

**THE EFFECT OF USING PICTURE WORD INDUCTIVE
MODEL ON TEACHING DESCRIPTIVE TEXT WRITING**

ARTICLE

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**THE EFFECT OF USING PICTURE WORD INDUCTIVE
MODEL (PWIM) ON TEACHING DESCRIPTIVE TEXT
WRITING**

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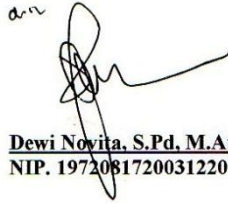
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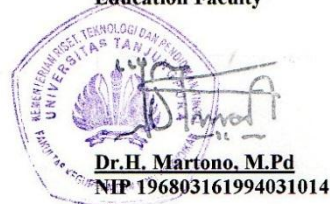
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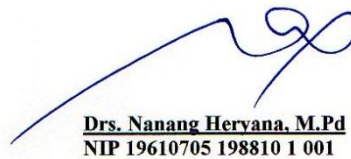
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THE EFFECT OF USING PICTURE WORD INDUCTIVE MODEL ON TEACHING DESCRIPTIVE TEXT WRITING

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Abstract: The use of PWIM emphasized more on how students recognized the words by looking at the pictures teacher provided. The purpose of this research was to know the effect of using Picture Word Inductive Model on teaching descriptive text writing on the tenth-grade students of SMA Negeri 2 Sungai Raya, Kubu Raya. This research used quasi-experimental research pretest-posttest non-equivalent group design. The samples of this research were 20 students for experimental group and 20 students for control group. The use of Picture Word Inductive Model had an effect on teaching descriptive text writing. The effect size for the treatment was considered as strong, under the t-test the difference of the interval was significant. It is suggested that teacher uses PWIM as the alternative technique in teaching descriptive text.

Keywords: *Writing, Picture Word Inductive Model, quasi-experimental research*

Abstrak: Penggunaan teknik PWIM lebih menekankan bagaimana murid mengenali kata dengan melihat gambar yang telah guru sediakan. Penelitian ini bertujuan untuk mengetahui efek dari *Picture Word Inductive Model* terhadap pengajaran penulisan deskriptif teks di kelas X SMA Negeri 2 Sungai Raya Kubu Raya. Metode penelitian yang digunakan adalah quasi experiment dengan rancangan penelitian *pretest-posttest non-equivalent group design*. Sampel penelitian ini adalah 20 siswa untuk kelas experiment dan 20 siswa untuk kelas kontrol. Penggunaan PWIM berdampak pada pengajaran descriptive teks writing, efek dari perlakuan dianggap mempunyai efek yang kuat dan adanya perbedaan yang signifikan dari *t-test*. PWIM disarankan untuk digunakan oleh guru bahasa inggris untuk mendapatkan skor lebih baik dan sebagai teknik alternative untuk mengajar writing.

Kata Kunci : *Menulis, Picture Word Inductive Model, penelitian quasi-experimental*

The goal of teaching writing at senior high school is that the students should be able to convey meaning accurately from an essay, in everyday context in form of descriptive text. Writing is a productive skill that should be mastered by the students in order to be able to write a text. The problems faced by the students in writing were the students have difficult in organizing ideas and using the right

grammar and vocabulary (words or phrases) to write their sentences and text. Using Pictures Word Inductive Model as a technique in teaching writing can help students in writing sentences, organizing ideas and improving vocabularies. Pictures Word Inductive model was introduced to help students organized ideas, generating sentences and improving students' vocabularies.

Pictures Word Inductive Model uses inquiry-oriented learning strategies that enable students to involve actively in the learning process. According to Coffman (2009, p.6) "inquiry learning emphasis on active engagement in the learning process to develop and build students understanding through questioning and discovering information." In the inquiry learning, the teacher guided the students to involve actively in learning process by guiding them to discovering and understanding the information.

Pictures Word Inductive Model is one of the writing strategies from Calhoun that applied in pre writing process. Calhoun (1999, p. 21) stated "Pictures Word Inductive Model is an inquiry-oriented language art strategy that uses pictures containing familiar objects and actions to elicit words from the students, this strategy can be used in classes, small group and individuals." The use of Pictures Word Inductive Model emphasized more on how students recognized the words by looking at the pictures that teacher provided and by using those words and pictures students make the titles, sentences and generating paragraph. Pictures word inductive model was designed to make the learners think inductively by building their generalization and their ability to think. In selecting the pictures for PWIM teacher needs to select the pictures or photograph that support the study of the learners to make them easily to understand and generate the word list. In order to be able to generate many words from the pictures, teacher needs to use rich content of pictures. In using real pictures or photographs, teacher helps the students to develop their observational skill. The observational skill is very helpful when they begin to write.

