

**THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL IN
TEACHING WRITING TO THE SEVEN GRADE STUDENTS OF SMP N 1
MAOSPATI IN SCHOOLING YEAR OF 2014/2015**

Lisa Agus Ning Tiyas

Program Studi Pendidikan Bahasa Inggris, IKIP PGRI MADIUN

lisa_ant@gmail.com

Abstract

The purpose of this research is to know the implementation of Picture Word Inductive Model and also to know the advantages and disadvantages of Picture Word Inductive Model in teaching writing. The research method used is descriptive qualitative. The population of this research is the seven grade students of SMP Negeri 1 Maospati. The sample of this research is the students of class 7i that consists of 30 students, with the technique of sampling using purposive sampling. The data collections are gotten from observation, interview and documentation. In analysing the data, the researcher uses (1) reducing data, (2) displaying data, and (3) conclusion or verification. The result of the analysis shows that: in applying the Picture Word Inductive Model, the teacher gives explanation about descriptive text and the definition of Picture word inductive model and give example by showing the pictures. Before the teacher asked the students to write it by themselves, the teacher gives example how to write based on the picture. The advantages of the implementation of Picture word inductive model are the students are active, enjoy, have good enthusiasm in the teaching and learning process and the students can write easily because they have found the word in the picture. The implementation of PWIM also helps to increase students' ability in writing skill. The disadvantages of this research are the students have difficulty in making sentences and it needs more time to teach writing using that strategy in teaching learning process. Based on the result of the research, the researcher gives suggestions to the teacher, students and readers. The teachers should be creative to teach the students, so the lesson will be more interesting.

Keywords: Teaching, Writing, Picture Word Inductive Model

INTRODUCTION

English becomes the most important language in the world. Almost all the people in the world use it to communicate one each others. English as a foreign language in Indonesia as a compulsory subject. Human uses English as international language as means of communication in the world. They want to be able to communicate with other people from other country who have different language. In learning English, the student learns four language skills. They are listening, speaking, reading and writing. From the four skill, the researcher wants to discuss the writing skill, as many students usually get difficulty to convey their idea or concept. Moreover, the difficulties appear because before they write, they do not arrange their idea or concept. When people want to write something, they feel confused about

where to start, how to maintain main idea and how to connect one idea with other idea in good form.

The researcher must choose an appropriate model to teach writing, namely Picture-Word Inductive Models. Emily Calhoun (1999: 21) states, “*PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children’s listening and speaking vocabularies.*”

Through PWIM Strategy, teaching and learning process are more active, enjoyable and interesting. The students directly can discuss or share an information or knowledge with their friends and they also can get new information from the picture which they do not know it before. Based on the statement, the researcher is interested in doing research entitled: “The Implementation of Picture Word Inductive Model In Teaching Writing To The Seven Grade Students of SMP N 1 Maospati”.

METHOD

Research method is the natural way to get the data with the certain purpose and utility. Research method can help the researcher to get the data that will be useful in this research. In this research, the researcher uses qualitative method. The researcher uses qualitative method because the data has been collected in the form of words or pictures rather than number. According to Bogdan and Biklen (2007:27) “Qualitative research is a method inquiry appropriated in many different academic disciplines, traditionally in social sciences, but also in market research and further context”. It means that qualitative research is a method in academic research.

Then According to Creswell in Emzir (2011: 2) “Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem”. It means that qualitative research is the process of research that is used to understand about human problem in social context by showing complex narrative. From the explanations above, it can be concluded that qualitative research is the process of research that has aim to understand about phenomena or human problem in social context by showing the complex narrative. By using qualitative research, the researcher can understand about what phenomena that actually happens in social context, and the researcher describes it in complex narrative.

