THE EFFECT OF THE PICTURE WORD INDUCTIVE MODEL ON ENHANCING STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT SMAN 6 KEDIRI

SKRIPSI

Presented as a Partial Fulfilment of the Requirement the Sarjana Degree of Education of English Department Faculty of Teacher and Education University of Nusantara PGRI Kediri

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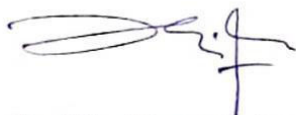**ELMA MELIANA**

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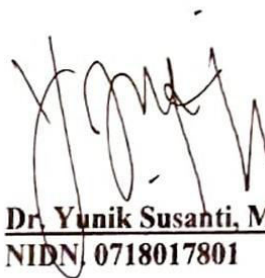University of Nusantara PGRI Kediri

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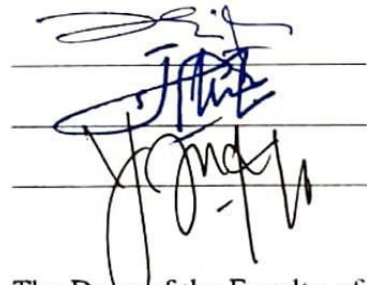
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Stating in fact, that in this Thesis there are no works who have applied to obtain a bachelor's degree at a college high, and to the best of my knowledge there are no written works or opinions that has been published by others, except for those that are intentional and written referred to in this manuscript and mentioned in the bibliography.

Kediri, 10 July 2025

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MOTTO AND DEDICATION

MOTTO:

"If you fall down yesterday, stand up today"
(Christopher Bahng)

DEDICATION:

I would like to express my deepest gratitude to my beloved parents – Mr. Iswanto and Mrs. Dewi Susanti, my partner, and my friends from Qosidah Rawr: Sisca Amalia, Marsella Maulana, Anis Fatur, Maratul Inayah, Fatika Nur, Dinda Rarera, and Galuh Putri. Their unwavering support and encouragement have been invaluable throughout the completion of this thesis. I am truly thankful to have them by my side during this journey.

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Kediri, 26 June 2025

The Writer

ABSTRACT

Tittle: **THE EFFECT OF THE PICTURE WORD INDUCTIVE MODEL ON ENHANCING STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT SMAN 6 KEDIRI**

Keywords: *Picture Word Inductive Model, Descriptive Text, Writing Skill*

Writing is one of the essential skills in learning English, especially for high school students who are expected to express ideas clearly and coherently. However, many students still face challenges in developing their writing skills, particularly in constructing descriptive texts. Based on the preliminary observation at SMAN 6 Kediri, it was found that students had difficulties in generating ideas, organizing content, and applying appropriate grammar and vocabulary in their writing. To address this issue, the researcher implemented the Picture Word Inductive Model (PWIM) as an alternative strategy to improve students' descriptive writing ability.

This study aims to examine the effectiveness of the Picture Word Inductive Model (PWIM) in enhancing the descriptive writing ability of eleventh-grade students. Employing a quasi-experimental design, the research involved two classes: the experimental group received writing instruction through PWIM, while the control group was taught using conventional methods. The writing ability was assessed based on five key aspects: content, organization, vocabulary, language use, and mechanics.

Before the treatment, both groups demonstrated similar weaknesses, especially in generating content and using accurate vocabulary and grammar. Following the implementation of PWIM, the experimental group showed substantial improvement in all writing components. Students in this group were able to organize ideas more logically, expand their vocabulary, and construct more coherent and grammatically correct sentences. In contrast, the control group showed only limited progress, with most improvements observed in mechanics and basic organization.

These results indicate that PWIM not only helps students generate and categorize vocabulary through visual stimuli but also supports their ability to construct well-structured and descriptive paragraphs. The model's structured steps—ranging from picture selection, vocabulary brainstorming, sentence building, to paragraph formation—proved effective in scaffolding students' writing development. Thus, PWIM can be considered a powerful and practical approach for teaching descriptive writing in EFL classrooms.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is a crucial part of language learning, offering learners a chance to develop their language skills in a structured environment. It can be particularly challenging, as it requires mastering both the linguistic elements of the target language and the conventions of the relevant discourse community (Altun, 2023). In line with Sheronovna (2021), writing plays a crucial role in both academic and professional settings. Without strong writing skills, students may struggle to effectively express their ideas and communicate with professors, employers, colleagues, or others. In many cases, professional communication relies heavily on writing, including proposals, memos, reports, applications, initial interviews, emails, and more making it an essential part of daily life for university students and successful graduates.

According to the perspective above, writing is a creative activity that transforms ideas into written symbols, making it one of the essential skills. Work requires paying attention to grammar, spelling, and punctuation, which can assist students in identifying and correcting faults in their work. This allows learners to speak more effectively and confidently in the target language. Writing provides students with an excellent opportunity to practice target language functions. This approach promotes good communication. As Dwivedi & Chakravarthy (2015:27) said that "If they can't write correctly and logically using appropriate language and style, life will be difficult for them not only at school but in adult life, too". It can be argued that writing is a crucial skill for students, both in their academic journey and in their broader lives. In the real world, though, a lot of students claim that they lack writing skills and are unable to combine sentences into cohesive concepts. Writing is a challenging task for students, as it involves more than simply putting ideas onto paper. In fact, Indonesian students face several challenges in writing, which hinder their ability to write effectively in English. According to Rostanti, Noor & Sanu; Daroeni (2020:2), these challenges are related to various aspects of writing, such as mechanics, content, organization, grammar, and vocabulary. It was also demonstrated that while the researcher had teaching experience

in SMAN 6 Kediri, it was still difficult for 11th grade students to organize their ideas in writing.

