IMPROVING STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT THROUGH PICTURE WORD INDUCTIVE MODEL

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ABSTRACT

This research concerned on Improving Students' Achievement in Writing Procedure Text through Picture Word Inductive Model. In this research, the writer conducted classroom action research. Subject of this research were the second year students of SMA N 1 Pematangsiantar Class X-1 consisted of 30 students. This research was conducted in two cycles. Each cycle was organized in four steps, namely Planning, Acting, Observing, and Reflecting. Cycle II was the improvement of Cycle I. There are two kinds of data collected during the research, qualitative and quantitative data. The instruments for the quantitative data were writing test while the qualitative data was gathered through Observation Sheet, Interview Sheet and Diary Notes. Findings showed that the students' score improve from orientation Test to Test. Based on the data analysis, Students' mean in Test 1 was 52.40, in test II was 67.13 and Test III was 81.16. The conclusion is that Picture Word Inductive Model can improve the students' achievement in writing procedure text

Keywords: Picture Word Inductive Model, Writing, Procedure

INTRODUCTION

Language cannot be separated from human being. Language is communication of thought a system of arbitrary signals, such as voice, sounds, gestures or written symbols. So, by using language human beings can narrate and share their experience or information to others. The most important language to study that mostly used around the world is English. English is like a window in our house. It means that English is a way for us to face the world, especially in education. Language learning is a skill. There are four basic language skills which every learner must master. These skills are Listening, Speaking, Reading, and Writing. Listening and reading are passive skills whereas speaking and writing are active skills. Nowadays the active skills, the ability to speak and to write are needed in English for education and business also.

According to Educational unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan), especially for Junior High School about standard competence in writing, students are expected to be able to write descriptive, procedure, recount, narrative and report text.

Based on the writer's experience in Teaching Practice Program (PPL) in First Grade Senior High School, he found the problem in students' writing. This case could be caused by minority learning of writing skills in Junior High. Many students failed the achievement of writing skill. The writer did the interview the students in the class room. The writer concluded some reasons why students cannot write English well. Many students cannot organize their ideas. They just think without organizing, some students just waiting from the teacher's suggestion. Then, the problem was the lack of vocabulary. And the last problem was teaching technique applied by teacher. Most of the teacher taught the writing theory and focused on grammar. That made students hard to organize their ideas well.

The role of teaching strategy is to assist the students to develop their language skills and acknowledge (Fleming and Walls, 1998 in Siahaan, 2008, p.213) when the teacher used the appropriate model the teaching-learning process, this situation wouldn't be happened. Considering the condition above, the writer offers to apply Picture Word Inductive Model (PWIM) to overcome the problem. Picture Word Inductive Model is an inquiry-oriented language arts strategy that uses picture selected by the teacher, identify what students see in the picture for the teacher label; read and review the words generated; use the picture word chart to read their own sets words; classify words according to properties student can identify; and develop titles, sentences and paragraphs about picture. In the other hand, Picture Word Inductive Model (PWIM) is model of study that uses the pictures and words to stimulate students' thinking inductively, from the specific thinking (see the pictures and words) to general thinking (make the words and pictures that available become a sentence then a paragraph). Picture Word Inductive Model (PWIM) is used to guide the students to develop their imagination, creation, and idea to make a sentence or paragraph.

Review the fact, the writer was interested to conduct a research in order to know that Picture Word Inductive Model (PWIM) can be significantly improve students' achievement in writing procedure on X grade students.

Based on the background of the study above, the problem of the study can be formulated as follows: "Does Picture Word Inductive Model (PWIM) improve students' achievement in writing procedure text?"

In order to give the best result of the research, the scope of the study is limited on investigating the students' achievement of X grade Students of SMA Negeri 1 Pematangsiantar in writing procedure text through the Picture Word Inductive Model (PWIM).

The results of the study are expected either the theories or practice to be useful for:
1. The students who want to improve their ability in writing procedure test through the P icture Word Inductive Model (PWIM)
2. English teacher who reach writing particularly those who want to improve their students' achievement in writing procedure text through the Picture Word Inductive Model (PWIM) in order to decrease the problem of the study in the class.
3. The readers who are interested in conducting further study related to the improvement of students' achievement in writing procedure text through the Picture Word Inductive Model (PWIM)

REVIEW OF LITERATURE

The Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is used with a whole class, small groups, pairs, or individually to lead students into inquiring about words and adding them vocabularies, discovering phonetic and structural principles, and engaging in other reading and writing activities (Wood, K. D., & Tinajero, J.2002), in http://www.nsma.org/Publications/MiddleschoolJournal/Articles/May2002/ Article7/tabid/423/Default.aspx, Picture Word Inductive Model is an inquiry oriented language arts strategy that uses picture selected by the teacher, identify what students see in the picture for the teacher to label; read and review the words generated; use the picture word chart to read their own sets of words; classify words according to properties student can identify; and develop titles, sentences and paragraphs about the picture. A major goal of Picture Word Inductive Model is to help students make a speaking-writing-reading connection. This model is design it capitalize children's ability thinks inductively (Calhoun, 1999, p.21). On the other hand, Picture Word Inductive Model (PWIM) is model of study that

uses the picture and words to stimulate students' thinking inductively, from the specific thinking (see the picture and words) to general thinking (make the words and pictures that available become a sentence then a paragraph). Picture Word Inductive Model (PWIM) is used to make students are interested in following teaching-learning process, guide the students to develop their imagination and idea to make a sentence or paragraph.

