

Applying Picture Word Inductive Model (PWIM) on Students' Writing Descriptive Text

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ABSTRACT

The research aims at (1) investigating the use of Picture Word Inductive Model (PWIM) in improving the students' ability to write descriptive text; (2) investigating the use of Picture Word Inductive Model (PWIM) in attracting the students' interest in writing descriptive text. This research was applied quasi-experimental design. The subject was the students of SMK AL-FATTAH Bojonegoro. This research applied purposive sampling technique. The participants of this research were two classes namely class X TKJ 1 and X TKJ 2 of SMK AL-FATTAH Bojonegoro in the academic year 2016/2017. The data was collected through writing test and questionnaire. In analysing the data, the researcher used quantitative data analysis. The research findings show that (1) Picture Word Inductive Model (PWIM) improves the descriptive writing skill of the first year students of SMK AL-FATTAH Bojonegoro; (2) The first year students of SMK AL-FATTAH Bojonegoro are interested in learning English by using Picture Word Inductive Model (PWIM). The researcher found that all of the students' activities from all of the indicators of interest were reached which could be seen on the students' involvement, feeling pleasure, attraction, and attention in using Picture Word Inductive Model (PWIM).

Keywords: *Picture, PWIM, Writing, Descriptive Text*

INTRODUCTION

Writing is considered a complicated language skill. Richards & Renandya (2002:303) state that writing is the most difficult skill to master because of its difficulties in generating, organizing, and translating ideas into a readable text. A writer should consider several language aspects in composing a final writing, namely: content, organization, vocabulary, language use, and mechanics (Jacobs, 1981).

Descriptive text is a type of text whose purpose is to describe an object, place, or person in a way that creates a vivid impression in the readers' mind, enabling the reader to visualize what is being described, and to feel that s/he is very much part of the writer's experience (Tompkins, 1994:111). Its purpose is to bring the object described to life for the readers. However, when students write paragraph they still get difficulties in generating and developing ideas.

There were some problems faced by students in writing. First, they said that sometimes they confused how to start and reveal the ideas into a unified written form. Second, they had limited vocabulary and tend to repeat some words so their writing is monotonous. Third, they did not know what tense that suitable for their writing. Then, they seemed uninterested in doing a writing task. Those problems were proven by result of preliminary study given by the teacher showed that most of students got the score fewer than 70 or under the minimum completeness criteria (*Kriteria Ketuntasan Minimum/ KKM*) of English writing. It indicated that the students' writing skill is not good and therefore it needs to be paid attention.

Due to that condition, one effective way in teaching writing is by using instructional media. The instructional media are important in the teaching learning process since they can enhance and promote learning and support a teacher's instruction (Mukminatien, 1991). In this case, the Picture Word Inductive Model (PWIM) as instructional media is applied to improve students' skill in writing a descriptive text (Calhoun, 1999). The PWIM is used to help and guide the students in writing process activities as well as in organizing their writing. Moreover, it is expected to make the students do not get bored in the learning process.

This research was intended to answer the questions: (1) does the use of Picture Word Inductive Model (PWIM) improve the students' writing descriptive text? and (2) does the use of Picture Word Inductive Model (PWIM) attract the students interest in writing descriptive text? The result of this research was expected to give the theoretical and practical contribution to the teaching English as a foreign language in Indonesian context.

LITERATURE REVIEW

1. Theories dealing with writing

a. Definition of writing

Linblom (1983) states writing as a way of learning to focus our mind on important matter, and learning about them. By writing activity, a person can find the solution of a difficult problem; a person can also master the fact and even by writing. This is because the process of writing needs a greater attention on the problem. In this condition, a writer gives some effort to explore as many ideas as possible and tries to communicate to the reader intended. Kroma (1988) states that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay. Based on the opinion above, the researcher concludes that writing is the way where the writer expresses all the ideas in his/her mind into the paper, so the reader can follow the writers' messages.

b. Components of writing

There are five components of writing by Jacob (1981). They are content, organization, language use, vocabulary and mechanic.

