JJEE: Jolly Journal of English Education
Vol. 2, No. 2; December 2024
ISSN: 2986-593X(Online); ISSN: 2986-6944(Printed);
Journal Homepage: http://ejournal.staihwduri.ac.id/index.php/jjee

The Effect Of Using Picture Word Inductive Model (PWIM) Towards Students'Writing Ability In Descriptive Text At Tenth Grade Students Of SMAN 9 Mandau

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ARTICLE INFO

Keywords:

Picture Word Inductive Model (PWIM),Writing Ability

ABSTRACT

This study was carried out find out. The Effect Of Using Picture Word Inductive Model (PWIM) Toward Student's Writing Ability in Descriptive Text at Tenth Grade of SMAN 9 Mandau.". The descriptive quantitative was applied to describe data, with a quasi-experimental research. The study population was all 336 studentsin grade X consisting of 9 classes. Due to the large population, the researcher took a sample of 70 students using cluster random sampling technique. In this study, the average pre-test score for the experimental class was 65.74 and the control class was 54.85. Meanwhile, the average post-test score of the experimental class was 76.58 and the control class was 68.62. Based on the probability scores gathered from SPSS 22, it was shown that the sig. (2-tailed) value for Pair 1 was 0.000 < 0.05. This indicated that there were significant differences in the average students' writing ability between the pre-test and post-test. This meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was

Introduction

English as international language is important to learn for everyone included foreigner students. In learning English, four skills that should be mastered of English students if they want to learn English completely, that are listening, speaking, reading and writing. The four skills should be integrated in the learning process.

English is a crucial international language for communication, requiring mastery of four skills: listening, speaking, reading, and writing. Among these, writing is often considered the most complex due to its demand for creativity and linguistic accuracy. Brown (2001:335) also states that writing is the written

products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

In this research, the researcher focuses on descriptive text. Descriptive text is a type of text whose function is to describe a particular person, place, or thing. Descriptive writing also consists of generic structure and language features. The generic structures of descriptive text are divided into: identification and description. Identification is to identify the phenomenon to be described. Description is to describe parts, qualities, and characteristics of the person or something that is described. Then, the language features of descriptive text are: use simple present, focus on specific participant, use verb being and having, use descriptive adjective, use noun phrase, etc. PW (2006:4)

Based on the preliminary research, the phenomenon observed at SMAN 9 Mandau shows that students experience difficulties in writing, especially in terms of organizing ideas and applying appropriate language structures, which impacts their ability to produce coherent and well-structured texts. These difficulties include a lack of mastery of vocabulary, frequent writing errors, and the inability to compose descriptive text systematically and according to the structure that has been learned.

Based on the explanation above, there is a need to choose the right model ,the researcher offers possible model for the teacher in the process of teaching writing and it makes the students to be better in writing based on the problem faced. One of alternative model that can be learned by the teacher is Picture Word Inductive Model (PWIM). The Picture Word Inductive Model (PWIM) is an effective approach to address students' writing challenges, particularly in organizing ideas and using appropriate language structures. By using pictures, it engages students, builds vocabulary, and helps structure their thoughts for coherent text production. PWIM aligns with the senior high school English curriculum, supports diverse learners, and encourages collaboration, making it a practical and versatile method for improving writing skills.

Picture word inductive model is a satisfying and pleasurable activity for beginning students. They enjoy finding objects and actions in the picture, identifying the picture, saying the words, and adding the word into sentences then paragraph. Calhoun (1999:24) states that The Picture Word Inductive Model motivates the students in learning because most of them become successful.

Based on those explanations, the researcher interested to apply this Model in the process of teaching writing descriptive paragraph at Tenth Grade of SMAN

9 MANDAU and intended to conduct the research on title "***The Effect of Using Picture Word Inductive Model (PWIM) Towards Students' Writing Ability in Descriptive text at Tenth Grade Students of SMAN 9 MANDAU"***

Picture Word Inductive Model (PWIM)

Picture word inductive model,Calhoun (1999:21) states that the Picture Word Inductive Model is an inquiry-oriented language arts for teaching beginning reading and writing that use pictures containing familiar objects, actions and scenes to draw out words that they have listed and spoken. This approach builds vocabulary, promotes active engagement, and helps students connect words to meaningful contexts.