The Procedure of Applying Picture Word Inductive Model (PWIM)

Calhoun (1999) developed the Picture Word Inductive Model (PWIM) into ten phases. Those are:

a. Selected a picture

First of all the teacher must decide what kind if picture that she/he wants to show to the students. The picture must be coordinates with the topic under study. The larger picture is better choice for this case. The richer of picture content is the more opportunities for language development. The right pictures are tangible, concrete, attractive and familiar. When the teacher place the picture on the board or wall, place it at eye level for the students to aid their exploration and gathering of evidence.

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

Make the first lesson to a group discussion about the picture if there are students shy to explore their ability. In this case the teacher must help the students think about what is in the picture to make the teaching-learning process run well.

c. Label the picture parts identified

In this part, the teacher draws a line from the identified object or area, say the word, and write the word then ask the students to spell and pronounce the word. The teacher have to write the words in large enough so that the students who is the greatest distance from the chart will be able to read them clearly and easily. The following is one example of labeling the picture:

Figure 2.1 Picture Labeled
social studies "The Pool of UNIMED"

d. Read and review the picture word chart aloud
The students read aloud the picture that has been labeled by the teacher. The teacher must be selected in choosing the words.

e. Ask the students to read and classifying the words

Have the students read and review the picture word chart aloud; the students read the words (using the lines on the chart if necessary) and classify the words into a variety of groups based upon similar elements.

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

g.   Add words, if desired to the picture word chart and to the word banks. Ask the students to find many words that belong to useful categories. Some of these words can be generated as part of the lesson.

h.   Lead students into creating a title
Ask the students to think about the information on the chart and what they want to say about it.

i.   Generate sentences and paragraphs
Ask students to generate a sentence, sentences, or paragraph about the picture word chart. Then ask students to classify sentences; model putting the sentences into a good paragraph.

j.   Read and review the sentences and paragraphs.
The goal is for every student to learn to read the sentences and paragraphs fluently.

The Advantages of Picture Word Inductive Model (PWIM)

According to Wood, K.D., & Tinajero, J., (2002) in http://www.nmsa.org/Publishing/MidlleSchooljournal/Articles/May2002/Article7/tabid/423/Default.aspx, the following list of advantages is drawn from Calhoun(1999):

1)   The model emphasizes phonics, grammar, mechanics, and usage of Standard English, while enabling second language learners to begin the new learning in their native language.

2)   Picture provides concrete referents for the learning of new words, phrases, and sentences.

3)   The students are using pictures related to content material under study, so they fell a part of the classroom community and can participate in class activities.

4)   Key content area words are heard and pronounced correctly numerous times.

5)   Second language learners are paired with class tutors who assist with the identification and writing of the English equivalent to the word.

6)   The picture word chart serves as an immediate reference to enable students to add these words to their vocabulary sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery)

7)   Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply any this learning to newly encountered words.

8)   Students hear and see words spelled correctly and participate in the correct spelling and writing

9)   Second language learners benefit from the peer, parent, or teacher modeling of the key words concepts. With extensive practice, they can

begin to learn how to create sentences and paragraphs related to the subject under study.

METHODOLOGY

This research was conducted by applying action research which is focus on Classroom Action Research. It is a method for solving the problems of teaching objectivity and systematically. This is useful for improving and modifying the teaching-learning process. According to Corey in Singh (2006:263) asserts that decision for improving their current practice. Then Burns (2010:2) asserts that action research is a part of broad movement that has been going on in education generally for some time. Action research is a form of collective self reflective undertaken by participants in social situation in order to improve the rationally and justice of their own social or educational practices, as well as their understanding of these practice and the situation in which these practice are carried out (Kemmis and Mc Taggart (1988:5) in Cohen et al.,2000,p227)

In general, Classroom Action Research activities involve repeated cycles, each consisting of planning, acting, and reflecting. The result one cycle is used to determine the need of the following cycle, until the problem get solved the strategy. The model cycle of Classroom Action Research can be drawn as follows:

Figure 3.1 Cyclical action research model based on Kemmis and Mc Taggart

(1998) in Burns (2010:9)
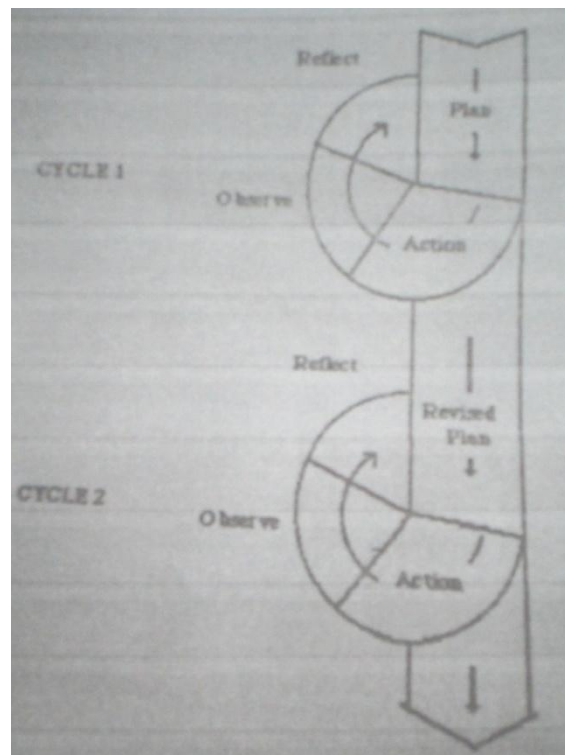
The Subject of Research

