

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the implementation of Picture Word Inductive Model in teaching descriptive text. Then, present the analysis of teacher's and students' responses on the implementation of Picture Word Inductive Model in teaching descriptive text. Next, the findings of this research will be discussed based on data have been found.

A. Findings

This research has been conducted at MTs Nurul Hidayah Kota Raja, Amuntai Selatan District Hulu Sungai Utara Regency. The subject of this research is an English teacher and ten students of seventh grade of MTs Nurul Hidayah Kota Raja as the participants for this research.

1. The Implementation Of Picture Word Inductive Model In Teaching Descriptive Text

This section presents the results of observation in applying Picture Word Inductive Model in teaching descriptive text, in applying Picture Word Inductive Model, the teacher focused on students' writing habits and makes it easier for students to understand learning descriptive text

At the first meeting, the teacher gave an explanation of the descriptive text along with the structure of the generic descriptive text, and reviews how to describe objects or people, it can be seen based on the results of observational data, the teacher gives apperception first by giving examples of how to describe

people, the teacher asks students to look at friends in their class and ask who is the tallest in the class, it can be seen from the results of the observation data:

T : "Now, look at your classmates, who is the tallest in the class?"

S : "Rina ma'am",

in this activity the students were so enthusiastic in answering the teacher's questions

then the teacher gives another question by asking:

T : "I have another question, in your opinion, who is the most handsome here?"

Students pointed at their friend who they thought was the most handsome with enthusiasm,

S : "Aziz bu "

T : "why do you think aziz is the most handsome?"

S : "karena aziz kulitnya putih dan mancung "

T : "I agree, because aziz kulitnya putih dan mancung , in English we can say aziz has got white skin and pointed nose"

In the result of observations the researcher found that after the students answered a some questions, the teacher gave an explanation to the students and guided the students how to write in English, then teacher show the picture, teacher Displayed the pictures in a size that allows for easy viewing by the entire class, researcher find the picture is not small nor too big, so the picture can still be seen but it is not clear for students sitting at the back, then, teacher asked students to identify what they found and what they saw from the pictures on the board.

T : " Let's we see in this picture, what have you found in the picturer"

Students answered:

" ada papan tulis dan meja bu "

"what else did you find? "

"Kursi,lemari,jam, bu"

Based on the result of these observations the researcher found that the teacher gave directions by asking students to pay attention to picture and giving opinions, so students could be more active, the teacher used English and then the teacher translated it into Indonesian so students understood the directions given, after identifying the pictures, then the teacher asked students to translated the word that students found in the picture into English guided by the teacher.

The teacher gave an example of how to label vocabulary in the pictures. The teacher asks students to label the picture, label (name) by mentioning the objects that have been identified in the picture. The teacher asks students to identify and asks students to add the words that students found in the picture, after that, the teacher asked students to write on the whiteboard the words they found, in this activity the teacher gave student time to think, then, after they found the word, students are asked to run to the whiteboard for the labeling according to the picture, here the teacher tried to make the atmosphere enjoy and fun, researcher found, the students are very enthusiastic, the teacher also lead students to add some adjectives and verbs that they didn't found in the picture.

In this activity, every student followed the directions enthusiastically. Then when students labeled the word, the teacher while checking the spelling of vocabulary, and the teacher provides assistance and direction when students have errors in writing vocabulary.

After that, teacher said "Now, let's we read aloud together the vocabulary we have got" so here the teacher asks students to read the word and spell the word aloud. Students follow the teacher's directions well, after the students read

together, the teacher asks students to spell by pointing to students in the order of sitting, when the teacher asks students to read vocabulary aloud and repeatedly until the pronunciation is right, this activity, helps students to remember the vocabulary, it was also found that students are really enjoyed and were enthusiastic in following the teacher's directions.

Next, Students are asked to read the words and classify the words; In this activity, students are asked to classify the words into a variety of group such as verbs, adjectives, and nouns. It seems that some students are still just learning about word class. However, the researcher concluded that in this activity the teacher had done well. The teacher lead students to classify the word. After that, the teacher guides the students how to pronounce the vocabulary and reviews it again by appointing one of the students to practice pronunciation aloud, after all students practice pronunciation, the researcher found that the teacher checked the word labels that had been written and the teacher added vocabulary that has not been labeled, then, the teacher asked the students not to make a fuss because the class conditions were not conducive, the teacher asked the students to write the vocabulary labels into the notes.

