junior High School NURIS JEMBER.

3. The problem faced by the teacher in using Picture Word Inductive Model (PWIM) Descriptive text in the second grade of junior high school NURIS Antirogo-Sumbersari.

In the field, researcher found the problem faced by the teacher in using Picture Inductive Model Word (PWIM) in the second grade of junior

high school NURIS Antirogo Sumbersari Jember. It was explained by

Mrs. Devi as an English teacher in the second grade of junior high school

NURIS:

> "The problem is the same as the problem in general. I think that everyone experiences difficulties in vocabulary, when students work on descriptive text writing, the main problem is vocabulary. In addition, there are some students who do not have a dictionary at this time so they borrow from those who have it, which makes students too late to finish working on the problems"[53]

Mrs. Devi's statement as an English teacher in the second grade of

junior high school NURIS was supported by Sveta, one of the students of

second grade of Junior High School NURIS.

> "The difficulty had by I and my friends are the vocabulary, there are some friends who do not have a dictionary so they have to borrow from those who have, so we must be able to divide the time by taking turns, opening the dictionary, looking for words one by one in the dictionary, if we are not slow and do not use the time well we cannot finish with the task well"[54]

Based on the interview above, the problem in learning writing

descriptive text chapters was vocabulary. Few students knew the

vocabulary to be written and there were some students who did not have a

dictionary. This was what made students not optimal in completing

assignments given by the teacher.

> "The second problem that often occurs is students are still confused with grammar, they tend to forget and this problem is most often the case, in the second grade of Junior high School NURIS because there are few students who have the ability in grammar, I admit it"[55]

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[53] Mrs Devi, interview, Jember, 14 Desember 2019
[54] Steva, interview, Jember, 14 Desember 2019
[55] Mrs Devi, interview, Jember, 14 Desember 2019

Based on the above interview, Mrs. Devi concluded that the second problem was that students tend to have difficulty in grammar. Students tend to forget what the right tenses for writing descriptive text.

Based on observations about the problem faced by the teacher in using the Picture Inductive Word Model (PWIM) in the second grade of junior high school of NURIS Antirogo Sumbersari Jember, researcher found answers that were accordance and almost the same between students and teachers. In the first problem, students found it difficult to compose descriptive text writing because students memorized a few vocabularies and the second problem, students had difficulty in grammar, students are difficult and confused to write descriptive text using what sentence.

The observations and interviews above also supported by Questionnaire which was distributed to all students the second grade of Junior High School NURIS JEMBER in order to strengthen the observations and interviews of teachers and one of the students of the second grade of Junior High School NURIS JEMBER. The results of the Questionnaire that were submitted to all students the second grade of Junior High School NURIS JEMBER confirmed that there was a problem faced and solution by the teacher in using the Inductive Model Word Picture (PWIM) in the second grade of junior high school NURIS JEMBER.

4. The solutions by the teacher in using Picture Word Inductive Model (PWIM) Descriptive text in the second grade of junior high school NURIS Antirogo-Sumbersari.

In the field, researcher found the solution by the teacher in using Picture Inductive Model Word (PWIM) in the second grade of junior high school NURIS Antirogo Sumbersari Jember. It was explained by Mrs. Devi as an English teacher in the second grade of junior high school

"Usually I get students to write as many as ten vocab, for students who have done and collected assignments to me, after they make ten vocab, I instruct them to memorize it ... in my opinion this is very effective because the first student can add vocabulary which he memorized and secondly, the student becomes less crowded and disturbs his other friends who have not finished work on the assignment"[56]

Mrs. Devi's statement above was also strengthened by Steve's statement as a student the second grade of Junior High School NURIS in overcoming the problems in the chapter writing descriptive text.

"When we have finished working on the task, Mrs. Devi told us to write ten vocabularies in a special Vocab book because Mrs. Devi requires that we have a special Vocab book, then we are assigned to memorize, my friend and I think that this is just an additional task and only fill in the blanks. While waiting for friends who have not finished the task, but it turns out this is very useful and without us knowing we are increasing and increasing the vocab"[57].

