

# THE USE OF PICTURE WORD INDUCTIVE MODEL IN TEACHING WRITING DESCRIPTIVE TEXT

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## *Abstract*

*The aim of this research was to find out the effectiveness of Picture Word Inductive Model in teaching writing descriptive text to the eighth grade students of SMP Negeri 8 Pontianak in academic year 2016/2017. The researcher used pre experimental one group pre-test post-test design. The research population is 190 students. The sample of this research was class VIIIA that consisted of 32 students which was chosen by using cluster random sampling. The tool of data collecting was writing test. The research findings showed that the mean score of the pre-test was 59.72 and the mean score of post-test was 78.72. Moreover, the effect size result was 2.30. This result was more than 0.80 ( $ES > 0.8$ ) which categorized as high effect size. It proved that teaching writing descriptive text using Picture Word Inductive Model gives a strong significant effect to improve students' writing achievement.*

**Keywords :** *Descriptive Text, Teaching Writing, Picture Word Inductive Model.*

## INTRODUCTION

In Indonesia, English is considered as a foreign language and becomes one of the compulsory subject in Junior High School and Senior High School. English subject in the *Kurikulum Tingkat Satuan Pendidikan* is divided into four skills such as reading, writing, speaking, and listening. To master English, students have to master all language skills, not only speaking, but they also are expected to have ability in writing.

Writing is commonly used in real life. Many people often do this activity to communicate with others. In this globalization era, many people nowadays write articles or notes on the blogs. Therefore, it can be better if English is used in writing as far as it is a universal language and many people may understand the thoughts and ideas to be described by writing. Although writing

skill still becomes a biggest challenges that have been faced by teachers in the classroom. Therefore, learning how to write well is very important for the students to achieve better understanding along their academic level.

The main problem in writing a descriptive text is the difficulty in generating and organizing ideas. In this case, the students said that they cannot think how to start and what to write. They spend much time at the planning stage (pre-writing stage). They do not know how to organize ideas since some of them do not even have any idea. As a result, the students create a mindset in their mind that writing is a difficult task. Moreover, the teacher uses writing materials and activities mostly from the LKS/textbook which is not quite effective to support students' learning. Furthermore, in writing a descriptive text,

the students are required to have a good vocabulary mastery since in descriptive text is needed to describe something/someone/place. These can be a problem to some students with poor vocabulary mastery. They often make a mistake in selecting the appropriate words to describe the characteristics of the subject.

Facing those problems, teachers have to prepare appropriate materials, methods, and techniques or strategies to increase student's understanding in learning descriptive text. In this research, Picture Word Inductive Model (PWIM) was applied as one strategy to teaching writing descriptive text. In learning descriptive text, students sometimes do not know the shape of the things described or situation from the places and people described. By using this strategy, the writer expected that the students can know the unknown word from the word chart and the picture. Furthermore, before begin the paragraph, the students can recognize the vocabulary by pronounce the vocabulary and classify them as their part of speech. Thus, it helps them to produce the descriptive text easily.

Spratt, Palvernes, and Williams (2005) stated "writing is one of the productive language skills which deals with conveying messages with the use of graphic symbols" (p. 26). It means that writing is an activity to transfer one's ideas and thoughts in written form by using letters, words, punctuations, phrases, and sentences. According to them, writing is how to convey a message through a written text and one of way to a writer to communicate with the reader with printed symbols and words. Oshima & Hogue (1998) defined that "writing is a process and not a product. This means that a piece of writing, whether it is a composition for English class or lab report for chemistry class, is never complete and always possible to review and revise" (p. 3). Moreover, Brown (2001) stated that "written

products are often the result of thinking, drafting, and revising procedures that required specialized skills, skills that not every speaker develops naturally" (p. 335).

Teachers have to always responsible for playing their roles in teaching. There are some roles that are important in teaching writing skill. Harmer (2007) stated that when the teacher asks students to write, they play three roles .i.e. a motivator, a resource, and a feedback provider.

