The implementation of Picture Word Inductive Model (PWIM) to improve students' writing of descriptive text

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Abstract: The objectives of this research were to find out whether teaching by using Picture Word Inductive Model (PWIM) could give improvement toward students' descriptive text writing or not and to find out which aspect of writing that improved the most after they have been taught by using Picture Word Inductive Model (PWIM). This research was conducted at the first grade of SMPN 10 Bandar Lampung in academic year 2019/2020 using one group pretest posttest design. The sample of this research was VII B class which consisted of 29 students. The result showed that there was an improvement of students' writing descriptive text after the implementation of PWIM. In addition, all aspects of writing improved regarding to the result, but vocabulary improved the most. Briefly, referring to the result above, it can be said that PWIM is well applied to improve students' ability in writing descriptive text and all aspects of writing.

.*Keywords:* writing, descriptive text, Picture Word Inductive Model (PWIM)

I. INTRODUCTION

In the 2013 curriculum, students are considered to be able to communicate both in spoken and written forms. Therefore, there are four language skills which students need to master. They are listening, speaking, reading and writing**.** Listening and reading include passive or receptive skills, while speaking and writing include active or productive skills (Harmer, 2001). As one of skills which need to master, writing plays one of the important tools by which students actively change the passive knowledge and information in their minds into their own language (Hasan, 2016). In line with this, Jaramillo and Medina (2011) say that writing is an important expression form used to convince other people as well as to show ideas or feeling. It shows that writing is one of the language skills which is important to be master by students.

However, writing is regarded as the most difficult skill for EFL students to master for it has complexities starting from brainstorming the ideas and organizing them into a readable text (Richard and Renandya 2002:303). Writing takes time and energy. It is a long process (Bram, 1995:64). The steps of writing may include planning, drafting, editing, and final draft (Harmer,

2004:5). In planning step, a topic should be prepared. To find an inspiring topic might be sometimes rather difficult, it is not easy for the students to create their own writing in short time especially for beginners because they need much time in the writing step. Therefore, the students face some problems to finish their writing. Based on the pre-observation, problems occur in SMPN 10 Bandar Lampung related to writing skills, it was found that most of students were low motivations caused the learning strategy or technique that English teachers used was not interesting for the students to support their writing activities in class. Besides, a number of students were confused how to begin writing. They also got difficulties in expressing and organizing their ideas in writing. The other students had gotten ideas but still

confusing how to put them until they become an effective paragraph. This condition is caused by several factors such as, they lack of vocabulary and their insufficient knowledge of grammar.

In the curriculum of SMP, The English materials that students are asked to write, such as narrative, recount, procedure, report, descriptive text, and so on. In this case, the researcher will elaborate more about writing a descriptive text. Zemach and Rumisek (2002:25) define that a descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done. Furthermore, Sepyanda (2013:96) says that "descriptive text is difficult to be mastered by the students. It might be caused by the text construction that requires the students to be able to describe about a specific thing, person, or place. Even though it looks simple to write a text that describes about something, students still need more guidelines to write this kind of text".

Based on the problem above, the teachers must be able to find an appropriate strategy to teach descriptive text in order to achieve the objectives stated in the curriculum. In this research, the researcher promotes the Picture Word Inductive Model (PWIM) as a model that fully involves the students in the learning process. Picture Word Inductive Model (PWIM) is a kind of learning model which can be used in pre-writing strategy. Joyce and Calhoun (2000) assert that the Picture Word Inductive Model (PWIM) is a teacher-facilitated process, in which teachers lead children to discover words from a picture, increase the number of words in their sight-reading and writing vocabularies, formulate phonetic and structural principles, and finally apply observation and logical thinking analysis to their writing. According to Mountone (2004)) that with an inductive approach, teachers show their students a series of examples and non-examples then guide them toward noticing a pattern and coming up with the generalization or concept rule. The inductive approach, in its turn, moves from specific to general. In writing a descriptive text the students can be seen the specific object and after that, they make the descriptive text based on that object. Thus, Picture Word Inductive Model (PWIM) strategy is used to guide the students to develop their idea during the initial process of writing. it also can improve their vocabulary, grammatical, phonetic, mechanic, and spelling in writing text.

Furthermore, the researcher was interested in investigating the study related to the implementation of Picture Word Inductive Model (PWIM) as learning strategy. Besides, the researcher also investigated which aspect of writing improves the most because those previous researchers only focused on the improvement of students writing skill by comparing the final score of pre-test and post-test without considering the improvement of each writing aspect. Thus, the researcher conducted a research entitled "The Implementation of Picture Word Inductive Model (PWIM) to Improve Students' Writing of Descriptive Text at The First Grade of SMPN 10 Bandar Lampung".

II. METHODS

This study was quantitative research which used a one-group pre-test post-test design.