Sveta stated that writing and memorizing ten vocabularies when finished doing a very useful task without her being aware of that memorization will continue to increase their vocabulary mastery.

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[56] Mrs Devi, interview, Jember, 14 Desember 2019
[57] Steva, interview, Jember, 14 Desember 2019

In the next interview the researcher found a solution to the second problem described by Mrs. Devi as an English teacher in the second grade of Junior High School NURIS. In this second problem, many students were still confused about grammar. Students tend to forget what the right tense were used when doing descriptive text writing.

"Usually I train students many times, I explain many times ....Therefore every time I teach there is always a homework assignment, the next day I ask them to collect homework assignments that they have finished doing, then I correction from there I know where the majority is wrong, then discussed together and when there are some minority students who are wrong in doing homework, I call to come to my table so I explain again"[58]

Mrs. Devi stated the solution of the two problems faced by the students tent to be difficult in grammar. Mrs. Devi trained students over and over again then gave home assignments in an attempt to overcome the problem. Explaining in general if the majority of students were wrong in the same thing and explaining in private if there only a minority of students. Mrs. Devi's statement about this second problem was supported by Sveta as a student of the second grade of Junior High School NURIS JEMBER.

"Mrs. Devi explained and corrected about our homework, sometimes Ms. Devi called us to her desk and then explained in person, sometimes Mrs. Devi came to us to our bench to explain in person"[59]

Based on observations about the solutions by the teacher in using the Picture Inductive Word Model (PWIM) in the second grade of junior high school of NURIS Antirogo Sumbersari Jember, researcher found answers that were accordance and almost the same between students and

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[58] Mrs Devi, interview, Jember, 14 Desember 2019
[59] Steva, interview, Jember, 14 Desember 2019

teachers. In the first solution, students memorizing ten vocabularies after working on these questions and expressions which was confirmed by one of the students. In the second solution, was by teaching repeatedly, Explaining in general if the majority of students were wrong in the same point and explaining in private if there were a minority of the students wrong. This statement was also justified by one of the students.

C. Discussion

This section is researcher's idea, the correlation between categorizes and dimensions, the position of findings with the previous findings, with interpretation and explanation of findings that presented in the field.

A Finding Discussion contains of the data that obtained by the researcher by using Observation, Interview, and Document Review techniques in the field. The discussion as follow:

1. The use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in second grade junior high school NURIS Antirogo Sumbersari Jember

The results of observations and interviews given to students in class 2f SMP Nuris Jember showed that learning English in writing descriptive text chapters actually used pictorial media to make it easier for students to arrange word for word into paragraphs, pictorial media can be obtained from books, posters, magazines, leptops and LCDs. At the beginning of learning, the teacher brings a media with a picture, then the teacher explains the mechanism or steps to do it, then the students work on

the descriptive text according to the direction of the teacher. The researcher interviewed one of the students in class 2f SMP Nuris, he and his friends admitted that they were happy and it was easier to work on descriptive text using pictorial media. Students feel that with pictorial media they feel more focused on what they want to aim at, students independently add to their own vocabulary, in contrast to not using pictorial media, students feel bored and monotonous because before working they have to imagine what images will be written first.

The results of observations and interviews with English teachers in grade 2F SMP NURIS JEMBER regarding the implementation of English learning in the descriptive text chapter using pictorial media in class 2F SMP NURIS Jember, namely the first step for the teacher to let students choose the picture they want, secondly to identify the image. In this case, the three students named the picture on the identified picture, the four students read the picture, the five students made a title, and finally the students were assigned to make sentences and produce paragraphs.

The steps stated by the teacher closely resemble the strategic steps of PWIM, this statement is supported by the theory of Calhoun which states that:

a. Select a picture.

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

c. Label the picture parts identified. (Draw a line from the identified objector 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, rhyming words) to emphasize with the whole class.

f. Read and review the picture word chart (say the word, spell it, say it again).