1) Content

The content of writing should be clear enough for readers so that they can understand the messages and gain information in it. Besides that, its content should be also well unified and complete. The important requirement of the content is unity. By unity it means that every part or sentence contributes to one principle, unifying thought, furthermore unity is the first quality of effective sentence when they say that a sentences has unity, they mean that everything in it has a logical relation to the purpose of the sentence as a whole and nothing is omitted which is necessary to the purpose.

2) Organization

In organization of writing concerns with the ways, the writer arranges and organizes the ideas or message in the writing. It could be chronological order, order of importance, general to particular order, particular to general order. The purpose of organizing material in writing involves coherence, order of important, general to specific, specific to general, chronological order and spatial order pattern.

3) Language Use

Language use in writing description and other forms of writing involve correct usage and point of grammar can help the learner improve the use of formal language and point of grammar. However, considering that there are many point of grammar, the writer would like to quota a little literature about verbs, nouns and agreement. There are many opportunities for error in the use of verb, and mistake in agreement is very common. Mistakes in written work, however, are many areas serious and since we have an opportunity to read and correct errors in verb forms, in subject verb agreement, in pronoun antecedent agreement, and in the case of nouns and pronouns. We should have learnt how to use modifiers and connectives so that they add meaning and clarify to our writing.

4) Vocabulary

Vocabulary is one of the language components dealing with process of writing. In process of writing, the writers always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. Ones cannot write anything if she or he has nothing to express. He or she should express the ideas in form of words or vocabulary. The lack of vocabulary make someone fails to compose what he or she are going to say because she or he feels difficult to choose word appropriate vocabulary will helps the writer to compose the writing and also make readers easy to understand.

5) Mechanics

The use of mechanics is due to the capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or organize immediately what the writer means to express definitely.

2. The Picture Word Inductive Model (PWIM) strategy

a. The definition of picture word inductive model (PWIM) strategy

Pictures used in this study are pictures associated with words. Picture Word Inductive Model (PWIM) strategy was introduced by Emily F. Calhoun (1999) on his book "Teaching beginning reading and writing with the Picture Word Inductive Model". PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies (Calhoun, 1999:21). Essentially, students study various pictures and then find the object they see, while the teacher draws a line to the corresponding word or phrase.

In this research, the PWIM is a strategy, which uses a picture associated with words describing familiar objects and the student find words out. This is aimed at letting the students use their imagination to make sentences based on the words/phrases provided in the picture. In this case, the words will help the students to have idea in writing sentences while seeing the picture associated with words/phrases.

b. Procedure of activities in the picture word inductive model strategy

In this study, the researcher uses the PWIM Strategy proposed by Calhoun (1999:22) and modifies a new procedure from the entire versions above. In essence, there are four activities in this strategy including; identifying the objects from the picture, labeling the picture parts by drawing line from the object, creating a sentence from each label/word, and arranging the sentences into a good paragraph. The researcher modified a new procedure into four activities because in this research focuses on students' ability to write descriptive text based on the paragraph created from the picture.

c. The strengths of the picture word inductive model strategy

There are a number of advantages of employing the PWIM Strategy in language learning particularly for teaching and learning writing skills. First, the strategy emphasizes vocabulary, organization, language use, and mechanic in writing paragraph. Second, pictures provide concrete referents for the learning of new words, phrases, and sentences. Third, because students employ pictures related to content materials under study, they feel a part of the classroom community and can participate in class activities. Fourth, the picture word serves as an immediate reference to enable students to add these words to their sight vocabulary. Finally, students see words spelled correctly and participate in the correct spelling and writing.

3. The concept of interest

a. Definition of interest

Interest usually refers to an activity that a person prefers to engage in, would not avoid and would choose in preferences to many others activities. Interest also refers to the kinds of thing we appreciate and enjoy. Thus, the selection of any occupation and satisfaction we get from our work usually depend more on our interest than our ability. They further state that interest and ability are closely related but our interest gives us motivation to use our ability.

b. Interest and learning

The relationship between interest and learning is further fleshed out by the observation that new learning is depending upon interest. Learning cannot occur unless the organism is interested in learning. In line with the explanation interest above, in this study the researcher was interested to use Picture Word Inductive Model (PWIM) Strategy to build up the interest of students to descriptive text.