Zemach & Rumisek (2002) defined that "a descriptive paragraph explains how something look or feels. A process paragraph explains how something is done" (p. 25). Similarly Wishon & Burks (1980) stated that, "description paragraph gives sense impressions that are the feel, sound, taste, smell, and look of things. Emotions may be described such as happiness, fear, loneliness, gloom, and joy" (p. 128).

According to Calhoun (1999), "Picture Word Inductive Model (PWIM) is a model of teaching that uses picture and words containing familiar objects and designed to capitalize on children's ability to think inductively" (p. 21). The learner may think from specific thinking (see the pictures and words) into general thinking (make the words provided become a paragraph). Furthermore, in this model, the students study the picture and then learn the words. What this means is that the students identify things they see in the picture and the teacher draws a line from those things to a place outside the picture, classify the word, writes and spells the word or phrase aloud. They do listen and repeat to the words. The teacher says the word with correct pronunciation then the students repeat the word (Calhoun, Poirier, Simon, & Mueller 2001, p. 2-3).

In the implementation of Picture Word Inductive Model, Callhoun (1999, p. 23) stated the moves of the PWIM . The procedures of PWIM as follows : (1)

Select a picture; (2) Ask students to identify what they see in the picture; (3) Label the picture parts identified; (4) Read and review the picture word chart aloud; (5) Ask students to review the picture wrd chart; (6) Read and review the picture word chart; (7) Add words, if desired, to the picture word chart and to the word blanks; (8) Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it; (9) Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences, model putting sentences into a good paragraph; (10) Read and review the sentences and paragraphs.

## RESEARCH METHOD

The method was used in this research is experimental study. Ary et al. (2010) emphasized that there are designs of pre experimental study they are one-group pretest-posttest design and static group comparison. This research used one-group pretest-posttest design. This research was

implemented in SMP Negeri 8 Pontianak. Only one class was choosed randomly by using lottery to decide which class would be the experimental group. Thus, the one class that became a sample of this research was VIII A of SMP Negeri 8 Pontianak which consists of 32 students. Furthermore, Cohen et al. (2007) stated that there is no control group in this design. The students are given some treatment for a period of time.

## RESEARCH FINDINGS AND DISCUSSION

### Research Finding

In conducting this research, the writer collected some data to be analyzed. The data was taken from one class that is VIIIA since this research was categorized as pre-experimental research. The data is calculated to show mean score of pre-test and post-test, significant test of students' score, and effect size analysis from the treatment. The summary of the results of pre-test and post-test were presented in Table I.

**Table 1. The Students' Score in Pre-test and Post Test**

<b>The Result of Students' Pre-test</b>	<b>The Result of Students' Post-test</b>
$\Sigma X1 = 1911$	$\Sigma X2 = 2519$
$\bar{X}1 = 59.72$	$\bar{X}2 = 78.72$

In this research, there are five meetings have conducted by the writer. The two meetings of this research were pre-test and post-test and three other meetings were for

implementing the treatment. The experimental group was class VIII A of SMP Negeri 8 Pontianak that consisted of 32 students.

Before conducting the treatment, the

writer implemented the pre-test to the students. The first meeting was held on October 21<sup>st</sup>, 2016. In this first meeting, the writer introduced herself and told students the aim of meetings that planned in the class. The writer decided students to write one topic about living room. This test was held to know students' prior knowledge in writing descriptive text.

