

**THE EFFECT OF PICTURE WORD INDUCED MODEL (PWIM)
STUDENTS WRITING SHORT STORIES BASED ON ILLUSTRATION
IDOL**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirements
For the Degree Of Sarjana Pendidikan (S. Pd)
English Education Program*

BY
WARLINA PUTRI
NPM. 1202050385



**FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY
OF MUHAMMADIYAH SUMATERA UTARA MEDAN
2018**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, 14 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Warlina Putri
NPM : 1202050385
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Picture Word Inducted Model (PWIM) Students' Writing Short Stories Based on Illustration Idol

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd)

Ketua,

Dr.

Dr. Elfrianto Nasution, S.Pd., M.Pd.

ANGGOTA PENGUJI:

1. Mandra Saragih, S.Pd., M.Hum

2. Pirman Ginting, S.Pd., M.Hum

3. Hj. Darmawati, S.Pd, M.Pd

Sekretaris,

Dra. Hj. Svamsuyurnita

Dra. Hj. Svamsuyurnita, M.Pd.

1. *Mandra Saragih*

2. *Pirman Ginting*

3. *Hj. Darmawati*



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Warlina Putri
N.P.M : 1202050385
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Picture Word Inductive Model (PWIM) on Students' Writing Short Stories Based on Illustration Idol

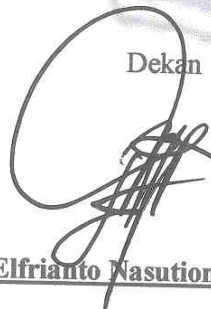
sudah layak disidangkan.

Medan, 31 Oktober 2017

Disetujui oleh:
Pembimbing


Hj. Darmawati, S.Pd, M.Pd

Dekan

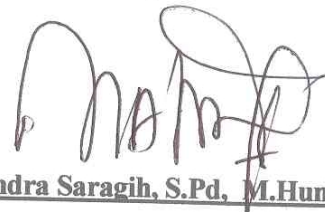


Dr. Elfrianto Nasution, S.Pd, M.Pd.

Diketahui oleh:



Ketua Program Studi



Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini:

Nama Lengkap : Warlina Putri
N.P.M : 1202050385
Jurusan/ Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Picture Word Inducted Model (PWIM) on Students Writing Short Stories Based on Illustration Idol

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun, dengan ,kata lain penilitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *plagiat*
3. Apabila poin 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan atas penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat dengan tanpa paksaan dari pihak manapun juga, dan dapat digunakan sebagaimana mestinya.

Medan ²⁸ September 2017

Hormat Saya

Yang membuat pernyataan,



Warlina Putri

Diketahui oleh Ketua Program Studi,
Pendidikan Bahasa Inggris

(Mandra Saragih, S.Pd, M.Hum)



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Warlina Putri
N.P.M : 1202050385
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Picture Word Inductive Model (PWIM) on Students' Writing Short Stories Based on Illustration Idol

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
3/10-2017	Abstract And Acknowledgement, Table of Content.	
6/10-2017	Chapter I, II, III,	
13/10-2017	chapter IV, V, Appendix	
25/10-2017	chapter III, IV, V and References	
30/10-2017	Ace to submit green table.	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, 30 Oktober 2017

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)

ABSTRACT

Putri, Warlina. 1202050385. The Effect of Picture Word Inducted Model (PWIM) on Students' Writing Short Stories Based on Illustration Idol. Skripsi. English Eduation Program of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. 2018.

This study deals with the study of The Effect of Picture Word Inducted Model (PWIM) on Students Writing Short Stories Based on Illustration Idol. The objectives of this study were to investigate the significant effect of applying PWIM (Picture Word Inducted Model) on the students' writing stories based on illustration idol and to describe the sudents' difficulties in writing short stories based on illustration idol. Quantitative method was used in this research. Instrument of the data were used pre-test, treatment and post-test. The data were analyzed in some steps, read the students' answer sheet, correct the students' sentences sheet, scoring the students' answer sheet, tabulating the students' score in pre-test and post-test.

The mean score of the students on the writing short stories test in pre-test was 68, 87. It is the students' score before the researcher used PWIM and the score of post-test was 80, 08 in writing short stories based on illustration idol in experimental group. The mean score of the students on the writing short stories test in pre-test was 67, 62 it was 77, 76 in writing short stories in control group also used lecturing method. From this resarch using PWIM (Picture Word Inducted Model) gave significant effect on writing short stories based on illustration idol and effective to students for eassier to writing short stories.

Keyword : PWIM (Picture Word Inducted Model), Short Stories, Illustration Idol

ACKNOWLEDGEMENTS

Assalamu'alaikum warahmatullahi wabarakatuh

In the name of Allah the most almighty, the most beneficent, the most merciful praise to be Allah the most almighty. Firstly, the researcher would like to thank to Allah who has given chances in finishing her research. Shalawat and Salam to our honest Prophet Muhammad SAW who has brought human beings from the darkness to the brightness.

In completing this research entitled “The Effect of Picture Word Inducted Model (PWIM) on Students Writing Short Stories Based on Illustration Idol” the researcher faced a lot of difficulties and problems but those have not stopped the efforts to make a better one and it was seem impossible to be done without much help from the following people.

Therefore the researcher would like to thanks to my beloved parents, Misliana and Azwar, who always give her more support where sometimes they are a bit nagging due to my graduation delay. which they were supposed to be proud of a year ago and thank you so much for their praying during academic year in completing her study at UMSU.