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 picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.

j. Read and review the sentences and paragraphs[60].

According to the English teacher from grade 2f SMP NURIS JEMBER students are more comfortable doing assignments with media like this, students analyze pictures calmly and focus, very clearly different when the teacher uses media and does not use pictorial media, students

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[60] Calhoun, Emily. F.Teaching Beginning Reading and Writing with Picture Word Inductive Model. (Alexandria, VA: Association for Supervision and Curriculum Development.1999).P 23

feel bored and sleepy which results in students completing the task is not optimal. Based on observations and interviews, the researcher found that PWIM was actually implemented, only teachers did not know that what they were doing was PWIM. This is supported by the theory of PWIM..

2. To find out the assessment used in the writing Descriptive text by using Picture Word Inductive Model (PWIM) in Second Grade of Junior High School NURIS Antirogo-Sumbersari.

Based on the results of observations and interviews with teachers and students, that the written test was actually carried out in class 2F SMP NURIS JEMBER, an assessment was given at the end of the lesson in order to measure the students' ability during learning using pictorial media. This statement was confirmed by teachers and students of grade 2F SMP NURIS JEMBER. Students admit that they are happy with the assessment used by the teacher, students feel suitable and do not feel difficult, they also feel happy in the exam using pictorial media that gives the impression of being happy and not boring.

The finding discussion was appropriate with the theory that explained by Calongesi the explanation as follow:

A test is one of the efforts of designed measurement that used by the Instructor to make opportunities to the students to show their achievement that related to the purpose of learning that had been established. A test consists of some question that must be answered by the students. Each

question in a test arraigns students to a task and provides a condition for the students to perceive the task or that question.[61]

Based on the findings supported by the theory above, the test is a written research tool to observe the results of student assignments to match the assessment targets. From the results of observations and interviews conducted in grade 2F SMP NURIS JEMBER, and class 2F teachers at SMP NURIS JEMBER actually used written tests as their assessment, students felt very comfortable using written tests as their assessment, they became aware and could guess where their abilities were. on their own, they feel there is a time lag to think and feel relaxed until the time provided for doing the task runs out.

3. The problem faced by the teacher in using Picture Word Inductive Model (PWIM) Descriptive text in the second grade of junior high schcool NURIS Antirogo-Sumbersari.

The results of observations and interviews conducted by researchers with English teachers in grade 2F SMP NURIS JEMBER regarding face problems while teaching descriptive text writing chapters using pictorial media, teachers face problems with themselves, namely teachers feel they have a new burden because before entering into learning the teacher must be correct properly prepare teaching materials and learning media. The second problem that teachers face with students when using pictorial media is the limited time. In accordance with the results of

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[61]Calongesi, *Merancang tes,*

an interview with an English teacher for grade 2F SMP NURIS JEMBER, the teacher felt that time was limited and there were some students who did not bring a dictionary and who did not have a dictionary.

The problems faced by the teacher closely resemble the weeknes of the Picture Word Inductive Model strategy, namely:

Feng states that there are several challenges in the implementation of PWIM those are:[62]

a) Not every section of each unit in the textbook can be introduced by using this method such as section of songs or rhymes and short paragraph are difficult to teach by using PWIM.

b) PWIM increases teachers' workload because they have to design their own teaching material.

c) Practicing the full sequence of PWIM is time consuming.

In the results of interviews conducted by researchers with class 2F teachers at SMP NURIS JEMBER, researchers found new problems faced by the teacher, namely that there were some students who had difficulty in grammar, students were confused about what tenses were done when composing the paragraphs used in writing descriptive text.

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[62] Feng, *The Cooperative*, 128

4. The solution by the teacher in using Picture Word Inductive Model (PWIM) Descriptive text in the second grade of junior high schcool NURIS Antirogo-Sumbersari.