Walford in Ningrum (2015:25) states that the Picture Word Inductive Model (PWIM) is designed to teach that helps the students to develop literacy skills. It has been used for developing understanding, building vocabulary, and acquiring reading and writing. It means that Picture Word Inductive Model is a teaching that can improve fourth skill in English such as listening, reading, speaking and writing.

In this research, Picture Word Inductive Model 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.

From the explanation above, it concluded that Picture Word Inductive Model uses picture as a model for the students to think inductively, from the specific thinking (see the words and pictures) to general thinking (make the pictures and the words that available become a sentence then paragraph). It of course can use toward students' writing ability with consider for the component of writing itself especially in vocabulary, grammar, gathering the idea, mechanic, and language use too.

The Picture Word Inductive Model (PWIM) has been widely recognized for its practical applications in improving students' writing skills. This model utilizes pictures to engage students and develop their vocabulary, which serves as a foundation for constructing sentences and paragraphs. The integration of visual elements allows students to think inductively, progressing from specific observations to broader generalizations, making it an effective approach for language learning.

According to Calhoun (1999) there are several advantages of PWIM:

1. Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to

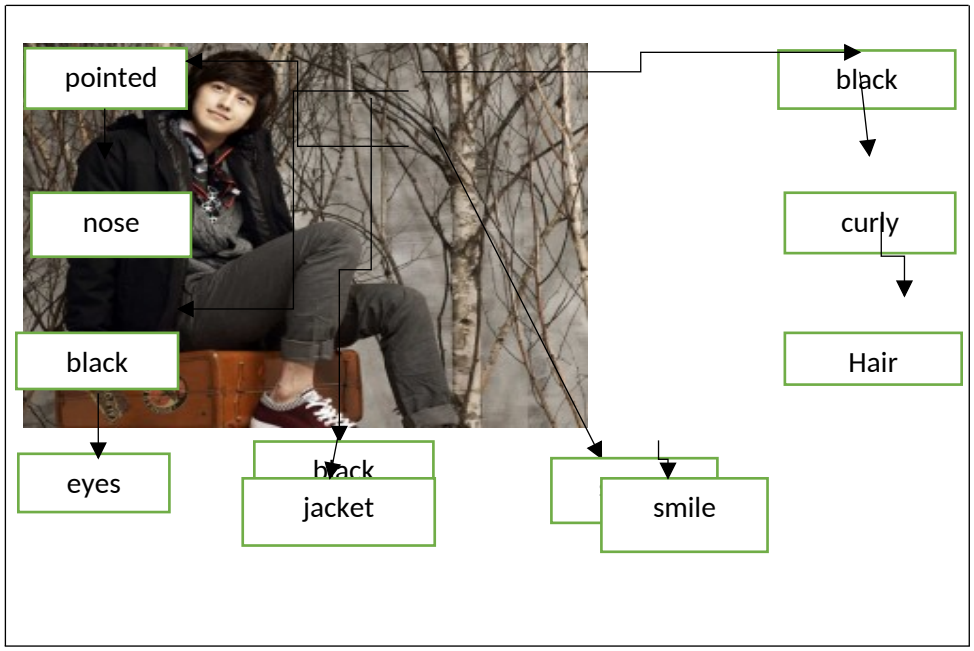
their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
2. Students hear and see letters identified and written correctly many times.
3. Students hear the words spelled correctly many times and participate in spelling them correctly.
4. In writing the sentences, the teacher uses Standard English (transforming students' sentences if necessary) and uses correct punctuation and mechanics (e.g., commas, capital letters). As different mechanical and grammatical devices are used, the teacher describes why the device is used. After many lessons and experiences with the teacher modeling the devices, the students learn how to use them too.
5. It can be used to teach phonics and spelling both inductively and also it is designed to capitalize on students' ability to think inductively

Disadvantages of Picture Word Inductive Model

a. The pictures that are used might not interest the students.
b. The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class.
c. The model is time consuming.