On the second meeting, the writer began to do a treatment for the class VIII A. The second meeting was held on October 27<sup>th</sup>, 2016. Before the lesson began, the writer did the brainstorming activity to the student for about 5 minutes. After giving brainstorming activity, the writer told the material today about descriptive text particularly descriptive text to describe familiar place around the students. Then, the writer introduced a descriptive text to the students. The writer explained what is descriptive text and its generic structure, language features, gave the example of descriptive text, and explained them to use correct punctuation in writing descriptive text. After that, the writer introduced the Picture Word Inductive Model strategy to the students. The writer also explained the procedure in Picture Word inductive Model. During the first treatment, the writer asked the students to do the activity in pairs. The writer shared the picture of the kitchen to the students. The writer also gave the procedure in Picture Word inductive Model. Firstly, the writer asked the students to draw a line from identified object in the picture together (make word chart). Then, writer asked the students to say the word labelled loudly and teach them how to pronounce the words correctly. In the first day of treatment, the writer gave the task to arrange the sentences into good sentences based on the picture word chart then arrange them in good descriptive paragraph. The topic of the descriptive text was kitchen and the students have got the word labelled from previous activity. In this case, the students have obtained any information such as the

shape, colour , and size of the things in kitchen.

In the third meeting, the writer applied the treatment for the second time. This meeting was held on October 28<sup>th</sup>, 2016. Picture word Inductive Model still used PWIM to teach descriptive text. In this meeting, the writer gave another activity to the students using Picture Word Inductive Model. The writer formed the students in group. Each group consisted of 3-4 students. The students were given the task to write descriptive sentences from the picture given. The theme of descriptive text was describing school. The writer also provided students with word labelled in the picture parts (word chart) to this task. Before doing the task, the writer asked students discussed in their group to classify the word labelled into noun, adjective, or verb. After discussing, the writer asked some groups their result of discussion. Then, the writer did listen and repeat activity to pronounce the word labelled and classified. After this activity conducted, the students have obtained information about part of speech of word labelled, how to pronounce them, and the shape, colour, and size of the words in the picture. After that, the students began to do the task in the groups. The students could give the tittle by themselves, for instance ; *My Lovely School, My Green School, etc.* After that, the students rewrote the descriptive sentences into good descriptive paragraph.

In the last day of implementing the treatment, the writer asked students to write descriptive text individually. This test was held on November 3<sup>rd</sup>, 2016. The theme about descriptive text was describing garden. The students were asked to create the tittle individually, for example : *My Lovely Garden, My Beautiful Garden, etc.* The writer prepared some picture parts of garden. There are four picture parts of garden that have to be described. Each pictures part of garden have provided with word labelled. Before doing the task, the writer asked the

students to classify the word chart into noun, verb, or adjective in order to make them easier in using simple present tense, using noun, and have a knowledge about the words before generated the words into sentences. After that, the students have to write descriptive sentences from each picture parts of garden. The writer also gave a little help in first sentence until third sentences and the students have to fill the blank with word chart given. For example : *I have beautiful ..... in front of my house. There are lots of ....., ....., and .....* Then, the students have to rewrite the descriptive sentences into correct descriptive paragraph with the generic structure. The writer also reminded students to use correct punctuation,

spelling, and capital letters.

In the fifth meeting, the writer administered the post-test. The writer administered the post-test by giving similar test item given on the pre-test. This test was administered to know the students' improvement in writing descriptive the treatment given. After administered two tests, the writer found the significant difference between two tests. It was proved that the mean score after the treatment was higher. The mean score of pre-test was 59.72 and there was an improvement in post-test that was 78.72. It can be seen that the difference between two tests was 19. The following table presents the summary of difference score between pre-test and post-test.

**Table 2. The Difference Score Between Pre Test and Post Test Score**

Pre Test (X <sub>1</sub> )	Post Test (X <sub>2</sub> )	Interval (D) (X <sub>2</sub> - X <sub>1</sub> )	Interval D <sup>2</sup>
∑ X <sub>1</sub> = 1911	∑ X <sub>2</sub> = 2519	∑ D = 608	∑ D <sup>2</sup> = 13583
59.72	78.72	19	424

From the table II, can be concluded that the use of Picture Word Inductive Model during the treatment influenced the achievement in writing descriptive text.