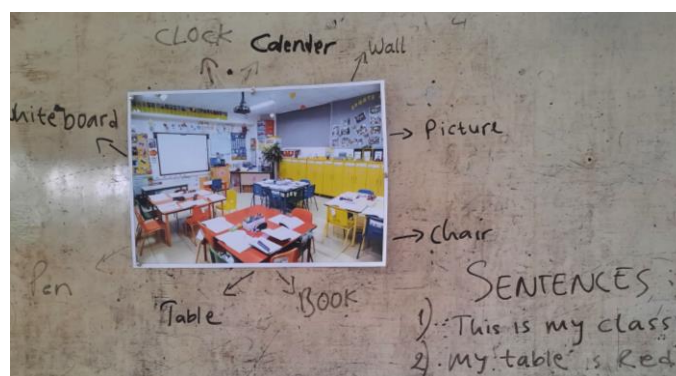


Figure 4.2 The Example Of Picture Word Inductive Model

The teacher then provides guidance so that the students can create a suitable title based on the label and picture. Here the teacher guides the students to provide direction in giving the title, the teacher gives the opportunity for students to determine the title until they find a suitable title, it could be seen from the observation data below:

Teacher said *“Okay everyone, after we label it, now try to think of what title is suitable for this picture? “*

The students answer the question with:

“I think the title is my classroom bu“,

In this activity, after the teacher asks students to make a title, teacher give sentences, the teacher guides them to make sentences based on their ideas (the words in the picture word chart). The teacher gives some example sentences, and after that, the teacher asks two students to write another sentence on the whiteboard, and then, the teacher asks the students to try to make short paragraphs based on their ideas, the teacher still guides the students and checks one by one the students who find it difficult. Based on the theory at this step, it might be a bit difficult because the teacher should be able to give examples of paragraphs and give examples of how to arrange sentences into paragraphs. when the teacher asks students to make short paragraphs, some students feel confused, but the teacher guides the student when the student is confused.

Then, After students finish writing a short paragraph, the teacher asks them to present what they have written, researcher found that students present it on the chair. After the students presented, the teacher did not give feedback such as

errors in writing and gave praise or positive responses to encourage students' enthusiasm in learning English.

The second meeting, the teacher gave apperception by asking about previous learning. For example, the teacher says "do you remember what we discussed yesterday?" Then, the teacher also asked the students what vocabulary they remembered and asked if they understood how to make a descriptive text.

The teacher continued the next material by giving apperception first, The teacher said "Who here often helps mother cook?" then the teacher translates into Indonesian so that students better understand what is meant, And the students answer with "*pernah, tapi tidak terlalu sering*", and the other students said "*I often bu, karena ibu saya jualan gorengan*", researcher found that, in this step, the teacher communicated with students by giving students the opportunity to tell stories. After that the teacher continues about the material to be taught, the first stage is like the previous meeting, the teacher shows another picture, then the teacher asks students to pay attention and identify the picture, can be seen from the observation data below:

T: " what picture is it?,

And students answered with various answers:

S: "cooking"

S: " membantu ibunya memasak"

S: " make a cake"

In the observation results, the researcher found that, after the teacher gave them the opportunity to think by giving the ideas that the students saw in the picture, the teacher asked them again what they found in the picture, which can be seen from the observations:

T : can you tell me, what can you see in this picture

And the student answered correctly:

S : egg

S: children and mother

T: oke now, in the picture, is mom's hair curly?

One students answer :

S : No, she has straight hair

T : yes, that's right

In the results of observations, the researcher found the teacher asked questions and gave labels based on students' answers to the pictures, after the teacher gave an overview by giving several questions related to the pictures, the teacher asked students to continue looking for and writing nouns or physical conditions based on what they found in the pictures and write to whiteboard and into notebooks.



Figure 4.3 The example of Picture Word Inductive Model

Then, the teacher invited students to compose a sentence by making it into a story, it can be seen from the observations, the teacher gives examples of descriptive text on the whiteboard, such as “She is my mom, she is very pretty and has white skin with long hair, she has a hobby of making cakes, so today I and my

mom are going to make cakes, first of all, I help my mother to make a cake.” In this activity the researcher found that the teacher gave an example of how to make a descriptive text with words that had been labeled into a story, after the teacher gave an explanation, the teacher asked students to make a descriptive text based on pictures and according to the generic structure of a descriptive text. Overall the researchers found that in implementing Picture Word Inductive Model (PWIM) the teacher was less able to keep students' attention so that students remained on learning and the learning process became conducive, the teacher also had to be able to create a comfortable learning atmosphere so that students did not feel embarrassed or afraid.