The researcher also thank to Dr. Agussani, M. AP as Rector of University of Muhammadiyah Sumatera Utara and Dean of Faculty of Teacher Training and Education; Elfrianto, S.Pd, M.Pd. who as give recommendation to carry out this research. The researcher would like to thank to Mandra Saragih, S. Pd, M. Hum as the head of English Department for always motivate his students including the researcher to finish the study as soon as possible. And also Pirman Ginting, S. Pd, M. Hum, as the Secretary of English Education Program for his suggestion and administrative help in the process of completing the necessary requirements.

The researcher acknowledges her debt of thanks to Hj. Dharmawati, S.Pd, M.Pd for the guidance, suggestion, encourage enduring the years of the study. And also Yusriati, S.S, M. Hum as her reviewer, thanks for all guidance, knowledge, support, and suggestion. The researcher also express my sincerest gratitude to all my lecturers for their valuable knowledge, guidance, and advice during my study.

Thanks to Nanda Surya Putra my beloved lover which is almost as chatty as both my parents, and thanks for all the good and bad debates we had during my difficult time in completing my thesis. Dimas Dwi Herlambang, Juwita Sari Gultom, Yossa dhienda where our consciousness has just emerged a few months ago to complete our thesis and free ourselves from the status of eternal students, researchers hope we all remember all the silliness we've done over the last five years, and I keep encouraging Intan zuhri to keep trying to finish his thesis. And also thanks to my bro, Mhd. Izwar Putra, who were pray for all my thesis. Finally, as the researcher I would like to admit my thesis was maybe far from perfect.

Medan, Maret 2018

The Researcher

WARLINA PUTRI
NPM: 1202050385

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLE	vii
CHAPTER I INTRODUCTION	1
A. The Background of Study.....	1
B. The Identification of the Problem	5
C. The Scope of the limitations	5
D. The Formulation of the Problems	5
E. The Objectives of the Study.....	6
F. The Significance of the Study	6
CHAPTER II REVIEW OF LITERATURE	8
A. Theoretical Framework.....	8
1. Effect	8
2. Description of Short Story.....	9
3. The Elements of Short Stories	11
3.1 Plot	11
3.2 Figure and Characterizations	12
3.2.1 In Terms of the Role of a Character in a Story	12
3.2.2 Seen From the Role of the Character in the Development of The Plot.	13
3.2.3 Based on Character	13
3.3 Setting (background)	14
3.4 Point of View	15
3.5 Language	17
3.6 Theme.....	17
3.7 Mandate of Moral	18
4. Creative Writing	19

5. Writing.....	20
6. Illustration.....	22
7. Idol.....	22
8. Picture Word Inductive Model (PWIM).....	23
9. Procedure of Picture Word Inductive Model (PWIM in teaching Writing short stories Short Stories	25
CHAPTER III METHOD OF RESEARCH	25
A. Location of the Research.....	27
B. Population and Sample.....	27
C. Research Design	28
D. Instrument of the Research	29
E. Technique of Analyzing Data	30
CHAPTER IV DATA AND DATA ANALYSIS	34
A. Data collection.....	34
B. The Data Analysis	37
C. The Discussion.....	45
CHAPTER V CONCLUCTION AND SUGGESTION	46
A. Conclution	46
B. Suggestion	46
REFERENCES	

LIST OF APPENDICES

- APPENDIX I Lesson Plan
- APPENDIX II Pre-Test
- APPENDIX III Post-Test
- APPENDIX IV Form K-1
- APPENDICES V Form K-2
- APPENDICES VI Form K-3
- APPENDICES VII Lembar Pengesahan Proposal
- APPENDICES VIII Lembar Pengesahan Hasil Seminar
- APPENDICES IX Surat Keterangan
- APPENDICES X Surat Pernyataan Plagiat
- APPENDICES XI Permohonan Perubahan Judul Skripsi
- APPENDICES XII Surat Izin Riset
- APPENDICES XIII Surat Balasan Riset
- APPENDICES XIV Berita Acara Bimbingan Proposal
- APPENDICES XV Berita Acara Bimbingan Skripsi
- APPENDICES XVI Surat Keterangan Perpustakaan
- APPENDICES XVII Surat Pengesahan Skripsi
- APPENDICES XVIII Form Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is language a media used by humans to communicate, with the language of the people think and feel. Thoughts and feelings expressed by language. Mind, feeling, language is a property of human nature. With this feeling that nurtures the imagination and make it into a wide range of discovery.

Writing skills as a way of communicating can be defined as a person's ability to convey meaning and purpose to other people or readers using written language properly so that what is written and submitted in accordance with what is desired writer. Writing skills, in principle is to see the relationship between reading skills writing skills through the writer and the reader. When the writer wrote something, then others or reader will be involved.

In modern Era as right now, writing plays an important role in real life. There are several products of writing that human being as social creature need as media to share idea. Personal letter is one of the examples of writing product that can be used as media to interact, sharing experiences and to communicate each other in written form personally. As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person.

The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. As a basic skill in English language,

writing skill could not be separated from education sector. The problems faced by learners in English language must be solved by English teacher. By using appropriate and interesting media in the process of teaching and learning English at class, it is expected learners will easy in receiving writing materials from teachers.

Writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader. Having realized the importance of English as one of the international languages in the globalization era, people consider mastering English writing skill a pivotal expertise in the world of communication. By means of writing English, language learners are able to convey messages to the readers across places and time (Brown, 2007: 363-364; Cahyono, 2009, xiii).

