

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

These are two research problems that need to be answered in this study.

The first question is how does the teacher use the picture word inductive model in classroom? And the second question is what are the advantages and disadvantages of using the picture word inductive model in classroom? The data of this research were acquired from the results of the interview with the teacher.

1. The Implementation of Picture Word Inductive Model in Teaching Writing Descriptive Text at MA Raudhatussyubban

The teacher used a guide from the book on how to implement PWIM in the classroom. In the classroom, the teacher starts the class as usual, greeting and then taking attendance. After that, the teacher immediately prepares the learning materials that will be taught today. While preparing the materials, the teacher also briefly explains the learning methods that will be used today and asks for help from students to help prepare the image media that will be used. Students begin to be interested in the images that have been prepared and displayed in front of them. Then the teacher gives examples in front of the class, and students are increasingly interested in trying. Due to the limited

media used, the teacher divides students into several small groups. After that, learning begins under the supervision of the teacher. She said,

“Now we are no longer in school with the kurikulum 2013, but have switched to an kurikulum merdeka. So the teacher's job in class is more as a supervisor than directly involved in learning. So I adjust the methods used to support learning in class. To implement this method, I apply several steps that must be followed by students effectively. First, I choose a picture that is appropriate to the learning context and of course familiar to students and display it in front of the class. Then students are asked to identify the picture. Next, students label the picture by drawing a line in the area of the picture that has been identified. If there is something missing, sometimes I help give instructions to students. After that, I read aloud the words that have been identified and students follow by reading the words aloud together to practice speaking and also so that they are easy for students to remember. Then, I ask them to group words to make it easier to compose sentences. After that, I guide students to make sentences using the words that have been found from the picture. Then students are asked to compose the sentences that have been made into a complete paragraph. And finally, students read their final writing results, and I assess their writings. There may be steps that I have reduced due to the long

implementation time, but that does not reduce the effectiveness of the learning.”

(Interview with an English teacher at MA Raudhatussuyubban)

During the interview, the teacher explained the steps of the picture word inductive model that the teacher applied to teach writing descriptive texts as follows.

a. Selecting the picture

Teacher at MA Raudhatussuyubban explained that the first stage of implementing this picture word inductive model begins with the selection of images. Of course, the images used must attract the interest of students and also be in accordance with the topic of discussion. So teachers are required to be up to date with trends or things that interest students. It is not uncommon for teachers to need some time to do a little research to choose the images that will be used later.

After choosing an image, the teacher displays the specified image in front of the class. The image displayed should not be too small so that all students can see it clearly. The images that teachers use most often are usually tourist attractions or funny cartoons.

b. Identifying picture

As a teacher, I begin by displaying a colorful, contextual image at the front of the class, usually relevant to the theme of the text, such as

a market, park, school, or beach. The image should be complex enough to stimulate discussion and clear enough to be easily observed.

Then, I invited students to observe the picture together. I ask several lead questions, such as *What do you see in this picture? What is the name of this object? Who is here? What are they doing.* Students are asked to identify what they see in the picture.

c. Labelling the picture

After identifying, teacher write each word students mention on the board or stick it around the picture as a word label. For example, if the picture shows a market scene, students might say basket, seller, vegetables, crowded, buying, traditional, and so on.

d. Reading the words

At this stage, the teacher guides students to read the words written around the picture aloud. The teacher usually begins by clearly modeling the pronunciation of each word, then asking students to repeat it together (in chorus) or individually. The teacher can also take this opportunity to correct students' pronunciation and explain the meaning of the word if necessary. For example, if the picture shows a market scene:

"Let's read it together. The first word is basket. Repeat it together, basket."

"Great! What is this? Yes, money. Let's say it together."

"Who can find the word umbrella in this picture? Try reading it out loud."

e. Group the words

At this stage, the teacher guides students to group words by category, such as objects (nouns), colors (adjectives), actions (verbs), or by meaning, such as objects in the market, tools, food, and so on.