The results of these observations could be seen below :



Figure 4.4 Student identify a picture



Figure 4.5 Students label the picture chart



Figure 4.6 Students read the word (add word and classified the word)



Figure 4.7 The activity of reading and reviewing the word



Figure 4.8 The teacher asked students to give a title to the picture



Figure 4.9 Students make a sentences (in whiteboard and notebook)



Figure 4.10 Students read and review the sentences or paragraphs

2. Teacher and students responses on the implementation of Picture Word Inductive Model in teaching descriptive text

Then, we will discuss about the teacher's responses on the Implementation of Picture Word Inductive Model, based on the interview when researcher asked about students respond during the implementation of PWIM, the teacher stated that students had more active during the teaching and learning descriptive text using PWIM but some students were passive, this statement is in accordance with the results of the interview, the teacher said "Some students are more active during learning when implementing PWIM, and there are also some students who are passive." students identify and label pictures, some students pay less attention,

From the teacher's statement the researcher found it was true, from the observations that some students looked active when the teacher asked students to identify and label pictures, there were also some students who paid less attention,

The researcher asked about the obstacles when implementing PWIM, the teacher answered that there were several obstacles when implementing Picture Word Inductive Model, the teacher also added that the obstacle occurred because for seventh grade junior high school learning English was still new for them and they lacked vocabulary, so students find it difficult especially in writing, according to the teacher's statement.

“Yes, I do. But I think there are more benefits than obstacles in implementing PWIM in teaching descriptive text. The difficulty appears when they write sentences and arrange them into paragraphs, I think for seventh grade, English lesson is still new to them, especially in writing so that they find it difficult to write because they still have lack vocabulary”

However, teacher said benefits that students get from learning descriptive text using Picture Word Inductive model more benefits than obstacles,

“In applying PWIM this is very useful because students know what they will write when making descriptive texts, I believe using PWIM can help students to write easier and help increase students' vocabulary”

Regarding the benefits obtained by students using Picture Word Inductive Model was very useful because it was easy for students to write descriptive text she believed that using Picture Word Inductive Model could help students write easier and help improve students' vocabulary, In addition, when learning descriptive text using Picture Word Inductive Model makes students more active and interested in learning to write descriptive text using pictures, then according the interview with teacher, teacher said “By implementing this PWIM, I think

students can be more interested in learning English especially in writing descriptive text". During the practice, the teacher has seen the students easy to write and understand the lesson, so the teacher believes that their writing skills are better, it can be seen from the results of the interviews, the researcher asked whether the teacher felt that there was an increase in students' understanding of writing using PWIM, then the teacher said "Of course, I believe that their writing skills are better, it can be seen during practice, they are easier to learn descriptive text using PWIM"

Then from the results of interviews with students, the researcher received several responses toward the Implementation of Picture Word Inductive Model in learning Descriptive Text, based on the data mentioned above, respondents gave various responses, most of which were positive responses, when researcher asked their opinion regarding the Implementation of Picture Word Inductive Model in learning descriptive text , this shows that eight students answered that, Picture Word Inductive Model is an interesting and amuse, supported by the answer from RA "I think PWIM is exciting and enjoyable learning", while 2 students have another opinion that they feel a little confused, it is supported by MH "I think PWIM is getting easier but also a bit confusing". It can be concluded that around eight students said that learning descriptive text using PWIM was fun and exciting, so students like and approve with Picture Word Inductive Model in descriptive text , but three students still confused with the material.

Then, regarding the opinions of students when the teacher uses pictures in descriptive text learning that about eight students said the Picture Word Inductive

Model is very helpful in learning Descriptive text, supported by MH he said "Very appropriate because it is easier to learn to use pictures" and about two students give suggestions that better the pictures used are bigger, ,supported by MP he said "I think it would be more fun and easy to understand if the picture was bigger" It can be concluded that by using pictures in descriptive text learning, it is very easy for students to understand the material and make the atmosphere interesting, which is about eight of students giving the same answer, besides that, two of students give different opinions that the picture should be bigger and interesting so it will easier to understand.