Similarly, Troyka (1987) argues that writing can create a permanent and visible record of ideas for readers. More specifically, Raimes (1983) asserts that writing is considered as a tool in learning due to three reasons. Firstly, in the process of writing, students are applying their knowledge of gram-mar, idioms, and vocabulary. Secondly, they have an opportunity to be exploratory with the language. Thirdly, they become very much involved with the new language.

Based on the explanation above, it can be concluded that the reading skills greatly affect the writing skills. with a lot of reading, a person will be more knowledgeable about something. Writing skills as a highly productive language skills should be a priority, good writing skills acquired by repeated practice and requires a long time. write as one of that must be faced by students in the learning

process. through writing activities students are expected to pour his ideas with both scientific and imaginative.

One way to make the classroom students more active by encouraging students to practice creative writing. This is given with themes of a general theme that can be developed by the students themselves, Based on student experience and observation. The given theme can be taken from works of literature that have been read by students, or can be taken from various works he once knew.

In this study the short story was chosen as the object of research. Selection of short stories in research because there are several reasons. First, writing short stories does not take long because short stories are shorter than novels. Second, The language used in short stories is a simple language, simpler than the language in poetry with a short language can summarize in all story ideas in a series of themes.

Based on researcher experienced in teaching training program in SMA Nurhasanah Medan, when teaching English in that school , I find the students' who study English often fell bored Including when writing short stories. It not just happen only one time but until the researcher almost done in doing PPL Program. The researcher also monitoring them when the English teacher in that school teach them in the class and find out the problem comes from themselves and from teacher. Students' often feel bored during teaching learning English might come from themselves or from the teacher. The problem from themselves is bored with the process of writing that does not vary which the student likes to be lazy to write, then not interested with the subject matter and ideas that will be poured into

a writing. Bored that experience by students if it cannot be resolved will certainly have a negative impact in the process of writing short stories bored is a state where the mind want change, crave something new and want accessation of routine life and circumstances are monotone from time to time and certainly every human being ever experienced. In SMA Nurhasanah Medan I found the students less intrest writing short stories because today according to students writing short stories is a waste of time, not attractive, boring and there are some students who do not master vocabulary so they are difficult in writing short stories in English. According to the students writing short stories is a difficult thing, because they have to string words, think the subject, set the storyline, the characters and so on, so I propose this title so that students are more interested in writing short stories, helping them solve difficulty problems in writing stories Short, guide and make it easier for students to write a story by giving illustrations of idol figures to make it easier for them to write short stories, expressing their ideas to help them form a short story so that they are not in trouble and bored in the learning process.

in writing short stories, students often have difficulty in the difficulty to develop and pour ideas in the form of short stories so they are difficult to start writing activities. In this short story writing activity needs to be done strategy and way more attract student attention.

B. Identification of the Problem

The identification of the study was identified to the following aspect :

1. The students' difficulties finding a idea for get a material to write short stories based on illustration idol .

C. Scope of Limitation

Based on the identification of the above problems, the problems were very complex and should be restricted. This restriction was intended that the problem is not too extensive discussions that come out of the themes discussed.

Researcher was limited the problem to be a subject of research is an increase in short story writing skills class XI based illustration idol through guided exercise techniques.

The scope of the study is focused on writing by using Picture Word Inductive Model (PWIM). In order to have a specific research, it was limited on writing short stories.

D. Formulation of the Problem

The formulation of the study were :

1. Is the any significant effect on the students' writing achivement in short story through PWIM?

E. The Objectives of the Study

The objective of the study were :

1. To investigate the significant effect of applying PWIM on the students' writing short stories based on illustration idol.
2. To describe the students' difficulties writing short stories based on illustration idol.

To improve the students' achievement in writing short stories by using Picture Word Inductive Model (PWIM).

F. The Significance of the Study

To finding this research are expected to be usefull for the followings :

1. Theoretically

Theoretically the study will be give easier and interesting way in writing skill short stories

2. Practicially

- a. For the students

1. For students, to improve the students achievement in writing short story.

2. To improve their ability in writing skill by using short stories based on illustration idol.

- b. For rhe teachers

1. To increas their ability by making students understand and comprehend in writing skill by using short stories based on illustration idol.

2. For English teacher, as an suggestion to improve professionalism in teaching writing short stories by using PWIM

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Effect

The effect is as any ability improvement after learning something. As stated by Stevenson (2002:220), the term effect can be generally meant by a change that something causes in something else a result. It is usually in experimental method in which it is an approach to educational research in which able idea or hypothesis is tasted or verified by setting up situation in which the relationship between subject and variables can be determine. Effect of teaching in language is related to change of change of getting something into our cognitive system. The final result of effect in teaching is the improvement of ability. The ability is the result of learning process which involves teachers with students which reflected from the knowledge the students have.

Based on the definition previously, it is concluded that can effect positive regard after doing something and it also applied to method, system or technique administrated to the students which is sure to give result. In other word, effect is influence or impression that can change a condition from bad into good or from good into bad.

2. Description of Short Story

A short story is a short work of fiction. Fiction, as you know, is prose writing about imagined events and characters. Prose writing differs from poetry in that it does not depend on verses, meters or rhymes for its organization and presentation.

According Parvin Ghasemi (2011) Short Stories is to express both cultural values and universal human values, its study can promote internal as well as international communication. The short story's distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners. When the short story is chosen based on the students' level of English proficiency, it can offer them adequate linguistic, intellectual, and emotional involvement and enrich their learning experience.

