

PIDIW: Picturing by Describing Words as an Innovative Method Development in English Learning for Foreign and Second Learner

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Abstract: The ultimate goal of learning English is that students can easily grasp every material being taught. Especially in learning vocabularies, teachers are always looking for the best method to be applied in learning. By offering this PIDIW method, it is expected that it can encourage, arouse students' enthusiasm in learning English, and can create a fun and satisfying quality of learning between teachers and students in class. Seeing how important it is for students to understand and enjoy learning English in class, the authors conducted a study by developing a learning method that is expected to be used in learning English. This research aims to produce an innovative method called "Picturing by Describing Words". This research seeks to formulate the development of the Picturing By Describing Words learning method or abbreviated as PIDIW which includes: Definition, and Steps for Its Application in learning English. This research is limited only to the following stages: 1. Definition stages. 2. Stages of Formulation and Design. The stages of implementation will be carried out as the next research. Picturing by describing words or abbreviated as PIDIW is a planning learning method that can be used by teachers in learning English. This learning method will encourage students' ability to catch words in English. So that the teacher/instructor can find out the development or the number of English vocabulary owned by each student/learner. This method is also expected to be able to improve students' quick and critical thinking skills to analyze descriptive words and transfer them into a final understanding. This

understanding can be in the form of writing or directly conveyed orally (orally). The creation of fun English learning between teachers and students.

Keywords: Innovation, Development, Learning Methods, Picturing By Describing Words

INTRODUCTION

The rapid development of education has had an effect on the developmental psychology of learning and instructional systems. This encourages progress in learning technology and new additions to learning media (Darmadi, 2017, p.83). There have been many new discoveries that have tried to spark various methods in learning English. The goal is to help teachers achieve learning goals, facilitate learning to be interesting and not boring for both students and teachers in teaching.

Teaching is a complex activity. Everything must be prepared before a teacher carries out the process of teaching and learning activities. For this reason, teaching is an activity that is not easy to claim easy or difficult for all teachers without exception, whether teachers of exact sciences, language or others.

In general, teachers who teach English as a second language or commonly called English as a Second Language (ESL) or teach English as a Foreign Language (EFL) are always faced with various problems behind each of their students. The demands of the English language have become global and have played a super active role in various fields, so like it or not some students who are aware of the importance of English will try to learn and master it. Starting from this, for some English learners who are still in school, whether they like it or not, they will learn it either through courses or at schools where English has long been determined as a national compulsory subject.

The symbol of a language is speaking. In English, a learner or speaker is more interested in mastering speaking first before other skills such as writing, reading or listening. According to Dose (2014, p. 12) "individual speakers acquire speech before they learn writing; human communities have a spoken language first and only optionally a writing system, which is developed later; the spoken language has more functions than the written language and is used more often (functional priority)"

Dose explains that other skills such as writing are just an optional choice to be learned by people in general and can be learned at any time if desired. Meanwhile, the main and first thing is to learn how to be proficient in "spoken language". Thus, vocabulary becomes a springboard for becoming English speakers, whether the speakers are students/students, or learners in general.

The reasons above encourage every English subject teacher at school, who in fact deals with students every day in class to transfer English knowledge, to continue to increase their sensitivity to use appropriate methods so that the material that has been designed can be delivered properly. to students, then students will become great connoisseurs of the teacher's ability to teach. Another goal is that students do not feel bored learning English and enjoy every presentation of knowledge in class. Because according to DePorter, (2010, p.40), the teacher is not just a giver of knowledge,

but more than that, the teacher is a determining factor in the success and learning process of students.

Ramadhani stated that in general, the learning process has the same final goal, namely to increase learner competencies in accordance with what competency targets are to be achieved in that learning (in Limbong, 2020, p.25). Therefore, teachers who have a high passion for the success of their students' learning often show their efforts in developing teaching innovation and creativity to achieve quality English learning goals, both through techniques, strategies, and learning methods. Many methods are offered by researchers and scientists in terms of learning English, it's just how the teachers use it by reading the many references regarding the right method to apply to each subject that will be transferred to a learning class.

Seeing how important it is for students to understand and enjoy learning English in class, the authors try to develop a learning method that is expected to be used in learning English. The method is "Picturing by Describing Words". For a review, see the Discussion chapter.

RESEARCH METHODS

The method used in this research is through the stages of definition and design. Where the definition is carried out to analyze the appropriate requirements for a method development in this case the Picturing by Describing Words (PIDIW) method, and determine this PIDIW as a scientifically feasible development product for use in a scientific field both in theory and practice .

In the Design Stage, the researcher loaded the initial product with the name "Picturing By Describing Words" in the form of a conceptual framework and was given to several experts from the lecturers' circle to be validated. Furthermore, the deficiencies and suggestions from the validator for this PIDIW model product can be corrected.

The results of this study were analyzed qualitatively from the validation results regarding the definitions, characteristics, and steps of the Picturing by Describing Words (PIDIW) learning method by lecturers who are experts in the field of developing learning methods.