Furthermore, related to the previous student's opinion about the selected picture during learning, the researcher asked whether the selected picture was interesting or not. Based on the results of the interview, about seven students said the selected picture was interesting, supported by the answer MS she said "Interesting, the picture is easy to understand" and in addition three students have different opinion , supported by the answer NP she said " quite interesting, because I don't really see what's in the picture ". it can be concluded that about seven of students said the selected picture were interesting and the images were easy to understand, thus making students better understand the concept of the material, on the contrary three of students said it was quite interesting.

Then, related to the previous question, many students said that using PWIM was easier and some said it was still confusing, so the researcher wanted to ask students more deeply about their reasons why PWIM made it easier and why it was still confusing, so based on the results of interviews, student responses vary

widely, according to EL she said "I can find out how to make a better descriptive text", and according to MA "Yes, it's easier because there is vocabulary" Another opinion according to RA "Yes, I became know what to write" and according to NP "It's very helpful, because the pictures are easy to understand" while the other students' responses stated that they were still having trouble, It can be concluded that nine of students answered that PWIM made it easier for them for various reasons such as students easily getting ideas what they should write in paragraphs and students easily learning vocabulary and they became aware of how to write better descriptive texts, and also different opinions from students are that they still have difficulty in following the lesson because some of them feel it is still difficult to make sentences into paragraphs. However, from the results of interviews with students, the Picture Word Inductive Model also helps students to improve their vocabulary, based on the results of interviews ten of students answered with varied answers, they agree that using the Picture Word Inductive Model makes it easier to increase vocabulary and is quick to remember it, so it can be concluded that by using the Picture Word Inductive Model, all of students agree that the Picture Word Inductive Model makes it easier for students to increase vocabulary and students think that in the picture there are some vocabulary that they memorize, then this can hone their memory and make they are active in learning.

B. Discussion

In this section, the researcher presents a discussion of the findings on the previous section based on the research questions which had been formulated before. Below is the discussion of the findings.

1. The Implementation Of Picture Word Inductive Model In Teaching

Descriptive Text

Based on the findings, the researcher can concluded that the teacher applied the Picture Word Inductive Model (PWIM) well. The researcher found that in implementing Picture Word Inductive Model in teaching Descriptive Text that used by an English teacher a seventh grade of MTs Nurul Hidayah Kota Raja is the same as Calhoun's theory, the teacher followed all procedures from Calhoun, However, a slight difference is in the results of observations in the first stage, the researcher found the teacher gave apperception first to provide preparation to students by providing an overview of the material before class started, the teacher asked students to describe their classmates, this is to attract students' attention to focus and enjoy more by getting the first experience delivered by the teacher, Apperception aims to increase students' motivation to learn, arouse curiosity about the subject matter, teachers need to choose the right delivery strategy to ensure students have motivation to learn (Schor, 1998; William & Stockdale, 2004). After the teacher gave an explanation about descriptive text, the teacher followed according to the theory by Calhoun, There are procedures by Calhoun as Followed:

- a) Selecting pictures; the teacher presents some picture. The teacher chooses pictures that the students are already familiar. Therefore, it will be easier for the students to understand the meaning based on the pictures. Displaying the pictures in a size that allows for easy viewing by the entire class is good necessary by the teacher.

- b) Students identify based on pictures; the students identify a picture in learning activities. Teacher asks students to identify what they can see from the pictures on the board.
- c) Label the picture; students label the picture and are asked to label (name) by mentioning the objects that have been identified in the picture.
- d) Read and review the pictures by reading aloud; students read the word and spell the word aloud.
- e) Students are asked to read the words and classify the words; students read the words. The words are now read out to the class as they also spell them. Then, as a way to reassure all students, they are encouraged to find any similarities in concepts connected to learning or other groupings of words that have similar meanings.
- f) Re-reading and re-reviewing the graphical words by pronouncing, spelling the words, and repeating the process; the picture word chart must be read and reviewed by the students. Then, as in the previous stage, the students are asked to read and repeat the word chart.
- g) Adding words; when desired, along with the picture chart; students give the title to the picture. At this point, the teacher can add words, especially if the students cannot recognize them or if it is required to increase student vocabulary and the word image chart.
- h) Students are guided by the teacher in giving the title of the word chart; students read and review sentences. The teacher then provide direction so that students can develop appropriate titles based on the words. Teachers

should prompt students to consider the information in the picture and what they want to say about it.