To sum up, based on the data analysis, the writer found that there was an increasing of the students' achievement in writing descriptive text. It was proven by comparing the mean score of pre-test and post-test. The finding showed that there was a difference score of pre-test and post-test after given the treatments. To test out the result of hypothesis, the writer used t-test formula. The computation of t-test is as follows :

$$\bar{D} = \frac{D}{N} = \frac{608}{32} = 19$$

$$\begin{aligned}
 t &= \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}} \dots\dots\dots(1) \\
 &= \frac{19}{\frac{\sqrt{13583 - \frac{(608)^2}{32}}}{32(32-1)}} \\
 &= \frac{19}{\frac{\sqrt{13583 - 11552}}{992}} \\
 &= \frac{19}{\frac{\sqrt{2031}}{992}} \\
 &= \frac{19}{\sqrt{2.05}} \\
 &= \frac{19}{1.4}
 \end{aligned}$$

$$t = 13.57$$

Based on the result of data computation above, the writer found out that the t-test was 13.57. The  $t_{table}$  with degree of freedom (df) = 32 - 1=31 and significance level at 0.05 (5%) was 2.0395 . Based on the data analysis above, the t-test was higher than the  $t_{table}$  (13.57 > 2.0395). It proved that the alternative hypothesis (Ha) which stated “the use of Picture Word Inductive Model in teaching writing descriptive text on the eighth grade students of SMPN 8 Pontianak in academic year 2015/2016 is effective” was accepted.

After counting the significant score of pre-test and post-test, the writer found the effectiveness of treatment. The computation of effect size is as follows :

$$\begin{aligned} ES &= t \sqrt{\frac{1}{N}} \dots\dots\dots(2) \\ &= 13.57 \sqrt{\frac{1}{32}} \\ &= 13.57 \sqrt{0.03} \\ &= 13.57 (0.17) = 2.30 \end{aligned}$$

Based on the result above, the effect size of treatment (ES) is **2.30**. The result of the effect size is more than 1.00 (**ES > 1.00**) which is categorized as strong effect size. In conclusion, the effectiveness of Picture Word Inductive Model in teaching descriptive text give a strong significant effect to increase students’ achievement in writing descriptive text.

### Discussion

Based on the data analysis, Picture Word Inductive Model was effective in teaching descriptive text writing for eighth grade students. The mean score of pre-test is 59.72 and the mean score of post-test is 78.72. The different score of pre-test and post-test is 19. It means that the ability of the students after increased after the treatment was conducted. The effectiveness

also can be seen from the effect size which was 2.30 and categorized as “strong” effect (ES > 1.00). In conclusion, based on the criteria of Muijs’s effect size, the implementation of Picture Word Inductive Model was highly effective.

In this research, there are five meetings have conducted by the writer. The two meetings of this research were pre-test and post-test and three other meetings were for implementing the treatment. The experimental group was class VIII A of SMP Negeri 8 Pontianak that consisted of 32 students.

In implementing this research, the writer found the strengths of Picture Word Inductive Model when it was applied to the second grade students of SMP Negeri 8 Pontianak. In fact, this strategy very useful in pre-writing stage. However, the writer also faced some obstacles during the treatment.

Firstly, the writer found that using Picture Word Inductive Model gave valuable contribution to help the students inquired words well. It is necessary since in the end they are asked to use the words in sentences, combined into paragraphs and finally the title was chosen. In this case, the students learned the words in picture parts They learned the correct pronunciation of the word. In this case, they can hear word pronounced many times until they can pronounced the words correctly. In this activity, they seemed very enjoyable and enthusiastic. It can be seen from their enthusiasm and good participation in pronouncing the words together. After that, the students also got information about part of speech from the word identified. The students are able to know whether the words are adjective, noun, or verb. They also got information about the shape, colour, or condition of the object identified in the picture parts. This is very important for them since they are asked to describe particular places around them.

Secondly, the implementation of Picture Word Inductive Model helped the

students to write the descriptive text with appropriate vocabulary use and spelling. Using Picture Word Inductive Model helped them to add their sight vocabularies from the word chart. In this case, they can both use those unknown words in the word chart to write a descriptive paragraph and remember those words quickly at the same time. Furthermore, they got the correct spelling of the words identified since they saw the letters identified when labeled them on the whiteboard. As the result, they can know how to write the words of entire objects in the picture correctly. For example : in pre-test there are many students who make many mistakes in spelling. They wrote “whit” for the word “white” instead.

