

The Descriptive Analysis of Students' Writing Descriptive Text by Using Picture Word Inductive Model (PWIM) at the Tenth Grade of SMK Swasta Cahaya Lahewa in 2022/2023

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ABSTRACT

This research was aimed to analyze the students' writing competence in descriptive text by using Picture Word Inductive Model (PWIM) at the tenth grade of SMK Swasta Cahaya Lahewa. This research used descriptive research type with PWIM model. The data was students' writing descriptive text by tenth grade of SMK Swasta Cahaya Lahewa. The instruments that used to collect the data were observation sheet and interview sheet. The data was analyzed by using writing scoring rubric that consist of five main aspects, namely: content, organization, vocabulary, language use, and mechanics. Furthermore, the researcher presented the data with percentage of scoring and described it into a description paragraph. The result of study showed that students' writing descriptive text by using PWIM had not fulfilled the requirements needed, where the content was (77%), organization was (75%), vocabulary was (86%), language use was (74%), and mechanics was (69%). The percentage showed that the students were difficult to organize the ideas, lack of vocabulary and training when implemented PWIM and also environmental influence such motivation and interest in writing. Based on the results of this research, the researcher concluded that the implementation of PWIM was not appropriate in students' writing descriptive text because of the low ability of students, particularly at the tenth grade of SMK Swasta Cahaya Lahewa.

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1. INTRODUCTION

Writing is part of English proficiency which writing is the process of discovering ideas, organizing them, putting them down on paper, transforming them, and modifying them. The process of teaching writing not only emphasizes that authors are independent text producers, but also addresses the question of what teachers should do to support learners in completing writing tasks related to the production of texts. According to (Rachel & Samban, 2022), writing is the most difficult skill for foreign language learners to learn. When a writer starts writing, the writer needs to capture thoughts and ideas, write them down, write paragraphs, revise them, and write them again as good essays. In this way, students can practice writing and remember the language they have learned.

In syllabus of 2013 curriculum of SMK Swasta Cahaya Lahewa at the tenth grade, the basic competence of writing is expecting the students to be able to analyze social functions, text structures, and linguistic elements of several oral and written descriptive text by giving and asking questions briefly and simply information about people, things, and places according to the context of its use. As well as related to the students' achievement in learning, especially in English subject of tenth grade of SMK Swasta Cahaya Lahewa, the school has determined the Minimum Competence Criterion (MCC) that should be reached by the students was 75. The students should be able to pass on the MCC as the indication of the students' success in learning.

Based on the syllabus needed previously that expects the students to be able to analyze social functions, text structures, and linguistic elements of several oral and written descriptive text by giving and asking questions as the students' achievement. But in fact, the researcher found several problems that affected students' ability to write, especially descriptive text. There were problems faced by students in writing, namely, students have difficulty organizing ideas through their writing by using the right grammar and vocabulary to write a sentence and text. Therefore, the expectation in syllabus of 2013 curriculum could not be achieved. Based on some of the writing problems that was described above, the researcher analyzed the phenomenon of students' writing problems, especially in descriptive text. The researcher analyzed students' writing in descriptive text by using the Picture Word Inductive Model (PWIM) as a means for researcher to find out the extent of students' writing skills in the class. Through this strategy, researcher wanted to know whether there was a change or not after doing this strategy to students. According to Joyce in (Aris, Ampa, & Sulfasyah, 2021) Picture Word Inductive Model (PWIM) is a teacher-supported method in which teachers guide students to find words in images, increase the word count of their visual literacy vocabulary, define phonetic and auxiliary standards, and finally apply perceptual and coherent thought investigations to reading and writing

PWIM is a teaching approach to writing that used images of familiar objects, actions, or events to encourage students to extract words from vocabulary as they learn to write. The researcher believed that these images could serve as stimuli to improve students' critical thinking skills and existing knowledge. The benefits gained from using the PWIM method allowed students to develop their imagination and create interesting texts based on the images provided. By using this method were created a new atmosphere for the students in your class and will not make them feel bored.