- i) Students make sentences; the teacher asks students to make sentences, or paragraphs about word graphics guide them to make sentences based on their ideas (words in a pictorial word chart).
- j) Final reading and reviewing to write sentences and paragraphs; the teacher, in the next activity, asks students to classify sentences. This section could be a little challenging, therefore the teacher can provide examples if needed. The teacher then provides an example of how to arrange sentences to create a paragraph. Then, the paragraphs need to be written by the students on the board in the front of the class.

When teacher using this strategy the students seems easier to write in learning descriptive text. and students can more easily get the idea they want to write with the appropriate word label on the picture, in line with previous studies by Fitri Novia the title is Promoting Picture Word Inductive Model (PWIM) To Develop Students' Writing skill, in her study showed that PWIM could motivate students to improve their writing achievement and help students to develop their paragraph because by using PWIM students gave labels in pictures and they could find out the key words by classify the word, PWIM is created to capitalize on students' abilities to think inductively, PWIM enables them to build generalizations that form the basis of structural and phonetic analysis it respects their ability to think (Calhoun,1999). Besides that, in the learning process, the teacher also focused on increasing students' vocabulary, Generally, Picture Word Inductive Model

(PWIM) is one of the strategies that can be applied in teaching reading, writing and language system, This is in line with Joyce (2009,p.154) stated that The Picture Word Inductive Model can be used to teach phonics and spelling both inductively and explicitly.

In applying the Picture Word Inductive Model there were some deficiencies found, namely the teacher seemed to have difficulty giving some instructions, because some students were carried away and engrossed in their own activities, so, researchers found that the level of effectiveness of this learning strategy was very dependent on the teacher's skills in asking and directing learning, the teacher is one of the learning components that has a big contribution in creating effective learning. Besides that, in implementing PWIM the teacher must be a guide to make students think in order to train students to develop ideas, then this is a condition that must be fulfilled so that learning objectives with the application of PWIM can be achieved. Then, researcher found that when applied PWIM in teaching Descriptive text At seventh grade of MTs Nurul Hidayah Kota Raja, it seems that students are more confident and more students are active in learning, besides that the PWIM strategy makes it easier for teachers to convey learning in a fun way and makes teachers more responsible in teaching, this is supported by previous research conducted by Isnawati (2018) about The Implementation Of Picture Word Inductive Model (Pwim) Strategy in Teaching Vocabulary At Seventh Grade Of Mts Miftahussalam Kambeng Slahung Ponorogoin Academic Years 2017/2018, it showed that Picture Word Inductive Model (PWIM) strategy is applied in teaching vocabulary at the seventh grade

students of MTs Miftahussalam Kambeng Slahung Ponorogo in academic years 2017/2018 can build the students' activeness and with this strategy students can easily to remember or memorize new vocabulary make the students enjoy, happy, and interest with the learning process. Furthermore, PWIM strategy build students more attention and easier for the teacher to conduct the students in learning process.

In addition, the researcher found that when applying the Picture Word Inductive Model, the teacher did not give feedback such as errors in writing and gave praise or positive responses to encourage students' enthusiasm in learning English. As writing is a crucial part of second/foreign language learning and teaching activities which promote opportunity for students to write the target language need to be provided by teacher (Kayi, 2006,p.1). Picture word Inductive Model is proven to give more chance to students to write even for the students who are not willing to write. This technique is also proven to make students to be actively involved in writing class.

Ur (1996,p.120) proposes some characteristics of successful writing activity. Those are learners talk a lot, participant is even, and motivation is high. The Picture Word Inductive Model has been proven to have those characteristic. Since the students worked with pictures, students have something to tell their ideas. Thus, The Picture Word Inductive Model helped students to find ideas to write about.

Additionally, the result of the observation from the implementation Of Picture Word Inductive Model above, showed that the students involvement in

teaching and learning process increased and helped teacher to overcome students who have difficulties in learning to write, as well as in learning vocabulary with interesting models or strategies, it can be seen that students can write English words little by little properly and step by step correctly, students can be more active and improve students' self-confidence, besides that students can also pay more attention in the teaching and learning process, this statement related to the advantages of the Picture Word Inductive Model from Calhoun that using PWIM students feel a part of the classroom community and can participate in class activities.