The purpose of descriptive text writing is the writing should describe something. Kane (2000, p. 351) stated "Description is about sensory experience how something looks, sound, tastes." Description can be written in form of phrase, sentence and paragraph. In writing a descriptive text the students were asked to be able to describe the things by identifying how it looks, sound and tastes. The description is mostly about visual experience. Descriptive text consists of identification and description. In identification part, it identified the people or thing, and in description part, it describes the characteristics of the people or thing. The language features of descriptive text are using simple present tense, noun, adjective, and compound adjective and using have/has. Simple present used to describe thing from a technical or factual point of view. Relational verbs (is, are, has, have) are used to describe about appearance and parts of phenomena. The adjective used to add extra information about the noun being described.

The goal of teaching writing to tenth grade according to the syllabus (curriculum 2006) is that the students should be able to convey meaning accurately from essay, within everyday context in form of descriptive text. According to Graham & Dolores (2007, p. 9) "Writing is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a

variety of goals.” In addition, Brown (2001, p .335) stated, “written products are often the result of thinking, drafting and revising procedures that require specialized skill.” He furthermore explains that writing focused on how to generate ideas, organize them coherently, put them cohesively into a written text, and how to revise text for clearer meaning. Teaching writing process will help students in their writing; by organizing the ideas to produce their writing. Greenville (2001, p. vii) stated “The six steps in writing are getting ideas, choosing, outlining, drafting, revising, editing.” The result of writing is a writing product. In this research, the product of students’ writing is descriptive text. According to Knapp (2005, p. 97) “Description enables the categorization or classification of an almost infinite range of experience, observations and interactions into a system that orders them for intermediate and future reference”. This research focused on writing about pictures.

The effective strategy in teaching writing will help the students in their writing activity and solve their problem in writing paragraphs. The researcher chose Pictures Word Inductive Model (PWIM) to help students in their writing especially in writing descriptive text. By using Pictures Word Inductive Model (PWIM) the students use their ability to think and generalize from the pictures and words and let the students in generation the title and paragraph based on the pictures and words that already listed in the pictures.

The researcher conducted quasi-experimental research to find out whether the use of Picture Word Inductive Model had significant effect the students’ ability in writing descriptive text on the tenth-grade students of SMA Negeri 2 Sungai Raya and to find out the size of the effect.

METHOD

In order to know the use of Pictures Word Inductive Model (PWIM) have effect on teaching descriptive text writing, the researcher conducted the experimental study. Srinagesh (2006, p. 47) said, “The purpose of any experimental is to collect data, which in turn, need to be analyzed or processed to derive inferences.” In quasi-experimental study the subject are dividing into two groups control groups and experimental group. According to Best & Khan (2006, p. 166) “The experimental group is exposed to influence of the factor under consideration; the control group is not.” Where both experimental group and control group received pre test and post test. Moreover, experimental group received the treatment and control group did not receive the treatment. The design of the research is the pretest-posttest non-equivalent group design. Best & Kahn (2006, p. 183) stated “This design is often used in classroom experiments when experimental and control groups are such naturally assembled group as intact classes, which may be similar.” The design of this research is represented as follows:

Table 3.1 Quasi-Experimental Design Form

Pre-test	Treatment	Post-test
T1	X	T2
T2	-	T2

Note:

T₁ = Pre-test

T₂ = Post-test

X = Treatment

The researcher used cluster sampling. In this research, the researcher take two classes as the sample. The sampling technique that used in this research is cluster random sampling. The total number of the sample were 40 students, class X A consisting of 20 students belong to the experimental group while class X D consisting of 20 students belong to the control group. The researcher used pre-test and post-test on both experimental and control groups as a technique of data collecting. The students' writing scored based on the scoring rubric. In analyzing the students' score the researcher used the effect size analysis to find out whether the treatment effect significantly the students ability in writing and t-test to know the significance of the students' score.

The preparations of the research were as follows: (1) Proposed the outline to team. (2) Prepared the research design after collected the suitable references from the library and websites. (3) Conducted seminar get additional inputs to completed the research. (4) Revised the research design based on the inputs that were given in seminar. (5) Asked for the research license from the dean assistant of FKIP UNTAN. (6) Submitted the research license to the headmaster of SMA Negeri 2 Sui Raya Kubu Raya to asked permission to conduct the research.