Thus, to describe the students' writing by using Picture Word Inductive Model (PWIM), the researcher used a descriptive qualitative method. According to (Atmowardoyo, 2018), descriptive research is a research method that helps describe existing phenomena as accurately as possible. The term "pre-existing phenomenon" contrasts descriptive studies with experimental studies that observe not only pre-existing phenomena, but also post-treatment for a period of time. The phenomena observed in descriptive studies are already available. Researchers must collect available data using research tools such as tests, questionnaires, interviews, and even observations. The main goal of descriptive research is to systematically describe existing phenomena within the framework of research. Regarding to the explanation above, the researcher investigated the tenth grade writing in descriptive text by using descriptive qualitative research entitled, "The Descriptive Analysis of

Students' Writing Descriptive Text by Using Picture Word Inductive Model (PWIM) at the Tenth Grade of SMK Swasta Cahaya Lahewa in 2022/2023".

2. METHODS

In conducted this research, the researcher used the descriptive qualitative research. (Atmowardoyo, 2018) "Descriptive research is described as a research method utilized to accurately represent the current happenings. The term "pre-existing phenomenon" contrasts descriptive studies with experimental studies that observe not only pre-existing phenomena, but also post-treatment for a period of time". The phenomena observed in descriptive research were already available. Researchers must collect available data using research tools such as tests, questionnaires, interviews, and even observations. The main goal of descriptive research is to systematically describe existing phenomena within the framework of research.

The place of the research was SMK Swasta Cahaya Lahewa, especially at the tenth grade of SMK Swasta Cahaya Lahewa, located in Lahewa District, Lahewa Subdistric, North Nias Regency. There were 25 teachers in this school, and 1 of them was English teacher. This school consisted of 6 classes, which 2 classes were the tenth grade and total number of the tenth grade were 59 students. The researcher focused at class X-OTKP of SMK Swasta Cahaya Lahewa. This research conducted from May to June 2023. The time allocation referred to the educational calendar of SMK Swasta Cahaya Lahewa.

Procedure of Collecting Data

In this research, the researcher wanted to explain students' writing skills in descriptive text. Researcher began collecting research data through observation. Researcher used PWIM to observe teaching and learning processes in classrooms. This examination was performed on him two times a week. In addition, the researcher interviewed English teachers to learn more about their students' writing skills during the teaching and learning process, especially when writing descriptive text.

Technique of Analyzing the Data

According to (Miles, Huberman, & Saldana, 2020) there were four stages has to followed in analyze the data, consist of:

a. Data Collection

Table 1. Writing Scoring Rubric

No.	Aspects	Indicators	Score
1.	Content	Excellent to very good	30
		Good to average	26
		Fair to poor	21
		Very poor	16
2.	Organization	Excellent to very good	20
		Good to average	17
		Fair to poor	13
		Very poor	9
3.	Vocabulary	Excellent to very good	20
		Good to average	17
		Fair to poor	13
		Very poor	9
4.	Language use	Excellent to very good	25
		Good to average	21
		Fair to poor	17
		Very poor	10

5.	Mechanics	Excellent to very good	5
		Good to average	4
		Fair to poor	3
		Very poor	2

b. Data Reduction. Even before the actual data were gathered, this process was ongoing and showed up in the conceptual framework of the study, the researcher's analysis of the issue, and the method used to collect the data.

c. Data Display. The researcher used mathematical formula to represent data in numerical form. The formula was proposed by Serasi et al (2021), as follows: $\frac{\text{Number of Students Score}}{\text{Number of Maximal Score}} \times 100$. Furthermore, the researcher also used the percentage by (Arikunto, 2014) to count how far students' writing competence in descriptive text as follows:

Table 2. The Range of Percentage

No.	Range	Category
1	80% - 100%	Excellent
2	66% - 79%	Good
3	56% - 65%	Sufficient
4	40% - 55%	Less Good
5	<30% - 39%	Fail

d. Conclusion Drawing and Verification. The researcher were constantly striving to draw conclusions while in the field. To draw a conclusion was to step back and consider what the analyzed data mean in order to assess the meaning of the data for the question formulated for research purposes. Verification refers to the process by which the research focused answer could be explained.