Teacher can begin by asking students

"Which words are names of objects?"

"Are there any words that describe color or size?"

"Which words are activities or actions?"

f. Make a sentence using a word

At this stage, the teacher guides students in constructing simple sentences based on the words they've learned, either individually or in groups. The teacher can provide example sentences first as models, then ask students to create their own sentences.

"I usually create an example of an incomplete sentence first, then have students insert appropriate words according to the context of the sentence I've created. Only after they understand, I ask them to create their own sentences."

(Interview with teacher at MA Raudhatussyubban)

Examples of sentences:

1) *I saw in the market.*

2) *My mother is ... in the market*

The teacher can divide students into several groups or individuals depending on the situation in the class. The more sentences are made, the better, because it shows the enthusiasm of the students in the class.

g. Write a paragraph

Once students are able to create simple sentences based on the words they have identified, labeled, read, and classified, the teacher directs them to combine the sentences into a complete paragraph. The teacher can start with questions such as *"What do you see in the picture as a whole?" "Who is in the picture?" "What activity are they doing?"* to help students create a complete paragraph. There is the example of a descriptive paragraph based on a picture at the market.

“The traditional market is bustling in the morning.

Many vendors sell fresh vegetables, fruit, and fish. Shoppers arrive carrying shopping bags. A mother is seen selecting red chilies, while a small child buys bananas. Large, colorful umbrellas protect the vendors from the sun. The market atmosphere is lively and colorful.”

In this process, the teacher corrects the students' paragraph structure, including grammar, spelling, punctuation, and sentence logic. The teacher also provides rewards or positive reinforcement to motivate

students to continue learning to write. The role of the teacher is very necessary to maintain the enthusiasm of students in class.

h. Share and improve writing

At this stage, the teacher gives students time to reread the paragraphs they have written, either independently or in pairs. Students are directed to evaluate their writing for sentence structure, grammar, vocabulary, cohesion and coherence, and spelling and punctuation. *Are the sentences complete and clear? Is the tense used appropriately? Are there any words that are inappropriate or could be replaced with more appropriate ones? Do the ideas in the paragraph flow well? Are there any typos or missing punctuation marks?* If possible, teachers can also ask students to exchange their writing and provide feedback to each other. And of course, teachers can provide the class with examples of good paragraphs.

2. Advantages and Disadvantages Using Picture Word Inductive Model in Teaching Writing Descriptive Text

From the interview conducted with the teacher, he got four advantages and two disadvantages in implementing PWIM in the classroom.

a. Supports vocabulary development

The first and most obvious benefit is that students gain a greater understanding of English vocabulary. In learning activities using PWIM,

teachers play an active role in stimulating students to recognize and use new vocabulary relevant to the context of the images displayed.

“At the beginning of the lesson, the teacher displays images rich with objects and activities. The images are strategically chosen to evoke numerous nouns, verbs, and adjectives. The teacher then guides students in identifying the objects in the images and writing down words they know or have recently learned. This activity indirectly fosters students' interest in learning new words because the process is visual and contextual. For example, when the image shown is of a traditional market, students can name words like "seller," "fruit," "basket," "buy," and "money." From a single image, dozens of vocabulary words can be generated and used as learning materials.” (Interview with teacher at MA Raudhatussyubban)

b. Stimulate students interest

Teachers play a crucial role in the early stages of learning by displaying engaging, colorful, and relevant images relevant to students' daily lives. The images used are not only visual aids but also stimulate ideas and discussions. Through this process, students become more active in paying attention, observing, and naming objects in the images, ultimately increasing their participation in the learning process.

“For example, when a teacher shows a picture of a soccer field, students will spontaneously mention words like "attacker," "goalkeeper," "ball," or "grass." This situation makes students feel that learning is something enjoyable and close to their own experiences”. (Interview with teacher at MA Raudhatussuyubban)

c. Active Learning

In implementing PWIM, teachers act as facilitators, guiding students to observe images, name vocabulary, label objects, group words, create sentences, and construct paragraphs based on the images shown. At each stage, students are required to think critically, recall prior knowledge, and relate it to new information they discover from the images.

