The Effect of Picture Word Inductive Model on Students' Writing Skill

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ABSTRACT

The objective of this research is to find out the effect of the Picture Word Inductive Model on students' writing skills in writing descriptive text. The Picture Word Inductive Model is a great strategy for teaching writing, especially writing descriptive text. Quantitative analysis is applied to draw findings of this research by using pre-experimental research in which the pretest and posttest design is adopted. The sample of this research is 31 students of junior high school. The data of the research is collected through writing tests distributed before and after the treatment. The improvement of the mean value of pretest and posttest is used to analyze the impacts on students' writing ability. Further, the T-test is used to prove the hypothesis to reveal the effectiveness of the model in teaching writing descriptive text. The result shows that the Picture Word Inductive Model (PWIM) is effective to teach writing descriptive text and it gives a positive effect on students' writing skills.

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

INTRODUCTION

Writing is an activation process in which the writer converts thoughts into language. As explained by Palmer (2001) writing is an activity that lets the students explore and express their ideas, to communicate what they think and know. In other words, writing is one of the ways to students interacts with others. They convey the message, ideas, and opinions in written form. There is no facial expression or intonation like in spoken communication. Therefore, the students have to write as clear as possible in expressing their thought to make the understandable text. In creating writing as the final product, students need to follow some other action for completing the writing and those are note-taking, identifying ideas, outlining, drafting, and editing.

In Junior High School, students learn about several kinds of text, they are descriptive text, narrative text, recount text, and procedure text. As mentioned in the curriculum of education, the scope of learning English at Junior High School is the students have to understand and able to produce them. For the seventh grade, students concern to master descriptive text. Descriptive text is to describe a particular thing, people, and place. In

composing the text, students have to know well some information about the object that will be described

Teachers presume that teaching writing is not easy to be done since some writing elements such as format, mechanics, content, grammar, organizations, and sentence structure are complex (Taufiqulloh, Yuvita, & Sulistianingsih, 2018). According to Richards & Renandya (2002), writing is the most difficult skill for a second language learner to be mastered. Students have many problems when they are asked to write a certain text. Lack of ideas, limited vocabulary, and lack of mastering grammar become their obstacles in producing a text (Prastika, Setiawati, & Sumekto, 2018; Yulianawati, 2018). When students lack ideas, they cannot think about what to write and how to write. They spent much time on this phase. Besides, lack of vocabulary limits the students in developing the topic, they do not have words to deliver their ideas. Furthermore, their grammar mastery also affects their writing ability. The students who do not master the grammar, cannot produce good work. All of those problems cause the students do not enjoy and unmotivated to write. In their mind, writing is a boring activity.

To help the students in writing descriptive text, a strategy is needed in teaching-learning activity. It is used to improve the effectiveness of learners' learning. It means that strategy is necessary for the learning process. Teachers need a strategy in delivering the lesson material. By using strategy, they transfer the knowledge effectively. Moreover, strategy influences the success or failure of learning activity. A good strategy makes classroom activities running maximal. Therefore, the objectives of the lesson will be achieved.

In writing class, the use of strategy helps the teacher to create an interesting and enjoyable circumstance. The students are excited during the lesson. It motivates the pupils in teaching-learning activities. Thus, they can create their best opus. In teaching writing, the teacher has to desire the best strategy to be implemented. One of the strategies is the Picture Word Inductive Model. Theoretically, the Picture Word Inductive Model is one of the techniques which is appropriate to apply in teaching writing descriptive text. Picture Word Inductive Model (PWIM) is a model of teaching using pictures and words containing familiar objects and design to capitalize on students' ability to think inductively (Calhoun, 1999). By using the picture, students identify all the things that they see, classify the words according to part of speech and make sentences.