Participant

The population of the research was students of the first grade of SMPN 10 Bandar Lampung and the sample of the research was VII B class consisting of 29 students.

Instrument
The instrument of this study was descriptive text test in essay form. The test was considered valid because the test was covered by content validity since the material was relevant for the curriculum and syllabus for the first grade of SMPN 10 Bandar Lampung.

Data Analysis
The students' work was measured based on the scoring criteria of writing proposed by Jacobs that consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanics. Those aspects are things that the test had covered with construct validity. This research was considered reliable because *inter-rater reliability* had been evaluated in this research to ensure the reliability of the pretest and posttest scores. In this study, the first rater was the researcher based on the scoring criteria Jacobs et. al (1981); the second-rater was the English teacher in the school. The result of the reliability score of the pre-test was 0.91 (very high reliability), and the result of the reliability score of the post-test was 0.95 (very high reliability).

III. RESULTS AND DISCUSSIONS

Results
After conducting the research, the researcher gathered the result of pre-test and post-test as follows:

Table 1. The Difference of Students' Writing Score in the Pre-Test and Post-Test

Mean score of pretest	Mean score of posttest	Gain
53.12	64.02	10.9

Table 2. Frequency Distribution of Students' Writing Score of Pretest and Posttest

No.	Score	Fi-Pretest	Percentage	Fi-Pretest	Percentage
1	45-48	6	20.69	0	0
2	49-52	9	31.03	0	0
3	53-56	5	17.24	2	6.89
4	57-60	6	20.69	9	31.03
5	61-64	3	10.34	5	17.24
6	65-68	0	0	6	20.69
7	69-72	0	0	4	13.79
8	73-76	0	0	3	10.34
	Total	29	100	29	100

From Table 1, it shows that the mean score of pretest is 53.12. Meanwhile, the mean score of posttest is 64.02. It can be concluded that there is an increase between the students' pretest and posttest. The increase of the mean score of the pre-test and post-test is 10.9. Besides, it can also be seen that teaching writing descriptive text through Picture Word Inductive Model (PWIM) can increase the students' achievement in all aspect of writing. The increase in all aspect of writing descriptive text is presented in the following table.

In order to know which aspect of writing improves the most after the students are taught by using PWIM. The researcher analyzed the improvement in each aspect of writing by using *N-gain test.* The improvement of each aspect of writing is presented as follows:

Table 3. The Improvement of Each Aspect of Writing

Writing Aspects	Mean		Gain	T-Value	Sig.
	Pretest	Posttest			
Content	15.31	18.948	0.2476	13.934	.000
Organization	12.396	13.983	0.2086	11.258	.000
Vocabulary	11.775	14.431	0.3229	18,205	.000
Language use	10.982	13.638	0.1894	8.751	.000
Mechanic	2.655	3.0172	0.1544	3.839	.000

From the table 3., it can be seen that there is a statistically significant improvement in all aspects of writing including content, organization, vocabulary, language use, and mechanic since t-value > t-table with the level of significance at<0.05 (13.934>2.048; 11.258>2.048; 18,205>2.048; 8.751>2.048; 3.839>2.048) and (.000<0.05). The aspect with the highest increase is vocabulary (0.3229), content aspect is the second (0.2476), then organization aspect (0.2086), language use aspect (0.1894), and mechanic aspect (0.1544). The examples of the students pretest and posttest were provided based on the improvement in writing aspects.

The researcher administered the hypothesis of this research to find out whether the hypothesis of this research was accepted or not. Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not.

Table 4. T-Test the Result of Hypothesis Analysis

					Paired Samples Test				
			Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Post-test - Pre-test	1.08276	2.89172	.53698	9.72763	11.92754	20.164	28	.000

Null hypothesis is rejected if t-value > t-table with the level of significance at<0.05. From the data above, it could be seen that t-value was 20.16, which the data significant based on t-table is

at least 2.048 and 0.00 <0.05. Therefore, for the hypothesis, the null hypothesis is rejected and the research hypothesis is accepted. It proves that there is an improvement of students' writingof descriptive text after the implementation of Picture Word Inductive Model (PWIM) in teaching writing for the first grade of SMPN 10 Bandar Lampung.

Discussion

In implementing this research the researcher acted as a teacher. The researcher took first grade students of SMPN 10 Bandar Lampung in VII b class as the sample of this research. This class consists of 29 students, and all of them did the pre-test, the post-test, and the treatment (Using Picture Word Inductive Model as learning strategy). This research was conducted in 4 meetings.

In first meeting, the researcher conducted the pre-test. It was administrated to find out the students' ability in writing descriptive text before they were given the treatments. When the researcher was doing the research, she found some problems there. One of the problems was lack of English. During the pretest, most of students were confused to begin writing. Besides, they lacked of vocabulary and they did not even have any idea to write. It corresponds with Sulasti (2003) who states that the problems that students mostly face are about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure.