“For example, if I show a picture of a market scene, students actively name the words they see, such as "seller," "vegetables," "buyer," or "food." The teacher then writes these words on the board and invites students to label the image together. This process creates a two-way interaction between teacher and students. With this inductive approach, students learn to deduce concepts independently, which strengthens their analytical thinking. Collaborative activities, such as small group discussions or group presentations, also improve

communication skills and student self-confidence. This leads to them being confident and active in class.” (Interview with teacher at MA Raudhatusysyubban)

d. Integrates language skills

In its implementation, the teacher begins by displaying an interesting and meaningful picture. In the initial stage, students listen to the teacher's instructions and questions, as well as listen to the ideas or words spoken by their peers while observing the picture. Next, they actively engage in conversation by naming the words they see in the picture, discussing their meaning, and offering opinions. This process is very helpful in simultaneously improving speaking and listening skills.

Afterward, the teacher and students work together to label the picture with the words mentioned. This activity strengthens reading skills, as students recognize written forms and understand their meaning through visual context. The next stage involves grouping words, constructing sentences, and constructing paragraphs, where students gradually develop their writing skills based on the vocabulary they have built together.

“All of the activities above cover everything: reading, writing, listening, and speaking. Therefore, PWIM can be considered a complete package for teaching the four English language skills”. (Interview with teacher at MA Raudhatusysyubban)

e. Time Consuming

The long-time consumption in PWIM is a weakness that teachers need to consider. Although the learning outcomes obtained are very beneficial for the development of students' language skills, teachers must be careful in planning time and breaking down activities so that they remain effective and in accordance with learning allocations. She said,

“As a teacher, I realize that each step in the PWIM model takes a relatively long time. The process starts with selecting and preparing appropriate images, displaying and discussing them with students, labeling images with words, reading and grouping words, constructing sentences, and finally writing paragraphs and revising them. All of these stages cannot be rushed, as the ultimate goal is for students to truly understand and be able to use language appropriately. In classroom practice, a single learning session is often insufficient to fully complete all PWIM stages. Consequently, teachers need to allocate more time or divide the learning process into several sessions. This presents a challenge, especially when teachers are working towards a tight curriculum or when class time is limited.

Furthermore, group discussions, word identification, and sentence construction require additional time for students, as they involve active interaction, critical thinking, and collaboration. Teachers also need to provide intensive guidance at each stage, especially for students with low writing skills. For one topic of discussion, I usually need 2-3 meetings depending on the number of students in the class. The first meeting is used for identification, discussion and so on. And the next meeting is for assessing their work results. If the teacher forces one meeting to finish immediately, it is feared that it will have an impact on the students. So the implementation time is the main obstacle.” (Interview with teacher at MA Raudhatussyubban)

f. Resource Availability

The point of this disadvantage is that to implement the PWIM model effectively, teachers need a variety of tools, media, and support that are not always available in all schools or learning environments. Without the support of these resources, the implementation of PWIM can be less effective, or even cannot be implemented fully. She said,

“As a teacher, I recognize that PWIM relies heavily on relevant, engaging images or visual media that stimulate students' critical thinking. However, not all schools, especially

those in remote areas or those with limited budgets, have supporting facilities such as LCD projectors, color printers, or access to high-quality digital images. If these media are unavailable or inadequate, the process of identifying words in images becomes less effective, and student motivation can also decrease. In addition to media, PWIM also requires teachers to be prepared to design and manage interactive and step-by-step learning. Teachers need to take the time to select or create images that align with the learning theme, prepare worksheets, and design follow-up activities such as word grouping, sentence structure, and paragraph writing. In practice, teachers are often faced with a high administrative burden and limited time for lesson preparation, preventing optimal implementation of PWIM.