3. RESULT AND DISCUSSION

The Result of Observation (Worksheet)

The researcher took the students observation (worksheet) of the writing descriptive text by using Picture Word Inductive Model on Saturday 27th May 2023 as the quantitative data.

Table 3. The Recapitulation of the Students' Score in Writing Descriptive Text

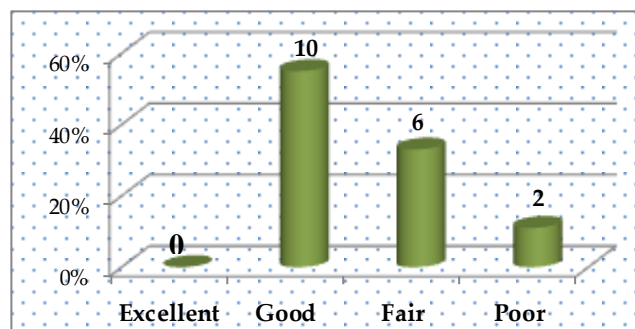
No	Name	Writing Scoring					Total score	Value
		CO	OR	VOC	LA USE	MEC		
1.	Ajis Samudra Aceh	21	13	13	17	3	67	67
2.	Agrehya Nazara	21	13	13	17	3	67	67
3.	Adnan Syah Gulo	16	9	9	10	2	46	46
4.	Erianti Harefa	26	17	17	21	4	85	85
5.	Gempita Nazara	26	17	13	17	3	76	76
6.	Heri Bertus H. Giawa	21	13	13	21	3	71	71
7.	Ingat Hari Bago	26	20	17	21	5	89	89
8.	Mahlil Amnal Zalukhu	26	17	17	21	5	86	86

No	Name	Writing Scoring					Total score	Value
9.	Marlan Hadid R. Zebua	16	9	9	10	2	46	46
10.	Mercy Saptia F. Harefa	26	17	13	21	4	81	81
11.	Marni Zeli Zalukhu	21	13	13	17	3	67	67
12.	Mei Purnamawati Lase	26	17	13	17	3	76	76
13.	Remini Tri P. Zalukhu	26	17	17	21	4	85	85
14.	Selina Gaho	26	17	17	21	4	85	85
15.	Surianus Zalukhu	21	13	13	21	3	71	71
16.	Tiarni Lase	21	13	13	17	3	67	67
17.	Tisry Julivian E. Hura	26	17	13	21	4	81	81
18.	Yanti Soniada Baeha	26	17	17	21	4	85	85
Total		418	269	250	332	62	Average score of students 74%	

From the results of student worksheets, researcher found that students' writing skills by using Picture Word Inductive Model were varied, it explained as follows:

a. Content

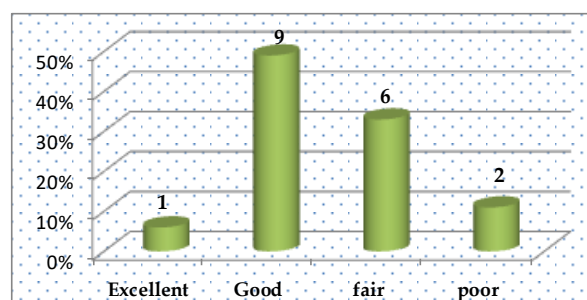
A score of 30 meant the best score because it showed excellent to very good. Furthermore, the researcher found that 10 students (55%) who achieved score of 26 in writing content. It meant that students' writing was good to average. In another hand, there were 6 students (33%) who achieved score 21 in writing the content. It meant to show fair to poor. Furthermore, there were 2 students (11%) who achieved score 16 which meant that their writing was very poor.