Practically, the Picture Word Inductive Model can be used to solve students' problems in writing. It is a proper solution to be applied to the students who have a problem related to

ideas, vocabulary, and grammar ability. This strategy assists the students to find new vocabularies by identifying all the objects in the picture and supports them to familiarize themselves with the words. They collect the words that needed to describe the picture. In the learning process, the students labeling and spelling the name of objects many times which helps them in memorizing and avoiding error spelling. Besides that, the Picture Word Inductive Model leads the students in grouping words into part of speech in a word bank which aims the students in making a sentence incorrect grammatical. Besides, it helps the students in generating and organizing their idea.

Based on the background above, it is necessary to formulate the problem of the study as following: Is the use of Picture Word Inductive Model effective to teach writing descriptive text to the seventh-grade students of SMP Negeri 1 Bulakamba in academic year 2018/2019?

REVIEW OF RELATED LITERATURE
Picture Word Inductive Model

Picture Word Inductive Model is a strategy involved in the inductive approach. Inductive teaching is a model in which students learn how to organize and categorize data: subject knowledge, skills and comprehending they are learning. Picture Word Inductive Model (PWIM) is an inquiry-oriented language arts strategy using pictures containing familiar objects (Calhoun: 1999). It is designed to capitalize on children's ability to think inductively. The students are stimulated from specific thinking into general thinking where they see the pictures and words then make the words into the paragraph. Besides that, the Picture Word Inductive Model uses an integrated language arts approach to teach reading and writing. It contains the component skills of phonetic analysis, structural analysis, spelling, and mechanics. The Picture Word Inductive Model leads the students to how to pronounce the words, place the words in a sentence, and avoid misspelling in writing it.

Besides, Picture Word Inductive Model can be applied in big classes, small groups, and individuals to guide them into exploring words, adding words to their sight-reading and writing vocabularies, finding phonetic and structural principles, and using observation and analysis in their study of reading and writing. Moreover, the picture-word chart is the basic material for the Picture Word Inductive Model lessons. The picture-word chart includes the picture and the words that are identified or "shaken out" of the picture by the students. The chart is used throughout the series of lessons and is a source of curriculum content. The words that have been written on the paper surrounding the picture, the chart becomes an

illustrated dictionary. The dictionary supports the language used by the class as a group and as individuals and needs to be posted where students can use it to support their reading, their writing, and their independence as learners.

Implementation of Picture Word Inductive Model

Calhoun (1999) explains that there are some steps must be followed by the teacher in applying the Picture Word Inductive Model in teaching-learning activity. First of all, the teacher determines a picture that will be presented to the students which are appropriate to the lesson material. Second, the teacher asks the students to identify what they see in the picture carefully. Third, the teacher requests the student to mention about the objects found in the picture. Fourth, the teacher labels the picture parts identified (draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then pronounce it).

Fifth, the teacher instructs the students to read the words and classify the words into a variety of groups. Sixth, the teacher assists the pupils to add words to the picture-word chart and the word banks. Seventh, led by the teacher, the pupils create a title for the picture-word chart. Eighth, the teacher instructs the students to generate a sentence, sentences, or a paragraph about the picture-word chart. Ninth, the teacher asks the students to classify sentences; model putting the sentences into a good paragraph. Finally, together, the teacher and students read and review the sentences and paragraphs.

The Picture Word Inductive Model in Teaching Writing

The teacher should give a good strategy to make students enjoyable and think freely about what they want to write and help them to generate the idea in the process of writing to help them write easily. Picture Word Inductive Model (PWIM) helps students to solve their problems in writing for this strategy is designed to teach reading, writing, and language system. It leads students to enlighten each object in the picture they will describe. Through this Model, students develop their descriptive writing based a picture easily. Therefore, it improves the quality of students' writing. The purpose of PWIM is not only to exploit students' ability to think inductively but also generalize the basic structural and phonetic analysis. In addition, this strategy develop vocabulary concepts, paragraph, and sentence structure.

METHOD

In conducting this research, pre-experimental research using One group pretest-

posttest design has been applied. This study was conducted to find out whether the Picture Word Inductive Model (PWIM) is effective to teach writing descriptive text. In implementing one group pretest-posttest design, a class was needed as the experimental group. The group has been taught by using the Picture Word Inductive Model (PWIM).