a. Model of Picture Word Inductive Model

Basically, Picture Word Inductive Model which uses the advantage of picture as the learning media in teaching and learning process. Picture Word Inductive Model consists of pictures which are familiar to the students. It is to make the students able to identify it easily. Picture which used in the material are having some key words to make students find out what they will write about. The picture which have some words or key words are called picture word chart. Here is the example of picture word chart:



b. Procedure of Picture Word Inductive Model

This procedure of Picture Word Inductive Model by Calhoun (1999:23), which is:

1. The teacher selects a picture.
2. Ask the students to identify what they see in the picture while prepare supporting vocabulary that relevant with the picture.
3. The teacher labels the picture parts identified (draw a line from the identified object or area, while say the word and write the word).
4. The teacher Asks students to read the words (say the word, and pronounce it)
5. 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.
6. The teacher divides students into pairs groups then asks each them in the pair to generate sentences then draft a descriptive paragraph. Before the students start drafting, the teacher shows to the students a sample of descriptive text.
7. After finished, ask the students to change their paper with their friends in the pair and revise its.
8. Then ask them to rewrite the descriptive text clearly.
9. After the students finish, ask them to collect their paper. Then choose several students to share their descriptive text to their friends in front of

the class.

Writing

Meyers (2005 : 2) states that writing is a way to produce language which you do naturally when you speak. Writing is communicating with others in a verbal way.Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Moreover, Harmer (2004:31) defines writing is way to produce language and express idea, feeling, and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then the elements have to be presented in learning activities.

From the definitions above the writer can conclude that writing is a process of thinking deeply and transfer it into the form of written text by considering the reader and also the components of writing it self, in order to make it understandable. By writing, we can share our idea, feeling or anything that exists in our mind, and then it is written on a paper or nowadays on a computer screen.

There are five significant components in writing. Those are a content, organization, vocabulary, language use, and mechanic Jacob(1982) The detailed explanations are as follows:

1. Content
2. Organization
3. Language Use
4. Vocabulary
5. Mechanic

From the explanation above, the researcher assumes that in measuring writing,five aspects should be seen namely content, organization, vocabulary,language use, and mechanic. All aspects should be measured based on the criteria andscore provided. In assessing students' writing descriptive text pre-test andpost-test, the researcher useda scoring rubric of the five components of writing above.

Descriptive Text

Descriptive text is a kind of texts used to describe, people, animals, objects etc. according to Nunan (2003) stated that descriptive text is a text that describe a particular person, place or thing. Oshima and Hague (2007) stated that descriptive is kinds of writing which tells how a person, thing, or an animal looks, feels, smells, taste, and/or sounds.From all those statements above, the researcher can conclude that descriptive text is kind of text used to describe person, animals, place, objects and etc. thich tells their characteristic. Thus, making people feel that they are observing or seeing the object described directly.

Based on the explanation above description the research concluded that the descriptive text is a text that describes the character of a person, place, or thing. The descriptive text describe the object especially it can make the readers see, touch, smell, listen or test the object. Therefore, the students have to know the object well.

a. Social Function of Descriptive Text

Generally, the main function of a descriptive text is to describe an object (Nunan, 2003). In particular, adescriptive text has the following functions:

1) Giving information about a particular object by describing its features and specialCharacteristics.
2) Giving information about a particular object by describing its physical attributes,behaviors, functions, etc.The Generic

b. Generic Structure of Descriptive Text

The students should master the generic structure of descriptive text before writing a descriptive text.In general,the generic structure of descriptive text consists of two parts (PW, 2006) :

1) Identification
2) Descripton

From the explanation above the researcher concluded that to write descriptive text, the writer does not write immediately.There is a generic structure that must be followed namely identification and description.They should be connected.It can make the messages of the text will be more easily conveyed to the reader.

Method

This research was experimental research. Which used quasi-experiment. According to Muijs (2004:26) "quasi-experimental design is meant to approximate as closely as possible the advantages of experimental design where the problem mentioned above occur". There was be two classes (experimental group and control group), both of them were given a pre-test and posttest. The study would be conducted from March 2023 until May 2024. This research would be conducted at school in SMAN 9 Mandau. The population in this research was the Tenth grade of SMAN 9 Mandau 336 participants.