METHOD

The research applied quasi-experimental design. The students of SMK AL-FATTAH Bojonegoro are the population of this research. The sample was selected based on purposive sampling technique. The researcher chose the students of two classes in class X TKJ 1 and X TKJ 2. The samples of this research were 62 students.

Data were collected through writing test and questionnaire. In writing test, the students were asked to write descriptive text based on the topic given by the researcher. The pre-test scores were used to check the ability of the students to write descriptive text before treatment given. The post-test scores were used to find out the students' ability after being treated. The questionnaire was given to find out the students' interest in learning English by using PWIM. The questionnaire consisted of 20 items.

RESULTS

The findings presented here deal with the students' writing ability and students' interest toward Picture Word Inductive Model (PWIM).

1. Students' Writing Ability in Pretest and Posttest

a. Frequency and percentage of the students' score both experimental and control group

No	Qualification	Score	Experimental Group				Control Group				
			Pretest		Posttest		Pretest		Posttest		
			F	%	F	%	F	%	F	%	
1	Very Good	86-100	0	0	0	0	0	0	0	0	0

2	Good	71-85	0	0	16	76.2	3	14.3	6	28.6
3	Fair	56-70	9	42.9	5	23.8	9	42.9	7	33.3
4	Poor	41-55	12	57.1	0	0	8	38.1	7	33.3
5	Very Poor	<40	0	0	0	0	1	4.8	1	4.8
Total			21	100	21	100	21	100	21	100

Table 1 The Distribution of Frequency and Percentage Score of Students' Writing Ability in Pre-test and Post-test for Both Groups.

Table 1 shows the qualification of students' score in pretest and posttest for both control and experimental group. After conducting PWIM for experimental group, it shows a great improvement of students' score. There was no student got "very good" classification in pretest and posttest. There was no student got "good" classification in pretest. But in posttest, 16 (76.2%) students got this classification. Then, there were 9 (42.9%) students got "fair" classification in pretest and 5 (23.8%) students got it in posttest. For "poor" classification, 12 (57.1%) students got it in pretest and no student got it in posttest. The last, "very poor" classification, there was one student got it in pretest and posttest.

In control group, the students' score also improved. There was no student got "very good" classification in pretest and posttest. There were 3 (14.3%) students got "good" classification in pretest but in posttest 6 (28.6%) students got this classification. Then, 9 (42.9%) students got "fair" classification in pretest, and 7 (33.3%) students got it in posttest. For "poor" classification, there were 8 (38.1%) students got this classification in pretest and 7 (33.3%) students got it in posttest. The last, there was 1 (4.8%) student got "very poor" classification in pretest and in posttest.

From the findings above, it can be concluded that students' score both experimental and control group improved. However, the use of PWIM in experimental group significantly improved and stimulated the students to have good writing descriptive text.

b. Mean score and standard deviation

After giving the pretest, treatment, and posttest, the researcher presents the mean score and standard deviation of pretest and posttest on students' writing. The mean score and standard deviation of experimental group and control group can be seen in the table below:

Test	Experimental Group		Control Group	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Pretest	53.95	8.133	57.38	12.820
Posttest	73.05	4.522	60.48	12.307

Table 2 The Mean score and Standard Deviation for Both Groups.

The table 2 shows the mean score and standard deviation of both control and experimental group in pretest and posttest. For the experimental group, the mean score is 53.95 and the standard deviation is 8.133 in pretest. While in posttest, the mean score is 73.05 and the standard deviation is 4.522. For the control group, the mean score is 57.38 and the standard deviation is 12.820 in pretest. In posttest, the mean score is 60.48 and the standard deviation is 12.307.

From the data, it can be concluded that the mean score of the students in posttest was greater than pretest on experimental and control group. On the other hand, experimental group has greater percentage than control one.

c. *Hypothesis testing (t-test)*

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
NILAI	Experimental	21	73.0476	4.52190	.98676
	Control	21	60.4762	12.30699	2.68560

Table 3 Students' Score in Post-test.