Edgar Allan Poe (2005 : 10) says short story is a story in once, approximately ranged between half to two hours.

The problem the short story discloses is a small part of the life of the person who most interest the writer. Short stories only focus on the main character and the most prominent issues that become the subject of the story. Therefore, interrelated mixing is a key requirement in a short story. Short stories are also fictional narrative stories (not true but can happen anywhere and anytime) and relatively short. Viewed from the form of short stories is a short story, but by just seeing the short physical only other people have not been able to establish that it is a short story. Short story is

not the account of events that have occurred based on actual facts, but pure creation of writer (engineered).

The expression “write about what you know” is a good one. Fiction draws on the commonplace things and experiences we share, including family relationships, friends and acquaintances, moments of growth and discovery. A story can be thought of as a series of scenes or episodes from daily living. It could be as seemingly simple as a story in which a character writes a letter to someone she once knew years before and thus reawakens their relationship, discovering things about this person that were once not apparent. Writers have created stories based on newspaper accounts of human events. Stories ideas are all around us. The short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes. The form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is seldom fully developed. Despite its relatively limited scope, though, a short story is often judged by its ability to provide a “complete” or satisfying treatment of its characters and subject.

From the above understanding can be concluded that the short story is a fiction in the form of a prose that is relatively short and limited in scope because it reveals only a small part of the life of the person who most interested the writer and has the characteristics of the character: short story, narrative and fiction.

3. The Elements of Short Story Making

Short story includes the elements of the story that are closely related to each other. The linkage of the element of the story's development constitutes a totality that determines the success of the short story as a literary creation. Elements of the element consists of plot, character and characterization, setting (background), point of view, style of language, theme and moral.

3.1 Plot

The plot is how the author arranges events to develop his basic idea; It is the sequence of events in a story or play. The plot is a planned, logical series of events having a beginning, middle, and end. The short story usually has one plot so it can be read in one sitting. Plot is a series of events and character actions that relate to the central conflict. The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

Kenny (1994: 1130) says plot is an event that is featured in a story that is not simple, because the author arranges the event on a causal basis.

Santon (2005:113) says that plot is A story that contains the sequence of events, but each event is only connected by cause and effect, one event caused or caused another.

From some opinions above, the authors can conclude about the plot. Plot is a series of events or events contained in a story that has a causal relationship so that the story presented is a unified whole.

3.2 Figure and characterizations

The character of the story is the person displayed in a narrative work, or a drama interpreted by a reader who possesses certain moral qualities and trends as expressed in speech and what is done in action. In a short story differentiation of figures based on the relationship between the character with the whole story and the role of each character is not the same.

The following will be discussed about the distinction of the characters in the short story

3.2.1 In terms of the role of a character in a story

1) The Main Character

The main character is an important and growing figure. Is the most widely told figure, because the main character is most told and always associated with other figures. The main character determines the development of the plot as a whole and always present as the actor, or the known events and conflicts, importantly affecting the development of the plot.

2) Additional Characters

Additional characters is a figure that only appear once or sometimes in a story. The appearance of additional characters in the whole story is less or

less important, and attendance only if there is an association with the main character, directly or indirectly.

3.2.2 Seen from the role of the character in the development of the plot

1) Protagonist

Protagonist is a figure admired, the protagonist displays something that fits our view, or the expectations of the reader.

2) Antagonist

Antagonists are the leading causes of conflict. The antagonist may be called a direct or indirect proposition of a physical nature.

3.2.3 Based on character

1) Simple Character

A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

Simple character has only one personal quality of a certain character. Simple character haven't a behavior whos can giveing the surprice to a reader, and just telling once charcter.

2) Complex Character

Complex character is a character who has various possibilities of his life side, his personality. Complex figures can have a certain character, but also can display the character and behavior of various kinds. Therefore, its performances are generally difficult to describe precisely.

There are two kinds of ways often used by the author to tell the story, namely directly and indirectly. Indirectly if the author directly describes or

describes the state of the character, for example said that the character is beautiful, handsome, fussy and so forth. On the contrary, if the author is disguised in giving the picture of the character of the story, then it is said to be the image of the character as indirect. Which includes indirectly for example by describing how to dress, how to speak, also by describing the nature of the character in response to an event or event and describes how the response of other figures in the story concerned.

So, a character in a short story holds a key position that should not be ignored. The character has a very important role. Interesting or not, life or not a short story depends on how the author describes the character of the story character.

3.3 Setting (background)

The setting of a short story is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

Setting or background indicating the location or scene where an event is in progress. In short story, the background shows the place, time, local activities, And the occurrence where a some of fictional figures are playing in it, is depicted in the form of a precise description of the language. Writing the setting or background in a story requires a deep and thorough knowledge of the events to be told.

The notion of background is the background giving the story a concrete and obvious story. It is important to give the impression to the reader, creating the atmosphere as if it really happened. Therefore, the reader finds it easier to run his imagination. Readers can feel and assess the truth and actualization of the background that is told so feel more familiar. As if the reader felt finding something that actually became part of him/his. The setting or background is also called the time, place or place of the event. The setting or background is also taped to support other story elements. Depictions of places, times and situations will make the story more alive

From the above opinion, it can be concluded that the setting or background is a description or Instructions about the place, time, and social environment events contained in the story that aims to give a real impression to the reading and create a certain atmosphere as if it really happened so readers joined Involved in the story.

3.4 Point of View

Point of View is way writer display in story who can introduciton (aminuddin 1987:90). Point of view is essentially the writer's vision, the point is the viewpoint the author takes to see an event of the story.