The results of observations and interviews conducted by researchers with English teachers in grade 2F SMP NURIS JEMBER regarding face problems while teaching descriptive text writing chapters using pictorial media,

In the two problems described by the teacher above, the teacher has found a solution to these problems. First, in dealing with the problem, the teacher feels somewhat overwhelmed in using this pictorial media by means of the teacher preparing learning frameworks and learning media materials the day before starting learning activities. Second, in facing the problem of using pictorial media, it takes a lot of time coupled with some students who do not have a dictionary or do not carry a dictionary while their knowledge of vocabulary is very minimal, the teacher overcomes it in a way when ten minutes before the lesson is finished the teacher asks students to write ten vocabulary words. and then memorize the translation.

The results of interviews conducted by researchers with class 2F teachers at SMP NURIS JEMBER, the researcher found a solution from the teacher, namely that the teacher always gave homework assignments and collected them during the next meeting, from which the teacher could find out that students really couldn't, so the teacher gave guidance to that student earlier.

CHAPTER V

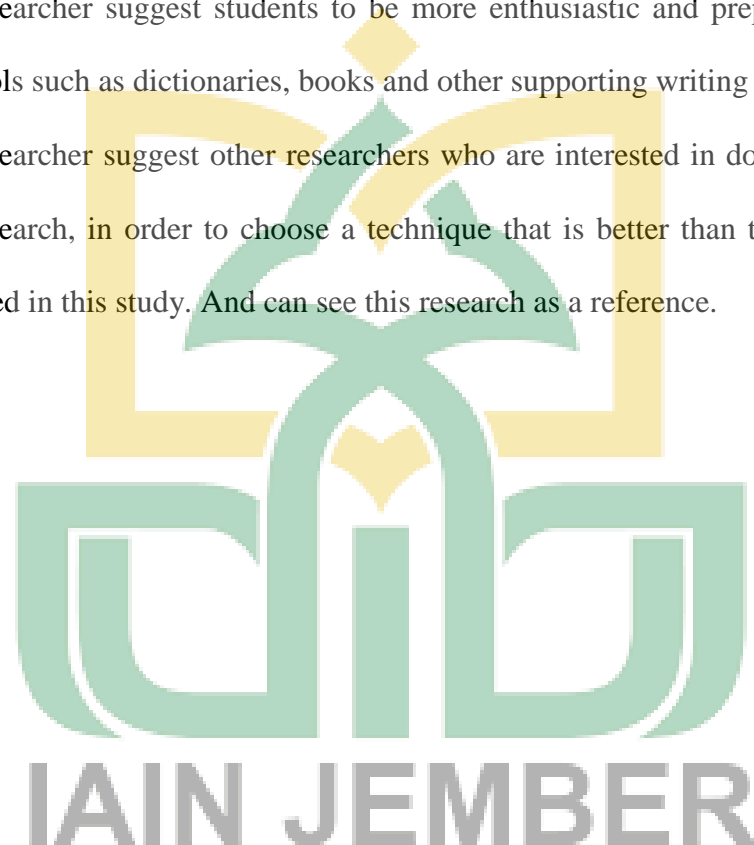# CONCLUSION AND SUGGENTIONS

A. Conclusion

Based on the focus of this research, there are four conclusions that can be concluded, as follows:

1. PWIM is really used by teachers when teaching descriptive text in grade 2 SMP NURIS JEMBER. What teachers usually use as a medium when using PWIM include paper with pictures, LCD or student textbooks, in these pictures there are several objects that must be described one by one which will be complete paragraphs.

2. the assessment used by teachers in grade 2 SMP NURIS is a cycle test to measure students' abilities in descriptive text material using PWIM.

3. The problem faced by teachers when using PWIM is the first problem, students found it difficult to compose descriptive text writing because students memorized a few vocabularies and the second problem, students had difficulty in grammar, students are difficult and confused to write descriptive text using what sentence.

4. The solution by teachers when using PWIM is, the first solution, students memorizing ten vocabularies after working on these questions and expressions which was confirmed by one of the students. In the second solution, was by teaching repeatedly, Explaining in general if the majority of students were wrong in the same point and explaining in private if there were a minority of the students wrong.