RESULTS AND DISCUSSION

Definition of English

Countries such as the United States, Canada, Australia, New Zealand, Ireland, and other countries that use English as their primary language use English as a tool for interaction. The language that was first spoken in England in the early Middle Ages then became an international language and became the most commonly used language throughout the world.

In Indonesia, English is used as a foreign language or second language after mother tongue (Indonesian). For Indonesians, English is a tool for different needs, including traveling, translating texts, talking to tourists, directions, etc. There is English as an international language also encourages governments in various countries to implement English as a subject in formal schools, including Indonesia. English then became the first foreign language to be included in the Indonesian education curriculum. The application of English to be studied at this school did not

appear recently, but has been going on for a long time after Indonesia declared independence in 1945 until now.

Given the importance of English being taught from schools, teachers or educators are always trying to develop themselves in terms of teaching quality, with the aim that what is being taught can be conveyed to students. Because, seeing that students' motivation to learn English is different, there are those who are motivated to learn English because of their interest in English itself, but there are also those who depend on external motivation, namely strong encouragement from outside, in this case the subject teacher in managing learning classes become interesting (Djafar, 2021, p.141)

Fundamentals of Learning Method Development "Picturing By Describing Words"

Picturing by Describing Words (PIDIW) is a phrase taken from each of the following vocabularies: Picturing, Describing, and Words. More details as follows:

What is Method?

The method here refers to the learning method. The method is often referred to as the method used for the continuity of teaching. According to Mariyaningsih, (2018, p.10) the learning method is a method used by teachers to optimize the learning process in class in order to achieve the expected learning objectives. Meanwhile, according to Darmadi, (2017, p.175) the method is a path taken by a teacher as a way to achieve the expected learning objectives. Another understanding put forward by Sudrajat (2008), that the method is a way that contains plans that have been prepared to be implemented and achieve learning objectives.

The characteristics of learning methods that can be said to be effective to use are;

1. How challenging is it for students to solve problems in learning?
2. Encourage curiosity for students.
3. Can be a medium to improve students' abilities or skills
4. The steps can be understood and carried out by both teachers and students so that the implementation process can be used.
5. A method can encourage student creativity. For example, developing students' skills in completing tasks that the teacher finds difficult.
6. Helps improve memory of something that has just been learned.
7. Students can find out their own level of ability towards a material being taught.
8. Encourage students to think and work on their own accord.

The Method as a Container to Improve Students' Cognitive

According to Gardner (in Khalid, 2017, p. 62), that one of the things that drives learner motivation in learning a foreign language is the attitude towards the language and culture of the

people in their environment. These attitudes include 3 components, namely: Cognitive Component, which is about a person's belief in an object; Affective component, which refers to positive or negative feelings towards a particular object; and the Behavioral Component, which tends to be a person's attitude and behavior towards a particular object. From what was stated by Gardner above, we can draw a conclusion that among the three components above are the components that are taken into account in the success of learning a foreign language. So, if one of its components is moved or applied to a person then at least the learning system finds a path to success. For example, a learner who is cognitively active, where he activates a belief in himself about learning English will be successful for him, then this belief can lead him to the success of learning the language itself.

Gasong (2018, pp.163-164) suggests that a learner in dealing with learning in class, he will recall what he got as material from the teacher to solve the problem. So here, he relies on the ability of pure thinking or what is called his cognitive ability to control the problems he encounters. Therefore, to be able to realize Gardner's opinion and the other opinions above, it is necessary to have a method that can be a stepping stone for someone to generate the cognitive, affective and behavioral components above.

What is described by Gasong above makes it special about how important it is relying on students' intellectual intelligence (cognitive abilities) in solving a problem, especially recalling what strategy or method was used by a teacher when delivering material. In a method, it may also contain material or theory and practice that is very easy for students to apply anytime and anywhere. So, it is very important for the teacher to determine a good and appropriate method.

Definition of Picturing (Creating Images).

The picturing that is meant in this paper is make a picture according to the description or make pictures based on the description given by the teacher. Picturing is an activity in which a student draws something related to a noun or verb described by the teacher. For example, drawing the word umbrella, house, etc.

Basically, most people really like pictures, especially when used as media in learning. Apart from attracting the attention of students, according to Santoso, (2019, p. 187) instructional media also help make it easier for teachers to transfer knowledge or material in class, make it easier for students to understand the material, and make learning more effective and of high quality.

Thus, the image is so close to the learning media that allows it to be a solution for learning. students can capture information very quickly through image media by imagining what they imagine. Image media also has language that is common and easy to understand (Santoso, 2019, p. 189).

With media images, students can think independently, imagine something based on images, make interpretations, describe things, and conclude something based on pictures. In addition, giving students the opportunity to make simple pictures can also train students' focus so that learning becomes more controlled.

Definition of Describing (describing).

Describing, whose basic word is Describe, is a verb which means to describe something with words to get an exact definition. Describing or in Indonesian is called describing (verb). According to the Big Indonesian Dictionary (KBBI online), "to describe" is to describe or describe in clear and detailed words. Another word that is very synonymous with the word describe here is "outlining".