2. Teacher and students responses on the implementation of Picture Word Inductive Model in teaching descriptive text

Based on data above, using the Picture Word Inductive Model in teaching Descriptive Text At the Seventh Grade of MTs Nurul Hidayah Kota Raja, the researchers got a positive response, from the results of the interviews the researchers found various answers from students about their opinions on the implementation of PWIM, besides that the results from interviews with teachers also got positive feedback. Based on the results of interviews with teachers, researchers can conclude that there is problem faced by the teacher in using Picture Word Inductive Model, in the results of the interview the teacher stated that students had more active during the teaching and learning descriptive text using PWIM but some students passive, that there were several obstacles when implementing Picture Word Inductive Model.

Teacher also added that, the obstacle occurred because for seventh grade junior high school, learning English is still new for them and they lack vocabulary, so students find it difficult especially in writing, from the results of this interview, the researcher can conclude, the teacher found that some students were less active and still felt difficult or confused in writing descriptive texts, these results were supported in previous research by Muhammad Zaenal Mutaqqin with the title *Improving Writing Ability Through Picture Word Inductive Model On The Tenth Grade Students At MA Nurul Qarnain Jember In The 2014/2015 Academic Year*, It showed that, in the first cycle, the students' writing ability had not been achieved and it can be said that it could not improve the students writing descriptive ability, It was unsuccessful because in teaching and learning process, the students still got difficulties in writing a short descriptive paragraph in their own words, expressing their ideas and lack of vocabulary, they still confused about the instruction that had been given by the teacher, but other than that, according to the results of interviews with the English teacher teacher of seventh grade at MTs Nurul Hidayah Kota Raja , it showed that the teacher approved with the Picture Word Inductive Model (PWIM) The teacher gives some positive feedback, the teacher said there are more benefits than obstacles in implementing PWIM in teaching descriptive text, namely PWIM is very useful because students know what they will write when making descriptive texts, and the teacher believes using PWIM can help students to write easier and help increase students' vocabulary, and also teachers feel students can be more interested in learning English, especially in writing descriptive text.

From the results of teacher interviews, this is supported by students' opinions about Picture Word Inductive Model that according to students Picture Word Inductive Model (PWIM) is Picture Word Inductive Model is an interesting and amuse, based on student statements, students answered that PWIM made it easier for them for various reasons such as students easily getting ideas what they should write in paragraphs and students easily learning vocabulary and they became aware of how to write better descriptive texts, the Picture Word Inductive Model also helps students to improve their vocabulary, based on the results of interviews 100% of students answered with varied answers, they agree that using the Picture Word Inductive Model makes it easier to increase vocabulary and is quick to remember it, so it can be concluded that by using the Picture Word Inductive Model, 100% of students agree that the Picture Word Inductive Model makes it easier for students to increase vocabulary and students think that in the picture, there are some vocabulary that they memorize, then this can hone their memory and make they are active in learning. The implementation of Picture Word Inductive Model gives the students fun activities, especially the pictures help them reduce their problems to get ideas in writing. Picture Word Inductive Model enhances not only the students' writing ability but also their involvement in the teaching-learning process and their motivation in learning English, especially their writing ability.

A wonderful strategy can lead students to discover the joy in learning. From the result of this interview, From the results of this interview, the researcher concludes that, this is supported by the advantages of the Picture Word Inductive

Model mentioned by Callon and Martinez (2013) quoted by Calhoun who says the advantages from PWIM is the students can write easily because they have found the word in the picture, This strategy can help students learn phonics, grammar, mechanics, and standard use in English, and the students can hear and spell the words correctly, students can participate by writing and saying the words correctly, this can be a frame of mind in writing descriptive texts so that it makes it easier for students to make sentences or ideas that they want to convey, the word picture chart can serve as a direct reference, or a picture dictionary, allowing students to easily add these words to their vocabulary, the teacher can choose to develop various relationships between sounds and symbols (words can be simply introduced, or they can be chosen to be really mastered by students), the students are guided to find patterns and relationships in learning English, thus enabling them to apply them to other new words that they may acquire outside of learning activities. However, besides that, the Picture Word Inductive Model also has disadvantages, in the results of interviews some students said that the pictures were less attractive and the size was not large enough, so that students felt unclear in seeing and felt confused in the learning process, this statement is related to the lack of Picture Word Inductive Model mentioned by Callon and Martinez (2013) quoted Calhoun who says that the disadvantages is the picture that are used might not interest the student and also the size of the picture should be appropriate.