After using Picture Word Inductive Model (PWIM) strategy in two meetings, the students got much any improvement in writing of descriptive text. It can be seen from the comparison between the students' pretest score and posttest score. The result of the mean score of the pretest was 53.12 and the posttest was 64.02. The increase of the mean score was about 10.9 and the alternative hypothesis was accepted. This provokes the conclusion that PWIM remarkably improves the students' writing skill. Essentially, the findings support and confirm the view point from McDonald (2010), arguing that Picture Word Inductive Model (PWIM) is an effective strategy for teachers which can be used with whole class, small groups, pairs, or individually involving basic moves from identifying the pictures, look for new words, hear the new word pronounced correctly, and watch the teacher model how to use the vocabulary on a variety of levels. Thus, this is an effective strategy for all ages of learners for learning a second language because students have an opportunity to learn from authentic materials.

Besides, having analyzed the students' performance after being taught by using picture word inductive model as learning strategy, this study also analyzed The increase of each aspect of writing; they were vocabulary (0.3229), content (0.2476), organization (0.2086), language use (0.1894) and mechanic (0.1544), and comparing the mean score of the pretest and the posttest of vocabulary, the result showed that the mean score improved from 11.77 to 14.43. The increase of this aspect was (0.3229). From this explanation, it could be stated that aspect with the highest increase was vocabulary. Therefore, answering second research question, the alternative hypothesis is accepted that vocabulary is the aspect that improves the most among the other aspects of writing. This happened because in pretest the students lacked of

vocabulary and they were unable to use content words and function words properly. They were little knowledge of English vocabulary. After implementing picture word inductive model in the class, the students' vocabulary knowledge were increase. The students' sentences were better in choosing the appropriate word. It was because in teaching through picture word inductive model, the students could hear and see letters identified and written correctly many times. Therefore the students got many vocabularies that can be used in their writing correctly. In short, they could imitate and add those words to their sight vocabulary. It was supported by Swartzendruber (2007) says that Picture Word Inductive Model appears to be an effective instructional tool for classroom teachers to use in facilitating vocabulary acquisition.

Besides, in this study, the least improvement among the other aspect was mechanics. This occurred because the researcher, as the teacher gave the treatment which did not too concerned on teaching mechanic but during the implementation of picture word inductive model, there is a session that the teacher gave example of descriptive text in front of the class and she explained the use of capitalization, punctuation, paragraphing and spelling. Nevertheless, in posttest, some students still wrote sentences with wrong capitalization and punctuation and they only wrote one or two sentence on paragraph. So, it becomes the reason why there is no significant improvement in mechanic aspect, even it becomes the lowest improvement compared to other aspects.

Having considered the explanation above, it can be concluded that picture word inductive model can improve the students' writing achievement. In reference to this, this researcher also found that picture word inductive model did not only improve the students' writing in a descriptive
text, but also increased all the aspects of writing. In conclusion, PWIM makes students easier in writing descriptive text, making them easier in exploring their idea in making descriptive text and easier elicit new vocabulary. Besides, the students will be interested in learning if they can use the tools that they like. It means having known how to use picture word inductive model well, the students were more interest and motivated in joining the writing class.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

In line with the discussion of the research findings in the previous chapter, the researcher comes to these following conclusions: (1) The implementation of Picture Word Inductive Model (PWIM) could improve the students' descriptive text writing ability. Moreover, the use of Picture Word Inductive Model (PWIM) is effective to be used in learning activities, the students were more interested and motivated in joining the writing class. It is proved by the statistical result in the previous chapter which shows that t-value (20.164) is higher than t-table (2.048) and the significant value (0.00) which is lower than 0.05. (2) After the students learn writing through the implementation of PWIM, the aspects of writing improved. The highest aspect that improves the most is vocabulary aspect. It is proved by the mean score which improves from11.77 (pretest) to 14.43 (posttest). It is because students learn by using a picture which is suitable with the students' interest and students' level. From identifying the picture, they easier elicit new words, hear and see new words identified and written correctly many times. They could imitate and add those words to their sight vocabulary.

Suggestions

After doing the research, some points of recommendation are put forward as follows. Some suggestions to the English teacher and further researcher are proposed. First, English teachers are recommended to apply PWIM as an alternative strategy in teaching writing of descriptive text. It is because PWIM as a learning strategy can make the classroom more dynamic, gaining students' attention, and increasing their interest. Second, while teaching PWIM as a learning strategy to students, teachers should control the class activities during the learning process to make the students focus. The teacher should gain students' attention so that the instructional process can run well. Third, because of the limitation of time, the researcher only focused on the increase of students' descriptive text writing ability in junior high school level. Therefore, the researcher suggests other researchers apply PWIM strategy in different levels of school or different skills. Forth, the treatment should be applied more than two meetings in order to get more accurate results of data. Longer the frequency of the treatment day is needed to get a better finding.

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