Another resource limitation is evident in the number of students in the class. In classes with large numbers of students, teachers struggle to facilitate each group or individual's active participation in the PWIM learning process. Meanwhile, this approach places a strong emphasis on student engagement at every stage.” (Interview with teacher at MA Raudhatussyubban)

B. Discussion

To collect relevant data, the researcher conducted a qualitative study using descriptive research techniques. The main focus of this study was the application of PWIM in teaching descriptive text writing, along with its advantages and disadvantages. In the discussion section, the researcher outlined the findings from the data collection and analysis procedures. The main purpose of this discussion was to answer the specific and general research questions posed in the context of this study.

1. The Implementation of Picture Word Inductive Model in Teaching Writing Descriptive Text at MA Raudhatussyubban

This research was carried out at MA Raudhatussyubban. The English teacher at this school used a technique known as the picture word inductive model to address the difficulties that the 11th grade students of MA Raudhatussyubban were having when they were learning how to write descriptive texts. Teachers use several phases of the picture word inductive approach to educate grade 11 students at MA Raudhatussyubban on how to write descriptive texts. Based on the results of interviews with implementing teachers at MA Raudhatussyubban, it is known that the following procedures by Calhoun (1999) are used by instructors to teach writing descriptive texts using the picture word inductive model: 1) Selecting picture, 2) Identifying picture, 3) Labeling picture, 4) Reading the words, 5)

Group the words, 6) Make a sentence using the words 7) Write a paragraph and 8) Share and improve the writing. Students follow the process under the supervision of the teacher.

The teacher used a few steps in the picture word inductive model to teach students how to write descriptive texts using pictures as learning media, based on the findings of the interview. In grammar and vocabulary exercises, pictures are frequently used to illustrate concepts, according to Raimes (1983). Images are helpful because they make it easier to use vocabulary and standard language forms. The use of pictures helps students to illustrate pictures and makes it easier for them to acquire a lot of vocabulary in English.

The selection of images is the first stage in the inductive picture word model used by teachers to teach students to write descriptive narratives. Teachers need to consider a number of factors before choosing an image to be used as a teaching tool. According to Calhoun (1999), teachers must choose images that are interesting and relevant to the subject.

As the second step of the picture word inductive model, according to Calhoun (1999). According to observations, the teacher asks the class to identify the image after displaying it. Pupils recognize the components of the image that they perceive. This step is used by the instructor during class activities.

This helps students build the confidence they need to engage in classroom activities. Some students find it difficult to learn how to write descriptive text; they are bored and do not actively participate in class. They are inspired to engage in the lesson through this step. They are excited to recognize the picture. This helps students understand the subject of the picture. It is easy for students to observe what they see in the picture.

According to Calhoun (1999), labeling parts of a picture is drawing lines on objects or areas that have been identified by students. This step makes students understand and easily find words by drawing lines to label pictures on objects or areas that have been identified by them.

Reading and going over the picture word chart is the next step in the picture word inductive model. Calhoun (1999) asserts that students must follow along after the teacher reads the predetermined word aloud several times. The students really enjoy and are also enthusiastic to follow the teacher, as seen from their enthusiasm in class. The teacher also needs to pay attention to whether there are students who have difficulty pronouncing words in class.

According to Calhoun (1999), read and go over the paragraphs and sentences. Fluency in reading the sentences and paragraphs is the aim for each student. They can quickly come up with a sentence that describes someone or something. One of the methods commonly used is to read the paragraphs they have previously created.

2. Advantages and Disadvantages Using Picture Word Inductive Model in Teaching Writing Descriptive Text

a. Support vocabulary development

Based on interview, one of the primary goals of the Picture Word Inductive Model (PWIM), according to Calhoun (1999), is to help students expand their vocabulary in a methodical and contextual way. The vocabulary development referred to here does not only include increasing the number of words known to students, but also includes understanding the meaning, use of words in sentences, and the ability to distinguish and classify these words.