B. Suggestions

After drawing conclusions, the researcher conveyed several suggestions aimed at other researchers who were interested in the same research, whose evaluation was as follows:

1. researcher suggest students to be more enthusiastic and prepare learning tools such as dictionaries, books and other supporting writing tool.

2. researcher suggest other researchers who are interested in doing the same research, in order to choose a technique that is better than the technique used in this study. And can see this research as a reference.

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AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name	: Anisa Putri
NIM	: T20156093
Study Program	: English Education Department
Faculty	: Tarbiyah and Teacher Training
Institution	: IAIN Jember

Hereby declares that the content of the thesis entitled "**The Use of Picture Word Inductive Model (PWIM) on The Student Writing Descriptive Text in 2nd Grade of SMP Nuris Antirogo Sumbersari Jember**" is the result of my research/work, except in the part referred by the source.

Jember,

Stated by

Anisa Putri
NIM. T20156093

Appendix 1: Research Matrix

RESEARCH MATRIX

Title	Variable	Indicators	Data Collection	Research Methodology	Research Problem
THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM) ON THE STUDENT WRITING DESCRIPTIVE TEXT IN 2ND GRADE OF SMP NURIS ANTIROGO SUMBERSARI JEMBER.	1. Improving student's Writing skill	1. Writting • Content • Organization • Grammar • Vocabulary • Mechanics 2. describtive text • Definition • Social • Significant 3. PWIM • Definition • The Weaknesses • The Strength • The Implementation	Students of 2ND Grade of SMP NURIS ANTIROGO SUMBERSARI JEMBER.	1. Research Design: Qualitative Research (observasi) 2. Collecting Data: • Observasi • Interview	1. How is the use of Picture Word Inductive Model (PWIM) in the teaching and learning of writing Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember? 2. What is the assessment used in writing Descriptive text by using Picture Word Inductive Model (PWIM) in Second Grade of Junior High School NURIS Antirogo Sumbersari Jember? 3. What are the problems faced and solution by the teacher in using Picture Word Inductive Model (PWIM) in Descriptive text in Second Grade of Junior High School NURIS Antirogo Sumbersari Jembe

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Nuris Antirogo-Sumbersari-Jember
Kelas/semester : VII/C
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks Interaksi transaksional Lisan dan Tulis
 Sederhana yang melibatkan tindakan memberi
 dan mendeskripsikan sesuatu terkait nama dan jumlah
 binatang, benda, dan bangunan publik yang dekat
 dengan kehidupan siswa sehari-hari
Alokasi Waktu : 16 x 40 menit (3 pertemuan)

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyajidalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

3.4 Mengidentifi-kasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, danbangunanpublik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait *article a* dan *the, plural* dan *singular*).

4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.4.1 siswa dapat mendeskripsikan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta

informasi terkait nama dan jumlah binatang yang dekat dengan kehidupan siswa sehari-hari sesuai dengan konteks penggunaannya.

3.4.2 Siswa dapat mendeskripsikan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.

3.4.3 Siswa dapat mendeskripsikan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah bangunan public yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya.

4.2.1 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam hari dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.2.2 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam bentuk angka,tanggal dan tahun dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

4.2.3 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

- Siswa dapat mendeskripsikan fungsi sosial pada teks untuk menyatakan dan menanyakan fungsi dari benda sesuai dengan konteks penggunaannya.
- Siswa dapat mendeskripsikan struktur teks pada teks untuk menyatakan dan menanyakan fungsi dari benda sesuai dengan konteks penggunaannya.
- Siswa dapat mendeskripsikan unsur kebahasaan pada teks untuk menyatakan dan menanyakan fungsi dari benda sesuai dengan konteks penggunaannya.
- Siswa dapat mendeskripsikan ciri-ciri ungkapan untuk menyatakan dan menanyakan fungsi dari benda (fungsi sosial, struktur teks, dan unsur kebahasaan).