Lastly, the use of picture in this research engaged students’ attention. Moreover, the writer used one picture to particular topic that has many different object within. From the observation during the research, the writer can conclude that Picture Word Inductive Model made the students actively involved in each activities and felt a part of classroom community. They showed their enthusiasm in labeling the picture parts. Most of the students were very excited in guessing the words of every object in the picture given. They also actively participated in group work and when they discussed the material.

Although this strategy is effective in teaching writing descriptive text, the writer found some obstacles during this research conducted. The first obstacle is related with time management. The second treatment was interrupted by the break time and the students came late to enter the classroom. They wasted their time to eat in canteen and clean up the class. As a result, the writer has to manage the time by minimizing pre-activity stage. The second obstacle is about class management. When labeled the words made the class noisy. It was not easy to manage that situation when most of the students guessed the words. To overcome this obstacle, the writer finally made a rule in guessing words by raise

their hand before they gave answers. This problem also happened during the discussion in the group. Some of them talked another topic that are not related with the subject. To overcome this problem, the writer always walked around the classroom and asked them to be more focus and do their task quickly.

Furthermore, it was not easy to find one picture with many different objects within. As a result, the writer decided to use more than one picture to describe one topic (place). A unit of school, for example, could include separate room such as library, classroom, teachers’ room, etc.

To sum up, based on the students’ achievement after applying Picture Word Inductive Model in writing descriptive text, this strategy is recommended to be used as an innovative strategy for teaching writing. It is appropriate in pre-writing activity since this strategy gives a visual clues to the students. As a result, they can use the word chart in the picture that can enhance their vocabulary use in descriptive text. They also can write the correct spelling of the words, pronounce the words correctly, and know the shape, colour, and condition of the words identified from the picture. In other words, the use of Picture Word Inductive Model is effective in teaching writing descriptive text on the eighth grade students of SMPN 8 Pontianak in academic year 2015/2016.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research findings and the analysis of the test result, the writer sum up the conclusions as follow : (1) The use of Picture Word inductive Model is effective to increase students’ writing ability. It was shown by the students’ score in post-test that is higher rather than the pre-test; (2) The use of Picture Word inductive Model as a learning strategy in teaching descriptive text was considered as effective particularly in pre-writing stage. It helps the students to develop their ideas

by finding the words from the picture parts before starting to write. Then, they used the words from the picture in their descriptive writing. It has proven by the result of the effect size of treatment (ES) is **2.30**. The result of the effect size is more than 1.00 (**ES > 1.00**) which is categorized as strong effect size.

### Suggestion

Based on the result of this research, there is positive effect in using picture word inductive model in teaching writing descriptive text. However, this strategy is only one alternative in teaching writing since there are still a lot of strategies that can be used to teach writing in junior high school. Based on the result of this research, the writer would like to propose some suggestions as follows : (1) The teacher has to prepare enlarge pictures in front of the class when applying Picture Word Inductive Model in order to make the students able to look at them clearly and the picture ideally labelled so it can be used again; (2) It is suggested to use picture with many different object and

generally include people when implementing Picture Word Inductive Model. Moreover, some topic will require more than one picture for one topic. For example, a unit of school, it can include separate subunits of room such as library, classroom, teachers' room, etc; (3) The teacher should be involved in any activities that related with Picture Word Inductive Model. In this case, the role of teacher as facilitator is needed to give guidance to the students that have difficulty in using Picture Word Inductive Model; (4) It is suggested to use real photograph from teacher's document that related with the learning material. It is also suggested that the photograph that used appropriate with students' interest and experience. Thus, the students can be actively involved in learning process; (5) It is also suggested to the other researchers to conduct further study since this research can be broaden and extended to the different text genres and all language skills such as listening, speaking, and reading.

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