One group pretest-posttest design was applied to measure improving students' writing ability in writing descriptive text. The seventh-grade students of SMP Negeri 1 Bulakamba in the academic year 2018/2019 were chosen as the participant of this research. The number of students was 340 students and the sample was 31 students.

The phases in collecting the data of this research were pretest, treatment, and posttest. First, writing tests as a pre-test given to the students to get their first score before they were being taught by using the Picture Word Inductive Model. Then, PWIM as the treatment was implemented to the experimental group. Next, the experimental group was provided a writing test once more as the post-test. Finally, by analyzing the first and second scores, the hypothesis would be answered.

RESULTS AND DISCUSSION

This research describes the effect of applying the Picture Word Inductive Model in teaching writing descriptive text to the seventh-grade students at SMP N 1 Bulakamba in the academic year of 2018/2019. Picture Word Inductive Model was applied as the treatment to increase students' writing ability in writing descriptive text. The data was collected by conducting pre-test and post-test before and after the treatment. The result of the pre-test and post-test was analyzed to find out whether the Picture Word Inductive Model gives a positive effect to increase students' writing ability on writing descriptive text or not.

Pre Analysis Testing

Pre-analysis testing was done as a requirement before computing the data by using statistical analysis. The Pre-analysis test was used to examine the homogeneity and normality of the data sample. It was testing the homogeneity of the sample, whether the sample had similar competence in writing. The writer took the result of the pre-test and post-test for quantifying it. One-way ANOVA by using the Levene test was applied to examine whether the sample was homogenous. The result of the homogeneity test as follows:

Table 1 The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
0,653	1	60	0,422

In examining the homogeneity of the sample, the significance of the value becomes the standard. The sample was called homogenous if the significance value was higher than 0,05. The significance value of the table above was higher than 0,05 (0,422>0,05). It could be concluded that the sample of this research was homogenous.

The normality test was used to analyze the normality of the sample. We took the result of the pre-test and post-test in quantifying it. The Shapiro-Wilk was applied to examine whether the data distribution was normal. The result of the normality test as follows:

Table 2 The Result of Normality Test

	Shapiro-Wilk		
	Sig.Statistic	Df	Sig.
Pre-test	0,985	31	0,933
Post-test	0,981	31	0,848

In examining the normality of the sample, the significance of the value became the standard. The sample was called normal if the significance value was higher than 0,05. The significance value of the table above was higher than 0,05. The pre-test result was normal (0,933>0,05). The post-test result was normal, too (0,848>0,05). It could be concluded that the distribution of the data was normal.

Hypothesis testing was taken to prove the hypothesis of the research. In proving the hypothesis of this research, we used SPSS 23 for windows by computing the data from the pre-test and post-test. The result was gotten by using the paired test. The description of the result as follows:

Table 3 The Result of Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	60,13	31	9,932	1,784
Post-test	67,61	31	8,429	1,514

Table 4 The Result Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-Post Test	31	0,969	0,000

To find out the positive effect of the Picture Word Inductive Model, the mean value both pre-test and post-test were compared to measure the improvement of students' writing ability. Table 4 showed that the mean value of the post-test was higher than the pre-test (67.61>60.13). It interpreted there was a significant difference between the students before and after being taught by using the Picture Word Inductive Model in teaching writing descriptive text. Further, table 4 showed that the correlation between the students' scores before and after the treatment was r = 0,969 with probability (sig) = 0, 000. It means the students' score before and after the treatment has a strong correlation since r value was close to 1.

Moreover, to prove the hypothesis of the research, the t-value become the standard. The hypothesis will be accepted if the t-value was higher than the t-table.

Table 5 The Result Paired Samples Correlations

	Paired Differences							
	Mean	Std. Devia-tion	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pre-Post Test	7,484	2,731	0,490	8,486	6,482	15,258	30	0,000

Table 5 indicated that the t-value was 15.258 and the df was 30, while the t-table from the df 30 was 2,042. It means that the t-value was higher than the t-table (15,258>2,042). Therefore, it was concluded that the Picture Word Inductive Model gives a positive effect

on students' writing ability in writing descriptive text.