D. MATERI PEMBELAJARAN

- **Kosa kata**
  Adjective : cute, adorable, beautiful, long,strong, short, tall, big, small, sharp, clean, tetractable twinkling, smooth
  Noun : fangs, fur,eyes, nose, teeth, man, women

- **Media**

  – Picture
  – Power point
  – Projector
  – Video
  – Magazine
  – worksheet

- **Unsur kebahasaan**

- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik.
- Penyebutan benda dengan *a(singular)*, *the*, bentuk jamak (*-s*)(plural)
- Penggunaan kata penunjuk *this*, *that*, *these*, *those* ...
- Preposisi untuk *in, on, under*
- Ucapan, tekanan kata, intonasi
- Ejaan, tanda baca
- Tulisan tangan

- **Topik**

Benda, binatang, bangunan umum yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, serta perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri.

2. **Materi Pembelajaran Pengayaan**

Teks deskripsi interpersonal terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

3. **Materi Pembelajaran Remedial**

Fungsi sosial, struktur teks dan unsur kebahasaan, teks deskripsi interpersonal lisan dan tulis terkait nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

E. **KEGIATAN PEMBELAJARAN**

PERTEMUAN 1 (40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat" *Good morning students".* ▪ Pastikan peserta didik merespon dengan menjawab kembali " *Good morning, Teacher/ Sir/ Ma'am".* ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Jika memungkinkan, guru dapat bertanya keberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Guru menyampaikan tujuan pembelajaran	5 menit
Inti	*Observing*	30 menit

	▪ Guru menyebut contoh beberapa benda benda yang mudah di gambarkan. ▪ Siswa menirukan pengucapan kosa kata dan karakteristiknya. ▪ Dengan bimbingan dan arahan guru, siswa menggunakan kosa kata dan karakternya ke dalam kalimat (fungsi sosial, struktur teks, dan unsul bahasan. *Questioning* ▪ Guru menyampaikan pertanyaan yang membangkitkan rasa ingin tahu siswa tentang penggunaan kalimat dalam descriptive text. ▪ Siswa menjawab pertanyaan- pertanyaan yang diberikan ▪ Guru dapat mengulangi kegiatan tersebut dengan pertanyaan yang berbeda sehingga siswa benar benar faham maksud dari materi yang guru ajarkan. *Associating* ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. *Experimenting* ▪ Setiap peserta didik menggambarkan kan benda2 tersebut dan menyebutkan nama dan jumlah benda2 dalam kelas dalam bukunya masing2 lalu merangkainya menjadi kalimat yang berkesinambungan hingga menjadi paragraf yang sempuna ▪ Guru mengawasi dan membimbing peserta didik *Communicating* ▪ Guru membahas hasil presentasi peserta didik	
Penutup	▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang nama dan jumlah benda di dalam kelas ▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik ▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. ▪ Siswa diberi tugas	5 menit

PERTEMUAN 1 (40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. ▪ Guru dapat menggunakan kalimat" *Good morning students"*. ▪ Pastikan peserta didik merespon dengan menjawab kembali " *Good morning, Teacher/ Sir/ Ma'am"*. ▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran. ▪ Jika memungkinkan, guru dapat bertanya keberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru ▪ Guru menyampaikan tujuan pembelajaran	5 menit
Inti	*Observing* ▪ Guru menginstruksikan kepada siswa untuk mengumpulakan tugas pekerjaan rumah. *Questioning* ▪ Guru dapat memberikan pertanyaan yang berhubungan dengan pelajaran yang kemarin telah di bahas. ▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan ▪ Guru dapat mengulang-ulang pertanyaan tersebut. bahkan mengacak pertanyaan tersebut sehingga siswa mampu mengingat lebih dari sebelumnya *Associating* ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. *Experimenting* ▪ Guru membagikan kertas jawaban dr tugas rumah secara acak. ▪ Guru mengoreksi jawaban bersama siswa. ▪ Guru mengawasi dan membimbing peserta didik *Communicating* ▪ Guru menyediakan waktu dan tempat bagi siswa yang masih belum paham dengan materi. ▪ Guru menjelaskan lebih detail kepada siswa yang blm faham akan materi.	30 menit