RESULTS

The researcher uses observation, interview and documentation to know the using of PWIM in teaching writing of the seven grade students of SMP N 1 MAOSPATI in Term 20013/2014.

a. The Result of Interview to the English Teacher

In this research, the researcher does the pre and post interviews to the English teachers to get the information about the implementation of Picture Word Inductive Model to teach writing for the seven grade students of SMN Negeri 1 Maospati. The researcher gives 8 questions. They are 3 pre interview questions and 5 post interview questions. The first result is pre interview. The teacher that the researcher interviews in the pre interview. She said that some students are active in her teaching English writing process. But others are difficult to write a sentence and develop into a paragraph. They feel confused what to write because they are less in vocabulary and sometimes they also get difficulty in grammar.

The second result of interview of English teacher is post interview. In the post-interview. She said that the implementation of Picture Word Inductive Model to teach writing is very useful for the students. It helps the students to write a paragraph easier than ever because they know what they will write in their paper. Using Picture to get the attention from the students, make the teaching learning proces more. It helps the students not to know what they want to write.

b. The Result of Interview to the Seven Grade Students

In this research, the researcher interviews four (2 males, 2 females) students from the seven grade students of SMP Negeri 1 Maospati to get the accurate data. The researcher only take six students, because it belongs to qualitative research where the researcher selects 4 participant as the subjects of the data. They are considered as representative of all the students in the classroom. They said that they do not like English writing lesson because it is difficult for them to arrange the words into good sentences. That is because they do not know what the meaning of the words (translation from Indonesian to English). So they are confused what to write. Picture Word Inductive Model is used to teach writing to make them easier to write a sentence and develop it into a paragraph. They say, that the use of images in the process of learning to write makes them more interested and add curiosity vocabulary in

the image. They also say the vocabulary that is giving ideas in writing so that they are not confused about what they are going to write.

DISCUSSION

This discussion will be used to answer the problem in chapter 1. The discussions about statements of the problem in chapter 1 are, as follows: How is the implementation of Picture Word Inductive Model in teaching writing skills to the seven grade students of SMP N 1 Maospati in schooling year 20013/2014?, and What are the advantages and disadvantages of the implementation of Picture Word Inductive Model in Teaching Writing skills to the seven grade students of SMP N 1 Maospati in the schooling year 2013/2014.

1.1 The Implementation of Picture Word in Teaching Writing to the Seventh Grade Students of SMP Negeri 1 Maospati in the Schooling Year Of 2013/2014.

The implementation of teaching writing by using Picture Word Inductive Model to the seventh grade students of SMP Negeri 1 Maospati was divided into three steps; they are pre-activity, whilst-activity, and post-activity. In the pre-activities, the teacher started the teaching and learning process by Greeting, praying, checking the students' attendance list, giving apperception, and telling the topic and the objective of the lesson to the students.

In the step of whilst activities, the teacher explains the material about descriptive text, and then the teacher explain writing applying Picture Word Inductive Model, the teacher select a picture and ask the students to identify what they see in the picture. After that the teacher asks the students to write a sentence based on the image and develop it into a paragraph. The students were active to follow the activity, including writing their idea in the whiteboard. After the teacher explained the material, the teacher asked students difficulties. The teacher then gave workset to the, after that the students submitted their work. The teacher and the students discussed some of students work.

In the post-activity, there were some activities that were done by the teacher. The teacher asked to the students to review the material that has been discussed. The teacher asked the students' difficulties. Then the teacher gave conclusion about material, while the students listened to the teacher's conclusion. The teacher ended the teaching learning process and greeted the students and the students gave response to the teacher's greet.

1.2 The Advantages and Disadvantages of Picture Word Inductive Model in Teaching Writing to the Seventh Grade Students of SMP Negeri 1 Maospati in the Schooling Year Of 2013/2014

- a. The Advantages of Picture Word Inductive Model in Teaching Writing to the Seventh Grade Students of SMP Negeri 1 Maospati in the Schooling Year Of 2013/2014 are as follows:
 - 1) The students are active, enjoy, have good enthusiasm in the teaching and learning process.
 - 2) Students can write easily because they have found the word in the picture.
 - 3) It helps to increase students' ability in writing skill.
- b. The Disadvantages of Picture Word Inductive Model in Teaching Writing to the Seventh Grade Students of SMP Negeri 1 Maospati in the Schooling Year Of 2013/2014 are as follows:
 - 1) The students have difficulty in making sentences.
 - 2) It needs more time to teach writing using that strategy in teaching learning process.