Graphic 1. Results of Students Worksheets in Writing Content

b. Organization

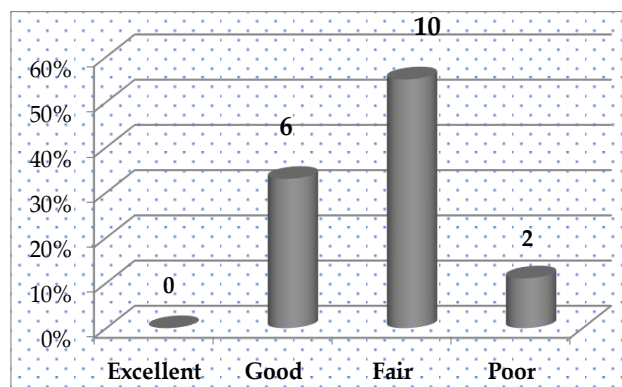
The researcher found that only one student who achieved score 20 (5.5%) achieved high score. In addition, the researcher found that there were 9 students (49,5%) who achieved score 17 in organizing writing. It meant that they showed good to average. In another hand, there were 6 students (33%) who achieved score 13 in organize writing. It meant that they showed fair to poor. Furthermore, there were 2 students (11%) who achieved score 9 which meant that their organization in writing was very poor.



Graphic 2. Results of Students Worksheets in Writing Organization

c. Vocabulary

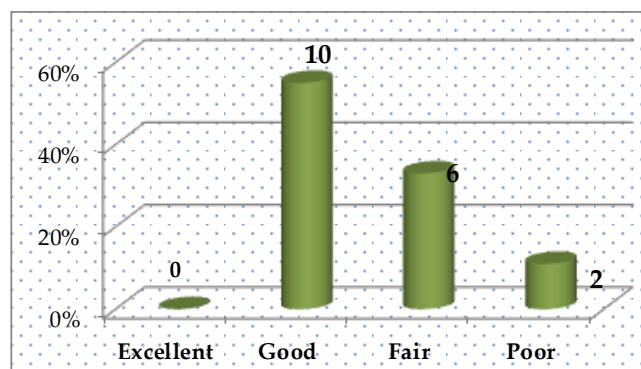
Score 20 which meant that they were in a best score because showed excellent to very good. The researcher had analyzed the student worksheets and found that none of the students could achieved this score (0%). Next, the researcher found that there were 6 students (33%) who achieved score 17 in vocabulary. It meant that they showed good to average. In another hand, there were 10 students (55%) who achieved score 13 in vocabulary. It meant that they showed fair to poor. Furthermore, there were 2 students (11%) who achieved score 9 which meant that their vocabulary in writing was very poor.



Graphic 3. Results of Students Worksheets in Writing Vocabulary

d. Language use

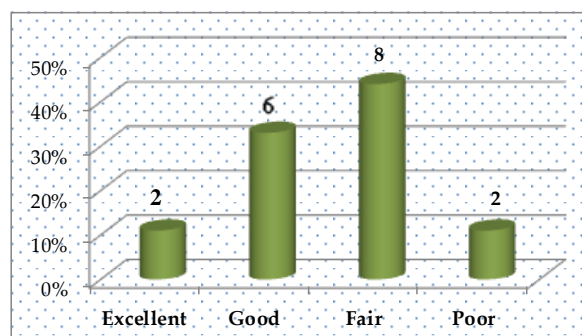
Score 25 which meant that they were in a best score because showed the excellent to very good. In this case, none of the students achieved this score in terms of the use of language in writing descriptive text. In addition, the researcher found that there were 10 students (55%) who achieved score 21 in language use. In another hand, there were 6 students (33%) who achieved score 17 in language use. It meant that they showed fair to poor. Furthermore, there were 2 students (11%) who achieved score 10 which meant that their language use in writing was very poor.