Jabrohim (2003: 116) says that point of view is the writer looks at who is telling the story or the viewpoint the writer takes for grading.

Point of view is defined as the angle from which the story is told.

1. Innocent Eye is The story is told through the eyes of a child (his/her judgment being different from that of an adult) .
2. Stream of Consciousness is The story is told so that the reader feels as if they are inside the head of one character and knows all their thoughts and reactions.
3. First Person The story is told by the protagonist or one of the characters who interacts closely with the protagonist or other characters (using pronouns I, me, we, etc). The reader sees the story through this person's eyes as he/she experiences it and only knows what he/she knows or feels.
4. Omniscient is The author can narrate the story using the omniscient point of view. He can move from character to character, event to event, having free access to the thoughts, feelings and motivations of his characters and he introduces information where and when he chooses. There are two main types of omniscient point of view: (a) Omniscient Limited is The author tells the story in third person (using pronouns they, she, he, it, etc). We know only what the character knows and what the author allows him/her to tell us. We can see the thoughts and feelings of characters if the author chooses to reveal them to us. (b) Omniscient Objective is The author tells the story in the third person. It appears as though a camera is following the characters, going anywhere, and recording only what is seen and heard. There is no comment on the characters or their thoughts. No interpretations are offered. The reader is placed in the position of spectator without the

author there to explain. The reader has to interpret events on his own. From some opinions above figures, the authors can conclude on the understanding of the point of view. Point of view is a way of looking at writers used to present the characters, actions, backgrounds and events that form a story to the reader so readers can accept and appreciate important ideas.

3.5 Language

Language is the way an writer conveys ideas that are capable of showing meaning and atmosphere that can touch the intellectual and emotional power of the reader.

Greene (1972:25) state that language is the set of all possible sentences; and the grammar of a language is the rules which distinguish between sentences and non-sentences.

Sumardjo (1986: 92) says that language is a typical way of expressing a person. The way in which an author chooses themes, issues, reviews and narrates them in a short story.

From the above opinion, it can be concluded that what is meant by the language is the ability of an author in selecting or expressing a "sense" for writing looks interesting and alive so that it can touch the intellectual and emotional power of the reader.

3.6 Theme

The theme is the central idea or belief in a short story. Suharianto (1982:28) said : The theme is also called the story base; The subject matter

that dominates a literary work. Theme is the problem that is the problem the author wants to solve with his work.

The theme in a piece of fiction is its controlling idea or its central insight. It is the author's underlying meaning or main idea that he is trying to convey. The theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually points to what the writer is saying and he may use various figures of speech to emphasize his theme, such as: symbol, allusion, simile, metaphor, hyperbole, or irony.

So it can be concluded that the theme is the element that underlies a story and holds the subject matter in the story. The theme is an idea idea that gives rise to a story.

3.7 Mandate or Moral

Kenny (in Nurgiantoro 2005: 320) said; In a literary work, morals can also be interpreted as a message. Moral, like the theme, seen from the form of the contents of literary works is an element of content. It is something that the author wishes to convey to the reader, is the meaning contained in a literary work, the meaning suggested by the story.

According to Nurgiantoro (2005: 322) moral or mandate in literary works dalah: Moral in literary works, or wisdom obtained by readers through literature, always in a good sense.

Based on the explanation of the mandate or moral sense raised by some of the above figures, it can be concluded that the mandate or morals in the literary work is the meaning contained in the literary work, in the form of a message the author wishes to convey to the reader as a result of the author's life view.

4. Creative Writing

The basic of writing is the same as regular writing in general. The element of creativity gets pressure and great attention because in this very important role in the development of creative process someone in the writer, his creativity in the idea. To compose writing does require a creative process that starts with the idea as a writing material, ideas can be obtained anytime with the main source is reading, association, travel, monologue, conflict with self, rebellion, personal encouragement, joy. All of which can be used as gateways to push into the creative process of writing.

Writing have many genre or kind of text, there are descriptive, narrative, spoof, procedure, legend, fable, and etc. but in this research has interested in improving the students' achievement in writing descriptive text

According to Wiyanto (2005: 96) suggests that writing short stories should be a lot of delusional because the short story is a fiction in the form of prose. Events that occur in the short story only engineered by the author. As well as the actors involved in the persitwa. Time, place, and mood of the event was only engineered by the writer. There are two meanings for the

word character; (1) The person in a work of fiction. The person in a work of fiction is Antagonist and Protagonist, Short stories use few characters. One character is clearly central to the story with all major events having some importance to this character - he/she is the Protagonist. The opposer of the main character is called the Antagonist. (2) The Characteristics of a Person. The Characteristics of a Person in order for a story to seem real to the reader its characters must seem real. Characterization is the information the author gives the reader about the characters themselves. The author may reveal a character in several ways:

- a) his/her physical appearance
- b) what he/she says, thinks, feels and dreams
- c) what he/she does or does not do
- d) what others say about him/her and how others react to him/her

Based on the description above can conclude that writing a short story is a creative activity that requires imaginative imagination.

5. Writing

Writing is derived from the verb to write, start that to write is to state information or the words mentioned. According to MC Dowel, in Douglass (2000 : 65) says, Writing is to convey exact meaning accurately and clearly organize ideas in a clear logical structure use register appropriate for task/situation. The idea of the message can be conveyed in sentences, single paragraph, or extended text. Writing learning target for this

type of description text is the student able to convey information about the most interesting things of people they know by writing grammatically. In writing the students are encouraged to focus on accurate language use and language development. The objective of teaching writing is to help students learn how to write in various genres. The study will be focus in writing a text to be a short stories.