The implementations of the research were as follows: (1) The writer gave pretest for both experimental group and control group. Pretest was conducted for obtaining the first's students precondition in descriptive text before treated with PWIM. (2) The writer gave three treatments for both experimental group and control group. The treatment in experimental group used Picture Word Inductive Model and in the control group use the traditional way. The steps of using Picture Word Inductive Model in this research were as follow: First, teacher introduced the topic of learning to the students. Then, teacher explained about the learning material included the definition, purpose, and the organization and language features of the descriptive text. Second, teacher introduced PWIM to the students. Teacher explained how to use PWIM strategy in writing descriptive text. Third, teacher showed pictures to the students, the students discussed and gathered information from the pictures. Teacher asked what items in the pictures that the students had identified by asking the result from their discussion. From the students' vocabulary teacher labeled the pictures. Fourth, students were asked to generate descriptive text consisted of three paragraphs, one paragraph for identification and two paragraphs for description based on the pictures and vocabulary they gathered from the pictures. In writing descriptive text, the students followed the step in writing. There were six steps in writing there were getting ideas, choosing outlining, drafting, revising and editing. (3) The writer gave posttest for experimental group and control group.

RESEARCH FINDINGS AND DISCUSSION

Findings

The result of calculation showed that the post-test score of the experimental group and the control group was higher than the pretest of both the experimental and the control group. However, the interval score of pretest and posttest of experimental group was higher than the interval score of pretest and posttest of the control group. There was a significant improvement in experimental group before and after the treatment applied. The score of pretest in experimental group was 44.6 and the posttest score was 71.8. The interval of the students' mean score in experimental group was 27.2. It indicates that the use of PWIM influence the students' achievement in writing descriptive text. the score of pretest in control group was 39.65 and the posttest score was 48.4. The interval of the students' mean score in control group was 48.75. There was an improvement in students score but the mean score of the posttest was below the KKM (kriteria ketuntasan minimal) and the improvement of the students score is not as high as in experimental group.

The t -test score for experimental group was 9.81. the t -test score (9.81) was higher than the t -table value (2.024) in the degree of freedom (df) = $N_1 + N_2 - 2 = 20 + 20 - 2 = 38$. The t -test was calculated to know test significance of the students' score. The computation of the t -test formula for experimental group was as follow:

$$\begin{aligned} \sum X^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 2922 \end{aligned} \qquad t = \frac{MD}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} = 9.81$$

The test significance of the students' score for the control group :

$$\begin{aligned} \sum X^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 1846 \end{aligned} \qquad t = \frac{MD}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} = 0.91$$

The analysis of the effect size of the treatment for the experimental group:

$$\begin{aligned} Es &= \sqrt{\frac{t}{N}} \\ &= 2.19 \end{aligned}$$

From the computation above the effect size of the treatment for the experimental group was 2.19 the results is categorized as strong effect $2.19 > 1.00$

Discussions

In implementing this research the researcher acted as a teacher. She gave pretest and posttest to both experimental and control group. There were three meetings of treatments for each experimental and control group. The experimental group treated by using PWIM. The control group treated without PWIM. In experimental group, the writer firstly introduced and explained the learning material, and then the writer introduced PWIM to the students. The writer used pictures in teaching descriptive text and the students labeled the pictures, and make the text based on the pictures.

Writing descriptive text, especially about place was very challenging to the students. Students had to write about place not only from the information they got from the pictures but also from the prior knowledge that they had already know. Here, the researcher found out that PWIM was very useful for students due to their activity in recognizing the pictures and getting information from it.

The contribution of the PWIM to the teaching and learning process can be seen in the pre writing process. PWIM helped the students in their ideas for writing. PWIM is a good strategy to be applied before the writing process the stages of the PWIM that is finding the information and label the pictures was the activity that helpd students in their writing vocabularies. The information and word from the pictures helped the students in write the sentences and paragraph.

In experimental group the teacher introduced the PWIM to students and explained the processes of using PWIM in classroom and what the students were expected to do. The students wrote a descriptive text based on pictures by using PWIM. In every treatment, the students were given pictures to identify. In generating the descriptive text the students in experimental group used the information and vocabulary from the pictures and followed the six steps of writing. In getting the ideas for writing, the students used information and ideas from the pictures. The students chose what information from the pictures that included in their writing, then students outlined the information from the pictures what information that should go to the identification part and description part. In drafting the students started to write based on their ideas then they revised their work. In editing the students fixed their writing they could consult their writing to their friend or teacher. After that, they started to write the final product.