According to Gay and Airasian (2000:121), sampling involves selecting a portion of individuals from a population to represent the entire group. In this study, the researcher employs cluster random sampling, which involves selecting groups

that share similar characteristics. From a total of nine groups, two are chosen randomly to serve as the sample.

Table 1: Sample from class X.2 and X.3

Class	The Number Of Students		
	Man	Woman	Total
X.2	16	18	34
X.3	14	20	34
Total	30	38	68

Finding and Discussion

1. Descriptive Statistic

Table2: Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experiment	34	39	42	81	65.74	10.503
Post Test Experiment	34	31	62	93	76.59	8.489
Pre Test Control	34	37	35	70	54.85	7.890
Post Test Control	34	38	52	87	68.62	7.422
Valid N (listwise)	34					

Based on the table above, the pre-test scores for the experimental class, consisting of 34 students, had a minimum score of 42 and a maximum score of 81. The mean of the pre-test scores for the experimental class was 65.74, with a standard deviation of 10.503. The post-test scores for the experimental class, with 34 students, had a minimum score of 62 and a maximum score of 93. The mean of the post test scores was 76.59, with a standard deviation of 8.489.

Meanwhile, the pre-test scores for the control class, consisting of 34 students, had a minimum score of 35 and a maximum score of 70. The mean of the pre-test scores for the control class was 54.85, with a standard deviation of 7.890. Lastly, the post-test scores for the control class, with 34 students, had a minimum score of 49 and a maximum score of 87. The mean of the post-test scores was 68.62 with a standard deviation of 7.422

2. Tests of Normality

Table 3: Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score Writing	Pre-Test Experiment (PWIM)	.115	34	.200*	.952	34	.137
	Post-Test Experiment (PWIM)	.141	34	.083	.966	34	.367
	Pre-Test Control	.111	34	.200*	.958	34	.219
	Post-Test Control	.168	34	.016	.942	34	.071

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table, the data on Pre Test and Post Test were normally distributed. It could be seen from the Sig. score of Pre Test Experiment that was higher than the level of significance (0.200>0.05)

Then the Sig. score of the Post Test Experiment is higher than level of significance (0.083>0,05). Next, the Sig, score Pre Test Contest is higher than level of significance (0.200>0.05). And the last the Sig. score Post test Control was also higher than the level of significance (0.016> 0.05). So, it showed that the data was normally distributed.

3. Paired Sample T-test

The paired sample t-test was used to determine whether there was a difference in the means of two paired samples. The requirement was that the data be normally distributed. The paired sample t-test was employed to address the problem formulation "The Effect Of Using Picture Word Inductive Model (PWIM) Toward Students' Writing Ability In Descriptive Text At Tenth Grade Students Of SMAN 9 Mandau".

Table 4: The result of t-test from Pre Test and Post Test Score

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test Experiment	65.74	34	10.503	1.801
Post-Test Experiment	76.59	34	8.489	1.456

Pre-Test Control	54.85	34	7.890	1.353
Post-Test Control	68.62	34	7.422	1.273

Based on Table IV.6, it was noted that for Pair 1, the mean of the pre-test for the experimental group was 65.74, and the mean of the post-test for the experimental group was 76.59. For Pair 2, the mean of the pre-test for the control group was 54.85, and the mean of the post-test for the control group was 68.62. It could be concluded that there were significant differences in the average students' writing ability between the pre-test and post-test. To answer the problem formulation, the paired sample t-test was conducted on the pre-test data of the experimental group compared with the post-test data of the experimental group. Similarly, the pre-test data of the control group was compared with the post-test data of the control group.