Graphic 4. Results of Students Worksheets in Language Use

e. Mechanics

Score 5 which meant that they were in a best score because showed the excellent to very good. The researcher found 2 students (11%) who achieved high score. Next, the researcher found that there were 6 students (33%) who achieved score 4 in mechanics. It meant that they showed good to average. In another hand, there were 8 students (44%) who achieved score 3 in mechanics. It meant that they showed fair to poor. Furthermore, there were 2 students (11%) who achieved score 2 which means that their mechanics in writing was very poor.



Graphic 5. Results of Students Worksheets in Mechanics

The Result of English Teacher Interview

The interview to the English teacher was conducted on May 29th, 2023. The researcher interviewed the English teacher aimed to find out what factors that influenced the students' writing in descriptive text by using Picture Word Inductive Model (PWIM) to answer the second focus of the research. The researcher wrote the English teacher answer in interview sheet. In the interview, the teacher collaborator said in teaching material descriptive text explained that the material by using English book and after that invited the students to discuss with the other students. Moreover, teacher collaborator explained that there were factors influenced students' writing in descriptive text, namely the students had problem to organize the writing descriptive text because the students find it difficult to organize their ideas or thoughts through writing or text using the right language in descriptive text.

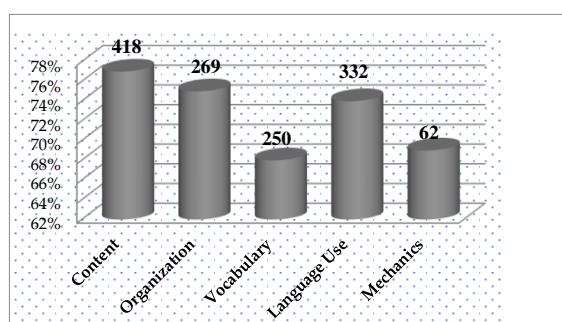
Furthermore, the teacher collaborator stated to overcome those things, she tried to approach the students by providing motivation learning and helping students when they had difficulty writing. After knowing students weaknesses, the teacher collaborator had reflected on the learning model so that student weaknesses could be corrected. The researcher also asked to the teacher collaborator the efforts to improve the students' weaknesses, the teacher collaborator gave the motivation and invited the students to rewrite descriptive text as homework. In addition, to solve the problems in writing descriptive text, the teacher collaborator implemented PWIM as part of learning to write. PWIM was image that contains objects from descriptive text to derive words from vocabularies. According to the teacher collaborator, PWIM could be a new learning atmosphere in writing because it was implemented to students in the form of interesting pictures related to descriptive text which was able to make students think critically to find lots of new vocabularies and written in the form of sentences or text. Before writing descriptive text, the teacher collaborator was implemented PWIM as an initial basis in writing descriptive text, namely by drawing objects on the blackboard, and asked to students to label or show each word that they saw from the picture. For more detail, the following was a list of interviews with English teachers:

Table 4. Interview Sheets

No.	Questions	Teacher's Responses
1.	Did students have difficulty in writing descriptive text?	When writing, there are some problems experienced by students especially in writing descriptive text. First, students do not have a lot of vocabulary to develop into a sentence or text. Vocabulary plays an important role in writing essays. Second, students found difficult to organize every idea they have into a text. Third, students did not understand the use of appropriate and suitable language in a sentence so that sentences written by students were sometimes inappropriate and have no meaning
2.	What are cause the difficulties of students in writing descriptive text?	The main cause of writing problems is the lack of writing practice from students which can lead to poor writing skills. This resulted in students not being motivated to write texts. Some students are also not interested in learning English, but some are interested in learning. This is the main cause of writing problems experienced by students especially in writing descriptive text. In addition, the influence of the environment and motivation to learn is still lacking as a basis for the formation of writing skills.
3.	How did you solve the students problem in writing descriptive text?	In this case, I usually approach students who are still lacking in writing descriptive text. Approaches taken such as providing motivation to learn and helping students when they are experiencing difficulties when writing. Not only that, I always provide discussion space in the form of questions and answers to students so that good communication occurs when studying. And finally, I also reflect on teaching the learning model if it is felt that students are still unable to follow. It aims to improve students' weaknesses in writing.
4.	Did you apply the PWIM in teaching writing descriptive text to students?	In teaching, I have applied PWIM in writing descriptive text for students. I have followed the appropriate instructions
5.	What the effects of using PWIM to students in writing descriptive teks?	The effect of using the PWIM that I used was very diverse in students. There were some students who can followed in teaching writing descriptive text starting from analyzing the pictures given by me so that they were able to make a good descriptive text. And then, there were also some students who could not make a descriptive text by using PWIM because students did not understood the English material.