Students in experimental group enjoyed the activity in finding the information on the pictures, they looked up the dictionary to find the English words that they did not know. When the teacher asked them about the things in the pictures most of the student could answer. In every treatment by using PWIM students were used to identifying and finding the information on the pictures. Students could identify most of the things from the pictures, the students even added the information that they did not get from the pictures in their writing. They got the information from their prior knowledge about the topic being described.

The improvement in experimental group was because they used the information they had from the pictures to help them write so that they could use vocabulary that appropriates with the context of their writing. The improvement on students writing vocabulary was in line with the statement by Calhoun (1999,

p. 28) that stated “PWIM approaches the development of sight vocabulary directly and also include students to classify their words, building the concept that enable them to unlock unfamiliar words.” The improvement on the students writing was showed in how they generated the sentences and paragraph. In the post test showed that most of the students were able to write three paragraphs of descriptive text. According to Calhoun (1999, p. 29) “PWIM help students to compose sentences and paragraph that convey ideas for themselves and others.”

The situation in which the students identified the pictures and used the information to generate their writing was part of the inquiry learning. According to Coffman (2009, p.1) “The inquiry approach encourage students to become actively involved in the discovery of information.” In addition Coffman (2009, p.1) “inquiry is important to ensure that the students are not only memorizing required factual information but also applying the facts.” In writing the descriptive text by using the PWIM allow the students to actively involve in finding the information on the pictures and use the information in their writing.

The students in control group did not receive any treatment .The teaching and learning process in the classroom was done in the traditional way. The students listened to the teacher explaining about the grammar, text organization and language feature of descriptive text. The teacher gave an example of descriptive text and explained the text organization. And then the students were asked to write a descriptive text based on the theme given by the teacher. The students wrote the text based on their understanding of the theme given.

The aspects that covered students writing were the aspects of content, organization, grammar, vocabulary and mechanics. In the aspect of content, the students did not write a descriptive text with relevant details of topic in the pretest. In the posttest the students write a text that had relevant development of the topic. The improvement on the students writing was because of the treatment that was using pictures to help student write a text. Experimental group had better achievement in writing the content components.

In the aspect of writing organization, most of the students from both classes could not perform good text organizations which deal with identification and description in the pretest. Students did not introduce the characteristics of the object. Some students did not write the identification of the text. They tended to jump into the description. For example “*many children playing football near beach. Many fisherman boat in mainland.*” In the posttest the organization of the students’ writing was better, the main idea had appropriate supporting sentences and the text also had a title.

In the aspect of language use, some of the students made mistakes in forming the tenses in the pretest. They made mistakes in using simple present tense and to be. Some examples of students’ mistakes were: “*there is eight people*“ and “*I saw several fishing boat were anchored.*” Some students could not use the correct adjective, adverb phrase and noun. For example *sense the wind, afternoon day* and *the beach see beautiful.* During the treatment the verb discussed. Students became aware of the verb and tenses that is used in descriptive text.

In the vocabulary aspect, in the pretest the researcher found that some students still made mistake in the word choice that makes the meaning is confusing. For example “*I very happy poison in playing*”. In the posttest the students had appropriate word choice based on the topic. The improvement in students’ vocabulary was because of the treatment, in the treatment the students were asked to identify the pictures that help them later in their writing vocabulary.

From the mechanics aspect from the pretest to treatments, the writer found the students still used incorrect capitalization, punctuation, paragraphing and spelling. Some students only wrote one sentence on paragraph, they also wrote sentences with wrong capitalization and punctuation. The writer asked the students to consider this aspect. For example *Toys, green Bucket, Fork, red Scoop, Pink ball*.

It can be concluded that PWIM is good to help students in their pre writing stages. Students enjoy teaching and learning process using PWIM especially when they asked to identified the pictures. PWIM helps students in organized their ideas improved their writing and let the students had a better content in their writing.

CONCLUSION AND SUGGESTION

Conclusion

Teaching descriptive text writing using PWIM had effect significantly on the students’ ability in writing descriptive text. It is showed by the students score in experimental group was higher than the control group and the effect of the treatment considered as high. PWIM had an effect on teaching descriptive text writing. This technique could make the students involved actively in teaching and learning process by finding the information from the pictures, and use the information in their writing. The effect could be seen from the students’ average score before and after the treatment.

Suggestions

It is suggested that teacher uses PWIM as the alternative technique in teaching writing. In the implementation of PWIM teacher should pay attention to how many times students spend for writing. It is important in order to help students have enough time to finish their writing. The teacher should use rich content pictures in every meeting. The pictures can help students in their writing sentences. The example of the text being given to students should be familiar with the content to help students easier about understanding the text. Teacher should be well prepared to manage the time as efficient as possible so that all steps of PWIM can be applied for teaching learning process.

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