Olsthain, as quoted by Murcia, defines writing as “an act of communication which takes place between the writer and the reader via text”. Through writing people can communicate with others around the world in different place and time by text.

According to Carrol stated that “the writing process would be divided into three stages : planning, drafting, and revising”,

According Hamer (2003: 257) states, in the teaching of writing we can focus on the product of that writing or on the writing process itself.

Furthermore J.B Heaton (1988 :135) defines Skill of writing into five general component or main areas :

1. Language use : the ability to write correct and appropriate sentence.
2. Mechanical skill : the ability to use correctly those conventions particular to written language e, g, punctuation, spelling.
3. Treatment of contents : the ability to think creatively and develop thoughts excluding all level information.
4. Judgment skill : the ability to write in an appropriate manner of particular purpose with particular purpose with particular audience in

mind, together with an ability to select, organize and order relevant information.

5. stylistic skill : the ability to manipulate and short stories and use language effectively.

From quantitation above the researcher understand that writing skill is the researcher's capacity or power to use or apply these five general components of writing skill in writing representation.

6. Illustration

Illustration is defined as an additional explanation in the form of examples, comparisons and so forth to clarify the exposure of a writing. Illustrations can attract attention, aid retention, enhance understanding, or create context. illustration helps learners to better understand various processes for writing something.

It can be concluded that the illustration is an explanation in the form of examples of examples, facts, and other information to build a more convincing generalization.

7. Idol

Idol is someone who is admired by his fans. Such admiration can be generated by several things, among others; Admiration for the intelligence possessed, goodness, achievement, the work that is created and

so forth. Not infrequently sometimes someone who admired his idol figures will imitate things he likes from his idol. Idol figures are an important part of the most authentic identity of a person.

Based on the above explanation can be concluded that the idol figure is someone who is admired because of things that exist in him that can give effect to the life of someone who admires it.

8. Picture Word Inductive Model (PWIM)

Emily Calhoun developed PWIM, based on strategies for language acquisition. It uses pictures containing familiar object, actions and scenes to draw out words from children's listening and speaking vocabularies (L1, L2).

This model will helped the students add words to their sight reading vocabulary, and students discover phonetic and structural principles present in the words.

a. The purpose of Picture Word Inductive Model (PWIM)

The model designed to capitalize on students' natural ability :

- 1) To play with words to build phonetic and structural analysis.
- 2) To make play words to build phonetic and structural analysis.
- 3) To make general generalization about the meaning of word, the ideas, and concepts represented in the picture.
- 4) To support the transition between oral language and the written word.

5) To develop students' vocabulary, concepts about word, sentence, and paragraph, structures through content subject of reading, math, science or social studies.

b. The advantages of Picture Word Inductive Model (PWIM)

According to Emily Calhoun,

- 1) The strategy emphasizes phonics, grammar, mechanic and usage of Standard English
- 2) Pictures provide authentic, concrete referents for the learning of new words, phrases, and sentences.
- 3) Because students are using pictures related to content material under study, they have the opportunity to use the words repeatedly in an authentic way. They feel a part of the classroom community and can participate in class activities.
- 4) Students hear and see words spelled correctly and participate in the correct spelling and writing.
- 5) Learners benefit from the teacher modeling of the key words and concepts. With extensive practice, they can begin to learn how create sentences and short stories related to the subject under study.

c. The implementation of Picture Word Inductive Model (PWIM)

The strategy can be used with a whole class, small groups, pairs or Individually. Used effectively, the process will lead students into :

- 1) Inquiring about words and adding them t their vocabularies

2) Discovering phonetic and structural principles.

3) Engaging in other reading and writing activities.

The instructional sequence of the model and cycles and recycles through he

following activities :

- 1) Students study the picture and identify what they see.
- 2) The teacher labels, reads and reviews the words generated.
- 3) Together they classify the words according to properties.
- 4) And develop titles, sentences and short stories about their picture.

The length of the units and the number of lesson depends on :

- 1) The richness of the picture.
- 2) The age and language development of the students, and
- 3) The language objectives of the teacher.

9. Procedure of Picture Word Inductive Model (PWIM) in teaching

Writing Short Stories

The procedure of PWIM as strategy in teaching writing descriptive text as

follows :

- a) The teacher will select a picture that connected with the material.
- b) The teacher will ask students to identify what they see in the picture.

- c) The teacher will label the picture parts identified.
- d) The teacher will read and repeat the keyword of the pictures with correctly spell.
- e) The teacher will ask the students to read the words with correctly spell.
- f) The teacher will tell students each meaning of the keywords.
- g) The teacher will ask students to make a sentences by each keywords of the picture.
- h) The teacher will ask students to construct the sentence become paragraphs.
- i) And then the students identified the generic structure of their paragraph.
- j) The teacher will collect the students' sheets.
- k) The teacher will check and give the score for the students' sheet.
- l) The teacher will conclude how the improvement of students' achievement in writing descriptive text by using PWIM as strategy in teaching.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMA Daar Alfalah Tanjungbalai, this research was focused on the Second Year students. the reason choosing this school because based on the researcher ever conducted observation in this school, many students have low abilities in writing skills. So it was needed to use this strategy and the strategy is Picture Word Inductive Model (PWIM).