Discussions

From the result of observed student worksheets, it was found that students' writing results using the Picture Word Inductive Model, could be described in the form of a diagram as follows:



Graphic 6. The Average Percentage of Students Worksheet Results by Using PWIM

The results of the analysis above, it could be described that students' writing descriptive text by using PWIM that consist of: Content who achieved the categories of excellent, good, fair and poor were (77%) with a total score was 418; Organization who achieved was the categories of excellent, good, fair and poor were (75%) with a total score was 269; Vocabulary who achieved the categories of excellent, good, fair and poor were (68%) with a total score was 250; Language Use who achieved the categories of excellent, good, fair and poor were (74%) with a total score was 332; and Mechanics who achieved the categories of excellent, good, fair and poor were (69%) with a total score was 62. It was in the "good" category (see table 3.4). However, based on the percentage results of the analysis showed that the students at the tenth grade of SMK Swasta Cahaya Lahewa have fulfilled the requirements to write descriptive texts by using Picture Word Inductive Model but there were still a need for some improvements in writing based on the results of the descriptions described above.

The results of this study also can be seen in the results of students' interview sheets. Based on the results of interviews with English teachers, the researcher found several problems related to the students' ability to write descriptive text by using picture word inductive model. The teacher collaborator explained that there were some problems experienced by students when writing descriptive text by using PWIM such as students was still lacking in writing descriptive text because they did not have a lot of vocabulary. In addition, the teacher collaborator said that students had difficulty in organizing every idea into a text using appropriate language. Furthermore, teacher collaborator explained that the factors affecting students' writing difficulties were the lack of motivation or support from the environment which resulted in students not being able to write descriptive texts properly. In addition, students lack to practice writing descriptive text. It showed that students have not been able to made descriptive text by using PWIM because of some of problems that explained above. According to the teacher collaborator, there were several ways that has done to overcome this problem, one of which was by taking a learning approach to students who felt were lacking and providing discussion space as a learning tool to build communication between teachers and students. And in the end, the teacher collaborator reflected or evaluated learning to found students weaknesses so that the next meeting could be improved.

Based on the results of interviewed with the English teacher, the researcher can concluded that the English teacher has followed the procedure for implementing PWIM in the classroom. However, the results found that students' in writing descriptive text using PWIM was different, some were able to follow it and some were unable. It meant that students of 10-OTKP still haven't followed the PWIM procedure. This was caused by the lack of motivation of students in writing and practicing, and also the influenced of a less supportive environment.

4. CONCLUSION

The findings of the research conducted by this study indicate that the percentage of students writing descriptive text by using PWIM was included in the good category. For each section, Content 77% was categorized as good, Organization 75% was categorized as good, Vocabulary 68% was categorized as good, Language Use 74% was categorized as good, and Mechanics 69% was categorized as good. The research findings also show that the main factors influenced the students' writing descriptive text were difficulties in organize the ideas, lack of vocabulary and training when implemented PWIM and also environmental influenced, motivation, and interest in writing. Therefore, the students at the tenth grade of SMK Swasta Cahaya Lahewa could not followed and carried out in writing descriptive text by using Picture Word Inductive Model (PWIM) implementation procedures because the low ability of students to write descriptive text in terms of content, organization, vocabulary, language use and mechanics. Based on the results of this research, the researcher concluded that the implementation of Picture Word Inductive Model (PWIM) was not appropriate in students' writing descriptive text because of the low ability of students, particularly at the tenth grade of SMK Swasta Cahaya Lahewa.

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