CONCLUSION

Based on the discussion, the researcher takes some conclusions from the implementation of Picture word inductive model in teaching writing. The students are active, enjoy, have good enthusiasm in the teaching and learning process. Students more understand and easy to write because they have found the word in the picture. It helps to increase students' ability in writing skill. On the other hand, the students have difficulty in making sentences. It needs more time to teach writing using that strategy in teaching learning process. Teachers should be creative to teach the students, so the lesson will be more interesting and can be understood well by the students. The teachers are suggested to apply the Picture Word Inductive Model as one alternative in teaching writing. Use of pictures, in order to make the students be motivated in teaching learning process. The students are suggested to participate in attending classroom in which various kinds of teaching strategies are applied to present materials. In this way, the students may get new experiences in the teaching learning process and it may help them understand the materials more easily.

REFERENCES

- Bernard H. Russell.2006. *Anthropology Qualitative and Quantitative Approaches*. New York : AltaMira Press
- Bogdan, Robert. C & Biklen, Sari.Knopp. (2007). *Qualitative Research for Education*.Boston: Pearson Education, Inc.
- Brown, Douglas H. 2001. *Teaching by Principles and Interactive Approach to Language Second Edition*. NY: Addison Wesley Longman, Inc
- Brown, H. Douglas. (2000). *Principle of Language Learning and Teaching Fourth Edition*. New York: Addison Wesley Longman Inc.
- Calhoun, Emily. 1999. *Teaching Begining Reading and Writing with Picture Word Inductive Model*. America : ASCD
- Edge. Julian. (1993). *Essentials of English Language Teaching*. New York: Longman.
- Emzir. (2011). *Metodologi Penelitian Kualitatif Analisis Data*. Jakarta: Rajawali Pers.
- Haris Herdiansyah. (2010). *Metodologi Penelitian Kualitatif untuk Ilmu-Ilmu Sosial*. Jakarta: Salemba Humanika.
- Harmer. Jeremy. 2002. *The Practice of English Language Teaching*. Essex: Longman
- Joyce Bruce, Weil Marsha & Calhoun Emily. 2000. *Models of Teaching*. Education Company
- Mackey Alison and M. Gass Susan. 2005 .*Second Language Research Methodology and Design*. London : Lawrence Erlbum Associties
- Marczyk, Geoffrey. (2005). *Essentials of Research Design and Methodology*. New Jersey: John Wiley & Sons, Inc.
- Miles, Matthew. B & Huberman, A. Michael. (1994). *Qualitative Data Analysis*. United States: SAGE Publication, Inc.
- Nunan, David. 1992. *Research Method in Language Learning*. America: Cambridge University.
- Nunan, David. (2003). *Practical English Language Teaching*. New York: The McGraw-Hill.
- Nuri Ati Ningsih & Erlik Widiyani. (2012). *Teaching English as a Foreign Language*. Madiun: Istana.
- Reid, Joy M. (1993). *Teaching ESL Writing*. United States: Prentice Hall Regents.
- Richards, Jack C & Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*. United Kingdom: Cambridge University Press.

Richards, Jack C and Renandya . 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press

Subagyo, Joko. 2004. *Metode Penelitian dalam Teori dan Praktek*. Jakarta: PT. Rineka Cipta.

Sugiyono. (2007). *Metode Penelitian Kuantitatif, Kualitatif dan R& D*. Bandung: Alfabeta.

Suharsimi Arikunto. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

Thomas, Murray R. (2003). *Blending Qualitative & Quantitative Research Methods in Theses and Dissertations*. California: Corwin Press, Inc.