Table 3 shows the mean score in experimental group was 73.0476 with standard deviation 4.52190 while the mean score for control group was 60.4762 with standard deviation 12.30699. It can be concluded that the mean score of experimental class is higher than the mean score of control group.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
NILAI	Equal variances assumed	29.806	.000	4.394	40	.000	12.57143	2.86115	6.78883	18.35402
	Equal variances not assumed			4.394	25.303	.000	12.57143	2.86115	6.68236	18.46049

Table 4 Inferential Analysis on Post-test.

Table 4 above shows that the *t-value* was 4.394 with degree of freedom 40 and *P value* 0.000. From the degree of freedom we knew the *t-table* of this research was 1.684.

According to criteria testing of hypothesis, H_0 accepted if *t-value* < *t-table* and *P value* > α (0.05) and H_1 accepted if *t-value* > *t-table* and *P value* < α (0.05). Based on the data analysis above, it can be concluded that H_1 was accepted in posttest because the *t-value* (4.394) > *t-table* (1.684) and *P value* (0.000) < α (0.05). In other word, there is a significant difference of the students' score between experimental and control group after giving the treatment.

From the findings above, it can be concluded that the use of Picture Word Inductive Model (PWIM) improves the ability of the first grade students of SMK AL-FATTAH Bojonegoro to write descriptive text.

2. Students' Interest on the Use of Picture Word Inductive Model (PWIM)

a. Qualification of students' score on the questionnaire

To know the students' interest toward the use of PWIM in teaching writing descriptive text, the researcher distributed questionnaire to the students, after analyzing the data, the result showed that the use of PWIM interest the students of SMK AL-FATTAH Bojonegoro. This is indicated by the percentage of the students' questionnaire shown in table 5.

No.	Interval score	Qualification	Frequency	Percentage (%)
1	85-100	Very High	18	85.7
2	69-84	High	3	14.3
3	52-68	Moderate	0	0
4	36-51	Low	0	0
5	20-35	Very Low	0	0
Total			21	100

Table 5 Qualification Students' Interest

The result indicated that 18 (85.7 %) students were "Very High", 3 (14.3%) students were "High", and no one student was in moderate, low, and very low. It means that all of the students were interested in learning writing descriptive text using Picture Word Inductive Model (PWIM).

b. Mean score and standard deviation

The mean score and standard deviation of the questionnaire can be seen in the table 6.

	N	Mean	Std. Deviation
Hasil Tes (X1)	21	87.6190	4.57686
Valid N (listwise)	21		

Table 6 Mean Score and Standard Deviation of Students' Interest

Table 6 shows the mean score of students' interest is 87.6190 with the Standard Deviation 4.57686 which means it is in positive category according to the range of students' interest score. Therefore, the students are interested in the use of Picture Word Inductive Model (PWIM) in writing descriptive text.

DISCUSSION

The interpretations of findings are presented as follows.

This research is intended to find out: whether the use of Picture Word Inductive Model (PWIM) improves the students' ability in writing descriptive text, and whether Picture Word Inductive Model (PWIM) is interesting to the students in writing descriptive text. The description data collected through writing test and questionnaire as explained showed that applying PWIM can improve and interest the students' ability to write descriptive text. There are possible explanations for the result found in this research.

Firstly, before doing teaching and learning process both experimental group and control group, the researcher gave pretest to measure students' previous knowledge in writing descriptive text. According to minimum completeness criteria (KKM) of English lesson for the first grade student of SMK AL-FATTAH Bojonegoro, the students must be able to get the score in 70. In fact, the result of pretest both experimental and control group, most of students could not achieve the score. It indicated that students need more attention to their writing.

The researcher found some errors of students' writing in pretest. Before PWIM was applied, the students made many mistakes in terms of content, organization, vocabulary, language use, and mechanics. This condition might be caused teaching method and less writing process, so that the students cannot improve their achievement of writing.

After giving pretest, the researcher gave treatment to the students. In experimental group, the researcher applied PWIM during the treatment. The students were asked to write their ideas from the pictures and arranged into text form. While the control group, they were taught with the same material of descriptive text. During the treatment the students were interested in learning English to improve their vocabulary and grammar. It could be seen from the students' enthusiasm to write descriptive text using PWIM. The researcher gave chance to the students to find a lot

of vocabularies that could described the picture. So they had known what kind of vocabulary they wanted to use related to the topic.