Picturing By Describing Words Method

Picturing by describing words or abbreviated as PIDIW is a planning learning method that can be used by teachers in learning English. This learning method will encourage students' ability to catch words in English. So that the teacher/instructor can find out the development or the number of English vocabulary owned by each student/learner. This method is also expected to be able to improve students' quick and critical thinking skills to analyze descriptive words and transfer them into a final understanding. This understanding can be in the form of writing or it can be conveyed orally (orally).

This method has similarities with the "Guessing Game" method. However, in the guessing game, students can only guess the words that have been written beforehand. In contrast to the Picturing by Describing Words method, students are actually triggered to catch words in English and analyze them quickly, then put them in real pictures. Then from the results of the picture, the student describes it again beside or under the picture or the teacher can ask him to directly describe it verbally.

This method is expected in addition to testing students' thinking agility, it can also help determine the level of ability *listening, speaking, reading, and writing*.

Steps to Implement the PIDIW Method

The PIDIW method has the following steps:

*This method can be applied individually or in groups.

a. Individual

1. The teacher prepares in advance word (Vocabulary) by determining it before entering the class. It can be a noun (noun) or a verb (verb).

2. Teacher begin to describe about the word without mentioning the word. For example, the noun prepared is "umbrella". The teacher will describe the umbrella but does not mention the word of umbrella. In the example played by the teacher:

“I have a round roof above. Then, there was a vertical straight line made of iron. I usually wear it when it rains”

“I memiliki semacam atap dibagian atas kepala. Kemudian, ada sebuah garis lurus vertical yang terbuat dari besi. Saya biasa dipakai pada saat hujan”

3. Students immediately describe a picture based on what they heard from the teacher's description earlier.
4. Every single word (vocabulary) both Noun and Verb, students are given 7-10 minutes to analyze what they have described respectively.
5. Next, students re-describe the results that have just been he drawn by his/her own words. The description can be written beside the picture or under the picture.
6. The teacher asks students presenting their task in front of the class by reading or retelling the results of the description and other students are allowed to respond.

At this stage, the teacher has not told the correct word according to what was in the previous teacher's notes. This is intended so that students do not immediately feel they have made a mistake instead feel more appreciated for their hard work.

7. After all students are given the opportunity at the same time, it's time for the teacher to correct and tell the real word.
8. Remember, teachers should give appreciation before and after student presentations. Appreciation before the presentation can be with giving applause, and appreciation after presentation can be with applause or words of thanks (*Thank you*), *good job*, *Well done*, etc.

b. Group

1. Teacher Prepare in advance some words (Vocabulary) by determining them before entering class. It can be a noun (noun) or a verb (verb).
2. Teacher divides students into 2 or more groups (adjusted to the number of students in the class).
3. each group designates one as *ambassador*) and *Notulen*
4. Teacher begin to describe about the word without mentioning the word. For example, the noun that is used is "umbrella". The teacher will describe the umbrella but will not mention the umbrella. In the example played by the teacher:

“I have a round roof above. Then, there was a vertical straight line made of iron. I usually wear it when it rains”

“Saya memiliki atap diatas berbentuk bulat. Kemudian, ada sebuah garis lurus vertikal yang terbuat dari besi. Saya biasa dipakai pada saat hujan”

5. Each group immediately describes a picture based on what they heard from the teacher's description earlier.
6. Each group is given 7-10 minutes for every single word (*vocabulary*), and to discuss what they have described respectively.

7. Furthermore, *notulen* assisted by all group members to re-describe the results that the group has just drawn with the ability of the words they have. The description can be written beside the picture or under the picture.

8. The teacher asks each group to be responsible in front of class, ambassadors from each group read or retell the results of their descriptions and other groups are allowed to respond.

At this stage, the teacher has not told the correct word according to what was in the previous teacher's notes. This is intended so that students do not immediately feel they have made a mistake instead feel more appreciated for their hard work.

9. After all groups were given a chance at the same time, it's time for the teacher to correct and tell the real word.

10. Remember, teachers should give appreciation before and after group presentations. Appreciation before the presentation can be giving applause, and appreciation after presentation can be with applause or words of thanks (*Thank you*), *good job*, *Well done*, etc.

Disadvantages of the PIDIW Method

This method has drawbacks, including:

1. Learning does not go well if students cannot catch the teacher's instructions properly.
2. It is less interesting for students who have a high level of anxiety about pronounce in English.
3. Cannot involve all students if the number of students is large.
4. Opportunities for students to play outside of what is taught, especially for classes with many students.
5. Dominated by students who have the ability to speak English only.

Advantages of the PIDIW Method

1. Provide opportunities for all students to be active in learning.
2. Students are used to hearing each other's opinions.
3. Can improve students' high thinking and critical thinking skills
4. Can encourage students to learn to solve problems independently.
5. Form an understanding that learning together in a group is better than individually.
6. Can increase self-confidence for students to speak English.
7. Can attach students' memories about *vocabularies* that has been learned/obtained in the lesson, so that it is easy to remember.

8. Can help students find out a new vocabulary in English by them self, as well as knowing the form or shape of that word.

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