B. Population and Sample

1. The Population

Arikunto (2006: 143) said that “population is a group of people that is research”. The group is which she or he was the result of the study to be generable. The population of this research is second year student academic year 2017/2018 at SMA Daar Alfalah Tanjungbalai.

2. The Sample

In this sample, the researcher was took all population, because the population is small of number. Arikunto (1992 : 107) says that “if subject or population consist of a large number the sample can taken from 10%, 15%, 20%, or 25% or it depends on the ability of research is on her time, energy and funds”. Then this research takes from the total number of population. It means 45 students are the sample.

Table 3.1**Population and Sample**

NO	CLASS	POPULATION	SAMPLE
1	XI-IPA1	24	24
2	XI-IPA2	21	21
TOTAL NUMBER	TOTAL	45	45

C. Research Design

In this term, the researcher was described the students writing skill by short stories based on illustration idol. This research was conducted by using experimental research. Experimental research was used to carry out this research. It deals with quantitative design. It has to differents group, experimental and control group. The experimental group was taught by applying PWIM (piture word inducted model). The control group was taught by using lecturing method.

Table 3.2**Research Design**

No	Group	Pre – test	Treatment	Post – test
1	Experimental group	ü	PWIM	ü
2	Control Group	ü	Lecturing Method	ü

D. Instrument of the Research

This research was used the instruments as follows :

1. Pre – Test

Pre – test was gave before the treatment. The function of the pre – test is to know the mean scores of students before given a treatment. The experimental group by applying PWIM strategy and the control group by using lecturing method. Giving post test with the similar test to both of the group.

2. Treatment

The treatment was gave to the students by using Picture Word Inductive Model (PWIM) in writing short stories. The treatment was gave, and after the treatment was gave to the students, the researcher was gave a test again to find out their score in writing short stories.

3. post – test

The post – test was gave to each class. The item of post test is exactly the same as the ones in the pre test. It was intended to discover the mean score of the experimental group and the control group.

E. Technique of Analyzing Data

Experimental was used in this study. After the collecting data from the test, the data was calculated by using post test. After collecting data the data was

read by the teacher and then scored the students' answer from the correct sentences, and the procedure of technique of analyzing data was explained below:

1. Read the students' answer sheet
2. Correct the students' sentences sheet
3. Scoring the students' answer sheet test based on five scoring components scales namely content, organization, vocabulary, language usage, and mechanism.

1) Content

The score of content depends on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are as follows :

- 30	Excellent to very good : knowledge able substantive thought development of topic sentence – relevant to assigned topic.
- 26	Good to average : some knowledge able of subject – adequate range limited development of topic sentence – mostly relevant to topic, but lack detail.
- 21	Fair to poor : limited knowledge of subject – little substance inadequate development of topic.
- 16	Very poor : does not show knowledge of subject – not substantive not pertinent – or not enough to evaluate.

2) Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score was use as follow :

- 20	Very good : exact word, effective word choice and usage, word from mastery appropriate register.
- 17	Good to average : limited range, frequent errors of words, choice usage, but meaning not obscured.
- 13	Fair to poor : limited range, frequent errors words, choice usage, meaning confused or obscured.
- 9	Very poor : essentially a translation, knowledge of language vocabulary, word form or enough to evaluate.

3) Vocabulary

Vocabulary refers to the students' ability in using or idiom to express idea logically. It also refers to synonym, prefix, suffix, exactly. The criteria of scoring vocabulary was used are :

- 20	Very good :exact word, effective word choice and usage, word from mastery appropriate register.
- 17	Good to average : limited range, frequent errors of words, choice usage, but meaning not obscured.
- 13	Fair to poor : limited range, frequent errors words, choice usage, meaning confused or obscured.
- 9	Very poor : essentially a translation, knowledge of language vocabulary, word from or enough to evaluate.

4) Language Usage

The criteria of scoring language usage as follow :

22 – 25	Excellent to very good : effective complex construction – few errors arguments, test, word order / function, articles, pronouns, preposition.
18 – 21	Good to average : effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number word – order / function, articles, pronouns, preposition but meaning, seldom obscured.
11 – 17	Fair to poor : major problem in simple / complex construction frequent of errors of negotiations, agreement, tense, pronoun, preposition, and or fragments, delectation meaning confused or obscured

5) Mechanism

The criteria of scoring mechanism are given follows :

05	Excellent to very good : demonstrate mastery of conversation few errors spelling, punctuation, and capitalization writing sentence.
04	Good to average : occasional errors of spelling, punctuation, and capitalization, writing sentence – poor hand writing meaning confused or obscured.
03	Fairs to poor : frequent errors of spelling, punctuation, and capitalization, writing sentence.
02	Very poor : no mastery of convention – dominated by errors of spelling, punctuation and capitalization, paragraph – hand writing illegible – or not enough to evaluate.

4. The quantitative data was analyzed by applying formula as the following:

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where :

\bar{x} : the mean of the students' core

$\sum x$: the total score of students

N : the number of the students

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data were the students score in pre-test and post-test. Both the experimental and control group were give pre test and post-test in from of writing short storie based on illustration idol. The result of the pre-test and post-test of thw two group were presented in the following tables.

Table 4.1

The Result pre-test and post-test of the Experimental Group

No	Student's Initial
1	AA
2	AHA
3	AVS
4	CS
5	DS
6	DF
7	FZ
8	FA
9	HS
10	HHB

11	IPS
12	JD
13	MR
14	MI
15	MFR
16	MA
17	NA
18	NH
19	RI
20	RSF
21	SA
22	SY
23	SK
24	SNC

Table 4.1 showed the score of Experimental group in the pre-test and post-test with lowest score for the pre-test at 65, and the highest score was 90. While the post- test, the lowest score was 74 and highest score was 90. In calculating score the five aspects of writing (Content, Organization, Vocabulary, Language Used, and Mechanism) was used.