It also influenced the content and organization part because students could not express their thought if they did not have a number of vocabularies. Students' vocabularies also improved when treatment because they did brainstorming in their group, so they could get any vocabulary from others. Moreover, the students wrote their sentences into correct tense after they were given explanation about the tense used to write descriptive text.

The students' writing ability improved when the treatment by using PWIM in term of content and organization, the students were helped to create their writing because they got ideas from the picture such as identify familiar object or adjectives related to the picture. So the students could explore their thought to form sentences and create supporting ideas related to the topic. Then the students also could describe the topic specifically so the content of their writing were easy to understand. Therefore, the researcher gave explanation about how to organize ideas. Students had to pay attention on their paragraph especially coherence and cohesion to make their sentences and paragraph related each other. Then, the students knew what they had to write, they began to write their descriptive text by introductory paragraph and followed by specific information. The mechanics of students' writing also showed better than before. The students would consider their writing, such as pay attention on their capitalization and punctuation after wrote one sentence.

After giving posttest, the findings showed that students' score both experimental and control group improved. Those were proven by the mean score of the students' writing test. In experimental group, the mean score is 53.95 and the standard deviation is 8.133 in pretest. While in posttest, the mean score is 73.05 and the standard deviation is 4.522. For the control group, the mean score is 57.38 and the standard deviation is 12.820 in pretest. In posttest, the mean score is 60.48 and the standard deviation is 12.307. It indicated that there was a significant increase of the students' score in experimental group. In other word, after comparing the mean score and standard deviation of both experimental and control group, researcher found that PWIM significantly improved students writing ability in descriptive text.

There were several factors influencing the result of experimental group higher than control group. Firstly, the PWIM is used to help and guide the students in writing process activities as well as in organizing their writing. Moreover, it is expected to make the students do not get bored while learning process. This model is useful for the first grade students of senior high school to write a descriptive text because it encourages students to express their ideas, opinion, and thoughts on their writing.

Second, the students are interested in writing descriptive text by using Picture Word Inductive Model (PWIM). It was proven by the mean score of students' interest. The mean score is 87.6190 with the Standard Deviation 4.57686 which means it is in positive category according to the range of students' interest score. In other word, this model gives the positive interest to the students. It is known based on the result of the questionnaire which is distributed to the students related to the experimental research. PWIM leads students to have guidance of what to write in their writing because students employ pictures related to content materials under study, they feel a part of the classroom community and can participate in class activities.

The findings of this research goes in line with some previous theory found that picture has many advantages as teaching tools to make the learning process more active and communicative. It is easy to prepare, easy to organize, interesting, meaningful and authentic. It also supported by Wright (1992) stated that picture can motivate students to write and help them to improve their writing ability. It can make students learn enjoyably and easy to understand the topics. Moreover, PWIM appears to be an effective instructional tool in classroom to facilitate students writing through identifying the picture (Swartzendruber, 2007).

The result of this present research also shows something new than previous relevant studies on the use of picture. The improvement is not only students' language skill especially writing but also students' mastery in language element which is their vocabulary. Their vocabulary mastery improves because they have to find any vocabularies from the pictures and also they do brainstorming in whole class, so they get new vocabularies from their friends. Besides that, this research challenges the students to be more active and creative in learning process because the design of presenting PWIM is done by group, because each member of the group has to collaborate to create their descriptive text.

CONCLUSION

Related to the findings and discussion in the previous chapter, it can be concluded that applying Picture Word Inductive Model (PWIM) improves the descriptive writing skill of the first year students of SMK AL-FATTAH Bojonegoro. Furthermore, the first year students of SMK AL-FATTAH Bojonegoro are interested in learning English by using Picture Word Inductive Model (PWIM). The researcher found that all of the students' activities from all of the indicators of interest were reached which could be seen on the students' involvement, feeling pleasure, attraction, and attention in using Picture Word Inductive Model (PWIM).

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