The subject of this research was first grade, X-1 students of SMA Negeri 1 Pematangsiantar Academic Year 2012 which consist of 30 students. This school are consist 3 English teachers for the first grade. And there are ten classes of first grade, class X-1 to X-10.

The Instrument of collecting data

There were 2 groups of instrument of collecting data ;

1. Observation sheet was prepared to investigate the situation and the problem found during the teaching and learning process. It was done by the collaborator/observer. Questionnaire sheet was used to know students' opinion about English subject, writing procedure text and Picture Word Inductive Model.
2. Diary note was written to note personal evaluation about the situation of class while teaching-learning process related to progression achieved.

The Procedure of Action Research

This research was conducted in two cycles, where in each cycle applied four steps: (1) planning, (2) action, (3) observation, and (4) reflection. Cycle I consist of four meetings and cycle II consist of two meetings. So there were six meeting all together. In conducting this research, the steps are as followed:

1. **Planning**

Planning is arrangement for doing something. In this step, research and teacher (collaborator) conduct to discuss about everything that is needed in teaching and learning process. The activities of this phase included: preparing lesson plans, media and materials (some pictures and words), observation sheet, questionnaire sheet, and test.

2. **Action**

Action is the implementation for planning above. The entire plan was run based on the planning before. In this phase, picture and words as learning material of teaching procedure text is used in teaching-learning process. But, before it is used, the test I (orientation test) is conducted first to discover the basic students' skill in writing procedure text.

3. **Observation**

Observation means the result or the record of the plan. It was intend to discover the information about behavior, attitude, performance, activities, and even obstacles during teaching-learning writing procedure text with the Picture Word Inductive Model (PWIM) ran into the classroom. In doing observation and evaluation, the researcher was helped the English teacher as the collaborator. The data are taken from questionnaire sheet, observation sheet and diary notes which used as the basic reflection.

4. **Reflection**

Reflection means phase to process concerning with the result. All the weakness and the strength are written on the diary and the data taken from questionnaire sheet, observation sheet, and the test conducted was used to improve the weakness and keep the strength for the next cycle.

The Technique of Analyzing the Data

This research applied qualitative and quantitative data. The qualitative data taken from observation sheet, and diary note which are used to describe the situation during the teaching and learning process while quantitative data taken from students' writing test scores which are used to analyze the improvement of the students' writing achievement in each cycle.

RESULTS AND DISCUSSION

From the quantitative data analysis, the writer found that there was an improvement of students' achievement on writing procedure text by using Picture Word Inductive Model. It can be seen by data, which showed that the mean of the students in Test III (81.16%) was higher than in test II (67.13%) and also in Test I (52.40%). The improvement was not only happened in the mean of students' score but also in the percentage of master students who got 70 points up. The percentage was improved from 10% in the Test I to 33.33% in the test II and 96.66% in the Test III.

The improvement was also happen in qualitative data that shows there was the increasing achievement of the students in, enthusiasm and interest during the teaching – learning process.

Based on the results of quantitative and qualitative data, it was found that the application of Picture Word Inductive Model had been successfully improved students' achievement in writing procedure text.

The Percentage of Students' Achievement in Writing Test

Test	Percentage	Number of students
Test I	10%	3
Test II (Cycle I)	33.33%	10
Test III (Cycle II)	96.66%	29

CONCLUSION AND SUGGESTIONS

There is the improvement in students' achievement in writing procedure text when they taught by using Picture Word Inductive Model. The students' score continuously improve in each test. The qualitative data in this research showed that the students gave good response to using Picture World Inductive Model. By using this model, students do not find any difficulties in writing, but they find it easy to use. Because of that situation, students become interested in writing and they start to love it. Therefore, it can be concluded that using Picture Word Inductive Model in teaching writing procedure text is significantly improve the student's achievement.

Based on the conclusion above, the writer points out some suggestion for improving the teaching of narrative writing achievement of English particular as follows:
1) For the English teacher, it is better to use Picture Word Inductive Model in teaching procedure writing because by using this model the students can be more enjoyable in

writing procedure text and hopefully the students' score in writing procedure is higher when Picture Word Inductive Model is used.

2) For students, it will make them easier to make a good procedure text and give the students invaluable benefit because it helps them to make writing more fun and make them feel comfort in writing.

3) To all the readers, may this research will bring you into good understanding how to improve the students' procedure writing achievement by using Picture World Inductive Model.

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