Table 5: Paired Sample T-Test Experiment Group and Control Group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-10.853	13.032	2.235	-15.400	-6.306	-4.856	33	.000
Pair 2	Pre-Test Control - Post-Test Control	-13.765	4.843	.831	-15.455	-12.075	-16.571	33	.000

Based on Table 5, in interpreting the paired sample t-test, the researcher compared the data by examining the significance value. If the probability was greater than 0.05, it meant that the null hypothesis (Ho) was accepted. If the probability was less than 0.05, it meant that the alternative hypothesis (Ha) was accepted. For Pair 1, the obtained sig. (2-tailed) value was 0.000 < 0.05. It could be concluded that there were significant differences in the average students' ability in writing between the pre-test and post-test. This indicated that there was an effect of using Picture Word Inductive Model (PWIM) Towards students' writing Ability, meaning that the alternative hypothesis (Ha) was accepted.

4. Test of Homogeneity

Table 6: Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score Writing	Based on Mean	3.211	1	66	.078
	Based on Median	2.520	1	66	.117
	Based on Median and with adjusted df	2.520	1	65.686	.117
	Based on trimmed mean	3.277	1	66	.075

Based on the table, it was clear that significance of homogeneity of variance is normally distributed. The value of the Lavene test show in the Based on Mean with Sig. of 0.078>0.05, which means that the variance is called homogeneous.

5. Independent Sample T-test

Table 7: Independent Samples T-Test
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
ScoreWriting	Post test Eksperimen	34	76.59	8.489	1.456
	Post test Control	34	68.62	7.422	1.273

From the table, it was seen that the mean of the post-test in the experimental group was 76.59, while the mean of the post-test in the control group was 68.62. The standard deviation and standard error ofthe post-test in the experimental group were 1.456 and 1.273, respectively, while the standard deviation and standard error of the post-test in the control group were 7.422 and 1.273, respectively.

Table 8: The Independent Sample T-Test of Post-test Score in theExperiment
Group and Control Group

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
ScoreWriting	Equal variances assumed	3.211	.078	4.122	66	.000	7.971	1.934	4.109	11.832
	Equal variances not assumed			4.122	64.844	.000	7.971	1.934	4.108	11.833

From Table 8, in interpreting the independent sample t-test data, the researcher compared the data by examining the significance value. If the

probability > 0.05, it meant there was no significant difference. If the probability < 0.05, it meant there was a significant difference.

Based on the probability scores gathered from SPSS 22, it was shown that the sig. (2-tailed) value was smaller than 0.05 (0.000 < 0.05). Thus, the researcher could conclude that there was a significant difference in students' ability in writing between the experimental group and the control group after using the Picture Word Inductive Model for the experimental group and no model for the control group at tenth grade students of SMA N 9 Mandau.

6. The Statistical Hypothesis

Based on the independent sample t-test results gathered from SPSS 22, it was shown that the sig. (2-tailed) value was smaller than 0.05 (0.000 < 0.05). The researcher could conclude that there was a significant difference in students' writing ability between the experimental group and the control group after using the Picture Word Inductive Mode for the experimental group and no model for the control group at the tenth grade students of SMA N 9 Mandau. This meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

Conclusion

Based on the data presentation and analysis, it could be concluded that the effect of using picture word inductive model (PWIM) towards students' writing ability in descriptive text at tenth grade students of SMAN 9 Mandau was as follows :

1. Based on the data analysis from the paired sample t-tests, it was found that the post-test scores of the experimental group and the control group, as analyzed using the independent sample t-test in SPSS 22, showed that the sig. (2-tailed) value was smaller than 0.05 (0.000 < 0.05). This indicated that there was a significant difference in students' writing ability between the experimental group and the control group after using the Picture Word Inductive Model for the experimental group and no model for the control group at the tenth grade students of SMAN 9 Mandau.
2. The students' writing ability in descriptive text before using the picture word inductive model at tenth grade students of SMAN 9 Mandau showed no significant improvement and was classified at an adequate level. However, after using picture word inductive model, their writing ability in descriptive text improved and was classified at a good level. And the students' writing ability shows.
3. There was a significant effect on students' writing ability after using picture word inductive model (PWIM) compared to before using the model, at the eleventh grade students of SMAN 9 Mandau.

Acknowledgements

The Researcher wishes to express special thanks to Mr. Dr. Mohd. Rafi Riyawi M.Pd.I as the researcher supervisor. Thank you advance for your correction, suggestion, guidance, and kindness in completing this article.

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