Penutup	- Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya tentang nama dan jumlah benda di dalam tas - Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik - Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini. - Siswa diberi tugas	5 menit

IAIN JEMBER

Appendix 3: Worksheet

NAME :

CLASS :

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Nomor   : B. 1666/In.20/3.a/PP.009/11/2019   14 November 2019
Sifat   : Biasa
Lampiran   : -
Hal   : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NURIS JEMBER
ANTIROGO SUMBERSARI JEMBER

Assalamualaikum Wr Wb.

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

    Nama   :   anisa putri
    NIM   :   T20156093
    Semester   :   XII
    Prodi   :   TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai *THE USE OF PICTURE WORD INDUCTIVE MODEL (PWIM) ON THE STUDENT WRITING DESCRIPTIVE TEXT IN 2ND GRADE OF SMP NURIS ANTIROGO SUMBERSARI JEMBER* selama 7 (tujuh) hari di lingkungan lembaga wewenang Bapak/Ibu RAHMATULLAH RIJAL.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

WAKA KURIKULUM

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 14 November 2019
a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

Appendix 4: Post Research Permission Letter

SEKOLAH MENENGAH PERTAMA NURIS JEMBER
(Terakreditasi " A ")
NSS : 204 052 403 156
Jl. Pangandaran 48 Antirogo - Sumbersari - Jember 68125 Telp. 0331 324946
Email : nurissmp@gmail.com

SURAT PERNYATAAN
Nomor: 497/SMP-U.NI.Jbr/P/VI/2021

Yang bertanda tangan di bawah ini:

Nama   : H. Rahmatulloh Rijal, S.Sos.
Jabatan   : Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama   : Anisa Putri
NIM   : T20156093
Program Studi   : English Department
Jurusan   : Tarbiyah

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsi yang berjudul: *"The Use Of Picture Word Inductive Model (PWIM) On The Student Writing Describtive Text in 2nd Grade Of SMP Nuris Antirogo Sumbersari Jember"* pada tanggal 14 November – 18 November 2019, yang bersangkutan juga telah membahas materi hasil penelitiannya dengan kami.
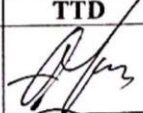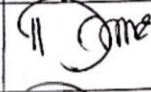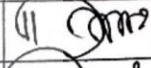
Atas perhatiannya kami ucapkan terimakasih.

Jember, 7 Juli 2021
Kepala Sekolah

Rahmatulloh Rijal, S. Sos.

Appendix 5: Research Journal

RESEARCH JOURNAL

No	Thing to do	Time	Informant	TTD
1.	Provide a letter of research to headmaster	November 14th 2019	Headmaster of SMP NURIS Antirogo-Sumbersari-Jember	
2.	Observation and consulting used	November 14th 2019	English teacher	
3.	Asking about students, and student scedule	November 15th 2019	English teacher	
4.	Consultant about the first lesson plan, the second lesson pland	November 15th 2019	English teacher	
5.	Applaying cycleone In The first lesson pland	November 16th 2019	English teacher	
6.	Discusing yesterday's lesson	November 17th 2019	English teacher	
7.	Request a letter of research completion	November 18th 2019	Administration staff	

Jember, November 20th 2019

Headmaster of SMP NURIS

RAHMATULLAH RIJAL, S.Sos

RESEARCHER BIODATA

Personal Informasi

Fullname	: Anisa Putri
NIM	: T20156093
Gender	: Female
Place, Date of bird	: Jember, july 15th 1996
Adress	: Glundengan, District Wuluhan, Jember City
Religion	: Islam
Department/Major course	: Language Education/English Department
Emil	: mrsanisaputri15@gmail.com

Educational baground

2002-2008	: SDN Glundengan 5
2008-2011	: MTs Zinul Hasan Balung
2011-2014	: MA "Unggulan" NURIS