Table 4.2**The Result pre-test and post-test of the Control Group**

No	Student's Initial
1	FR
2	HI
3	IS
4	JL
5	LS
6	MAH
7	MI
8	MF
9	MS
10	MR
11	NA
12	NF
13	PP
14	SDN
15	SSW
16	SBH
17	SNT
18	SRY
19	TI

20	YA
21	ZI

In the pre-test it was show that the lowest score was 60 and the highest score was 80 while in the post-test the lowest score was 70 and the highest score was 90.

B. The Data Analysis

Based on the table 4.1 above, the following table shown the students' score in answering the test. the mean score for the pre-test in experimental group was 68,87 and the mean score of post-test was 80,08 and the table of scoring the test are below:

Table 4.3

The Sstudents Score of pre-test and post-test of the Experimental Group

No	Student's Initial	Pre-test	Post-test
1	AA	77	90
2	AHA	70	80
3	AVS	70	80
4	CS	70	84
5	DS	65	77
6	DF	66	74
7	FZ	70	80

8	FA	68	79
9	HS	77	90
10	HHB	65	77
11	IPS	65	76
12	JD	68	79
13	MR	65	76
14	MI	72	80
15	MFR	72	80
16	MA	70	80
17	NA	71	85
18	NH	67	80
19	RI	66	79
20	RSF	68	76
21	SA	70	77
22	SY	70	80
23	SK	65	75
24	SNC	66	88
TOTAL		1653	1922
MEAN		68,87	80,08

Based on the table 4.2 above the students score shown in the following table

Table 4.4**The Students Score of pre-test and post-test of the Control Group**

No	Student's Initial	Pre-test	Post-test
1	FR	60	70
2	HI	60	75
3	IS	60	70
4	JL	75	86
5	LS	62	77
6	MAH	65	75
7	MI	70	80
8	MF	68	79
9	MS	70	75
10	MR	70	75
11	NA	80	90
12	NF	65	80
13	PP	69	77
14	SDN	71	84
15	SSW	79	88
16	SBH	65	70
17	SNT	60	70
18	SRY	67	80
19	TI	66	79

20	YA	68	76
21	ZI	70	77
TOTAL		1420	1633
MEAN		67,62	77,76

C. The Discussion

The mean score of the students on the writing short story test in pre-test was 68, 87. It is the students score before the researcher use PWIM (Picture Word Inducted Model) and the score of post-test was 80,08 in writing short stories based on illustration idol in experimental group.

Next, the mean score of the students on the writing short story test in pre-test was 67,62 It is the students score when the researcher use lecturing method and the score of post-test was 77,76 in writing short stories in control group also used lecturing method.

Automatically it can be said that using illustration idol to write short stories is succses and effective to students for easser to writing short stories.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research t-test, the research gives some conclusion as follows:

1. From this research it is found that using PWIM (picture induced model) to write short stories based on illustration idol can use positive effect on students writing.
2. Using PWIM could increase the students' achievement. Which the mean of experimental group was higher than the mean of control group. Eventhough they were given by the same material and test.
3. PWIM (picture induced model) gave significant effect on writing short stored based on illustration idol. In other the using of PWIM (picture induced model) would give positive effect on students' achievement in writing short stories. PWIM could guide and motivate the students to gather information, and to develop it into good writing short stories.

B. Suggestion

In relation to the conclusion above, the researcher gives some suggestion, as follows:

1. To the teacher of English, to apply PWIM as alternative way teaching, especially in teaching writing short stories.

2. To the teacher, not just use text book as the means of teaching, writing, but let the students have new experiences in studying English learning process it made the students more active and interest in learning on writing short stories and
3. To the students, to add their knowledge and to make good writing based on their illustration idol taught by PWIM (Picture Inducted Model).

REFERENCES

- Andrea, L. 2001. *The Everyday Writer*. Boston : Bedford/ST Martin's.
- Allan, W. 1981. *The Short Story in English*. Oxford: Clarendon Press.
- Byren, Donn. 1988. *Teaching Writing Skill*. New York: Longman.
- Calhoun, E. F. 1999. *Teaching Beginning Reading and writing with the Picture Word Inductive Model*. Alexandria, VA : Association for Supervision and Curriculum Development.
- Carol et al. 2001. *Writing and Grammar Communication in Action: Platinum Level*. Prentice Hall.
- Hammer, J. 1986. *How to teaching english*. London : Logman.
- Hammer, J. 1998. *How To Teach English*. London : Logman.
- MC. Crimmon, J. 1984. *Writing with a purpos*. Boston: Hugton Miffin.
- Pardiyono. 2007. *Teaching Genre-Based Writing*. Yogyakarta: Andi Yogyakarta.
- Riley, G. L. 1993. *A story Structure Approach to Narrative Text Comprehension*. *MLJ*. 77, 4. Winter: 417-432.
- Sudjana, N. 202. *Penelitian Hasil Proses Belajar Mengajar*. Bandung: remaja Rosdakarya.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sulliban, EK. 1984. *A Paragraph Practice: Writing The Paragraph and Short Composition*. New York : Macmillam Publishing Co, Inc, London: Collier Macmillan Publishers.