PWIM begins with observing images rich in objects or activities. These images become visual stimuli that encourage students to name words based on what they see. The words that emerge come from the students' own experiences and knowledge. This creates active involvement that strengthens vocabulary retention.

PWIM is very effective in improving vocabulary acquisition by connecting words with pictures, making it easier for students to remember and use new vocabulary. Students will build a strong vocabulary by identifying and labeling words from pictures. This helps them use new words in their writing correctly and confidently. In teaching using the picture word inductive model, there will be a lot of

vocabulary exchange between students, so it is very helpful in increasing their vocabulary insight.

b. Stimulate students interest

Picture word inductive model has a positive effect on students, according to the interview results. This indicates that students are more engaged in their studies and are more eager to participate in class activities. They have a strong desire to learn. According to Calhoun (1999), students will feel a sense of belonging to the class community and be more comfortable participating in class activities if they use and label pictures that are relevant to the topic or material.

Calhoun (1999) said, students are more engaged and motivated when using visual aids, especially if the visuals used are quite familiar to them. Because they can understand the images and find the learning process enjoyable. Images are visual and interesting, making students more interested in the teaching topic. This encourages them to write more because they feel connected to the content. As students' interest increases, the material being taught will also be easier for them to accept.

c. Active learning

Related to the previous advantages, with the increasing interest of students in the lesson, the activity in the class during the learning process

also increases, according to Calhoun (1999). This is proven by the testimony of teachers who teach in the class. Generally, the class will be divided into two types of students, active and less active. When using this PWIM, student enthusiasm increases significantly. Moreover, when they compete to express their opinions.

According to Calhoun (1999), this benefit is that students will feel like they belong in the classroom and have the confidence to participate in class activities because they are using pictures that are related to the topic or material and labeling the pictures together. The model encourages active participation from students, allowing them to explore and discover words through observation and discussion.

d. Language skills Integrates

According to Emily Calhoun (1999), the Picture Word Inductive Model (PWIM) model does not only focus on improving one aspect of language skills, but rather integrates the four main language skills naturally and sequentially from listening, speaking, reading and writing. We can understand that effective language learning is not taught separately, but in an interconnected and integrated context. The purpose of this integration is to combine four main language skills in one learning activity simultaneously through contextual and interesting activities, namely using pictures as the main media. PWIM facilitates this through picture-based activities that are the center of learning.

Starting from students listening to the teacher when introducing pictures or explaining activities, then they mention objects or whatever they see in the picture, then they read each word that has been labeled, and finally they start writing sentences that are arranged into complete paragraphs. All of that happens naturally and sequentially. Therefore, PWIM produces integrated language skills.

e. Time consuming

One of the main disadvantages of implementing the Picture Word Inductive Model (PWIM) according to Calhoun (1999) is that this model requires a long time to be implemented thoroughly. This is because each stage in PWIM must be carried out carefully so that learning objectives are achieved properly. Based on interviews, teachers themselves spend quite a lot of time both in preparation, implementation, and assessment.

f. Resource availability

PWIM relies heavily on the use of quality images and visual materials. So it is certain that this quality will be an obstacle to the implementation of PWIM. In his book, Calhoun (1999) said that limited resources can affect the effectiveness of the implementation of the Picture Word Inductive Model in teaching writing. In some schools, especially those in disadvantaged areas, access to images, posters, or other visual aids may be limited. This can hinder teachers' ability to implement this model effectively.

Implementing PWIM also requires sufficient time and space for discussion and exploration. In crowded classes or with limited teaching time, it is difficult to provide space for students to engage in deep learning processes. Moreover, not all teachers have sufficient training or experience in implementing PWIM. Limitations in professional training can result in a lack of understanding of the best way to use this model, which can affect student learning outcomes.

The success of implementing PWIM also depends on support from the school administration. If there is no adequate support or resources from management, teachers may find it difficult to implement this model consistently.