There are several ways to express writing, one of which is through text. Each text serves a different social role. There are 5 genres of texts which can be taught to students, they are narrative text, descriptive text, recount text, report text and explanation text. But, in this present research, the researcher uses descriptive text because descriptive text is one of the materials covered in senior high school. Dadi (2015) defines descriptive writing as a style that illustrates rather than simply stating information. This form of writing can meticulously depict people, emotions, sounds, places, processes, qualities, or procedures. Based on the definitions above, it can be concluded that descriptive text is focuses on describing a single place, object, event, or person.

Senior high school students need a clear understanding of what they want to describe. This process begins with carefully observing objects to capture significant details, ensuring they convey a clear picture to readers and avoid ambiguities. However, many senior high school students struggle due to limited vocabulary. This is evident when the teacher asks them questions in English, and they fail to comprehend or respond effectively. These challenges lead to several problems for students. First, they face difficulties in developing ideas, either struggling to expand on their thoughts or having no ideas to begin with. In addition, when researcher gave them a test to made sentences, most of them used AI or internet to answer it instead of organizing their ideas and put it in their writing. Second, grammar issues often result in ungrammatical sentences. Third, students have a limited vocabulary, poor writing skills, and frequently attempt to translate directly from their native language into English. If these issues endure, students will struggle to improve their writing skills and make little progress.

Teachers play a crucial role in supporting students by providing accessible materials and selecting appropriate methods for teaching writing in English classes. They are responsible for ensuring students can easily understand the material, particularly in the context of writing. To achieve this, teachers can use specific techniques or choose materials suited to the students' abilities. One effective approach is using Picture Word Inductive Model (PWIM). Furthermore, the researcher will write Picture Word Inductive Model as PWIM. Calhoun (1999:21) explains that the PWIM is

designed to teach students reading, writing, and the language system. PWIM, which is based on visual literacy and language acquisition concepts, uses images to help students increase their vocabulary and writing skills (Ermita, et al., 2019). This approach can be an effective solution for enhancing students' writing skills. Teachers have a significant responsibility to improve students' writing skills. By guiding students effectively, teachers can better support and address their needs in developing their writing abilities.

PWIM in the teaching and learning process makes it easier for teachers to teach writing by utilizing visual stimuli, which can help students develop language skills in a more engaging and interactive way. This approach encourages students to observe pictures, identify key words, and generate sentences or stories based on those words. Through this, students can gradually build their vocabulary, improve sentence structure, and better understand the writing process. By connecting images to words and phrases, PWIM supports the development of descriptive writing and critical thinking. Teachers can also use it to introduce new topics, clarify concepts, and help students express their thoughts more clearly in writing. This method makes writing less intimidating and more accessible for students, fostering a more creative and confident approach to writing tasks.

PWIM has been widely studied in improving vocabulary and general writing skills. With studies conducted by Silvia (2020) and Purnamasari et al. (2019) showed its effectiveness in vocabulary acquisition and student engagement. These studies primarily focus on junior high school students, with an emphasis on basic language skills and vocabulary development. However, the existing literature demonstrates the benefits of PWIM, it primarily addresses vocabulary improvement and general writing skills without considering its potential for fostering more advanced writing skills, such as idea generation, content organization, and coherence in descriptive texts. There is a lack of research investigating how PWIM can be used to enhance more complex aspects of writing, particularly in the context of senior high school students, who are expected to demonstrate higher proficiency in writing tasks. Furthermore, the gap in the literature becomes evident when considering the specific context of 11th-grade students. Students at this level, unlike their younger counterparts, are often faced with more demanding writing assignments that require greater depth in aspects of writing such as content, organization, vocabulary, language use, and mechanics. Previous studies have focused

on younger students or different educational settings, such as those in junior high school or lower grades, leaving a gap in understanding how PWIM affects advanced writing skills in senior high school students.

This study aims to fill those gaps by examining "The Effect of PWIM on Enhancing Students' Writing Skills in Descriptive Texts at SMAN 6 Kediri", with a focus on 11th-grade students. By exploring not only vocabulary but also the processes of idea development and content organization, this research aims to contribute to the body of knowledge on effective writing instruction and provide valuable insights for educators seeking to optimize their teaching practices.

B. Formulation of the Problem

According to background, identification, and limitation of the problem, the problem formulation can be taken as follows:

1. How does the use of Picture Word Inductive Model affect each aspect of students' writing skill in descriptive text compared to conventional teaching at SMAN 6 Kediri?
2. How significant the effect of Picture Word Inductive Model on enhancing students' writing skill in Descriptive Text at SMAN 6 Kediri?

C. Purpose of the Research

The purpose of the research is:

1. To know wether the result of using Picture Word Inductive Model may affect each aspect of students' writing skill in descriptive text compared to conventional teaching at SMAN 6 Kediri.
2. To know the effect of Picture Word Inductive Model (PWIM) on enhancing students' writing skill in Descriptive Text at SMAN 6 Kediri.

D. Significance of the Research

1. For English teachers

This study aims to inform English teachers on selecting effective teaching media to improve students' writing skills and assist them in developing engaging and relevant teaching materials that suit students' interests.

2. For other researchers

This study will serve as a reference for future research in this area. It highlights the impact of using the PWIM strategy in teaching writing, particularly in descriptive texts. Future researchers can build on the findings of this study, using them as a guideline and source of insight for their own investigations.

3. For readers

To provide education and insights on how the Picture Word Inductive Model (PWIM) can enhance students' ability in writing descriptive texts.

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