Based on the pre-test result, students appear to have some difficulties in writing a descriptive text. The students were lack of ideas. They could not think of what to write and how to write. Poor mastery of vocabulary also comes to their problem in writing. Students were limited in elaborating their content writing, they just less expressed and could not enlarge their ideas caused they did not rich in vocabulary. Grammar mastery was also their problem that caused students to made a lot of mistakes in constructing sentences by using the simple present tense as the language feature of the descriptive text. Moreover, the students had little attention to the organization of the text and the mechanics of writing. They wrote down a descriptive text without concern to its generic structure. They also ignored the use of punctuation and capitalization, and sometimes they got errors in the spelling of writing words.

To cope with those students' problems in writing, the writer used the Picture Word Inductive Model to treat the students to improve their writing ability on writing descriptive text. The application of the Picture Word Inductive Model as the treatment was conducted in six meetings. The time allocation for each meeting was 2 x 40 minutes.

The Picture Word Inductive Model was applied in the whole of the class, small groups, pairs, and also individuals with the same procedures but used the different pictures in every meeting. Based on the observation of the students' work in the activity of each meeting, there is progress in students' writing ability. The students' vocabulary mastery increased so they could elaborate their content writing and describe the object in detail. Moreover, most of the students understood the descriptive text well, therefore they were able to present their ideas in the well organization. Furthermore, they were also able to create a sentence in a good structure. They became more understand about the part of speech as the basis for constructing a sentence. Also, they were trained to pay attention to the mechanic in writing, such as punctuation, capitalization, and spelling, so they were able to decrease their mistake.

It was found that there was a positive effect of the Picture Word Inductive Model in teaching writing descriptive text. It increased the students' writing ability in writing descriptive text. It is supported by the result of data analysis that has been done by the writer. The result shows that the mean value of the post-test was higher than the mean value of the pre-test (67,61>60,13) and the correlation between the students' scores before and after the treatment was r = 0,969. It indicated that there was an influence of the Picture Word Inductive Model to students' writing ability on writing descriptive text.

By conducting the research, it was known the supremacy of the Picture Word Inductive Model stand on the beginning stage, which gave the value contribution to help the students in finding out and delving the words well since in the end, they are being able to apply the words in sentences and combined into the paragraph. In this case, the students were asked to identify all the objects in the picture provided to obtain all the information, then, they drawn a line of the objects and labeled the objects by seeking the name of those objects in their dictionary to train the students to learn independently and guide them to brainstorm their ideas during the initial writing.

As stated by Kurniawati & Khomariyah (2018) the students get many words of the pictures before writing that helps them to develop ideas in writing. Then, by leading the students to classify the vocabularies had been gained to the part of speech in a word bank that had been made by the writer, therefore, the students got information about the part of speech as the basic knowledge in constructing a sentence. The students knew the word involved in adjectives, nouns, or verbs. Thus, the students were being able to create a sentence in good grammatical. Moreover, they also got the information about the color, shape, or condition of the object identified in the picture that they were needed to describe the picture. After the students completed those activities, together, the writer and the students read and spelled the name of those objects many times. The students repeated the teacher's utterance, so the pupils were helped in memorizing the words quickly and avoiding error spelling in the writing process since they saw the letters when labeled them in the whiteboard.

Therefore, in this way, students understand how to write the words entire objects in the picture correctly. Subsequently, the teacher-led the students to make a title for the picture-word chart as the guidance in producing a text. Lastly, they arranged the sentences into a good paragraph. The application of the Picture Word Inductive Model in teaching writing encouraged the students to be active in following teaching-learning activities. The use of colorful pictures and familiar objects attracted the students" interest, so they were not busy making a joke with their friends, however, they gave their attention to the lesson. Also, the Picture Word Inductive Model taught the students from simple things to a complex one. Step by step, it presented the materials, introduced new vocabulary to the pupils that already study English, especially in writing. In writing class, this strategy created fun and pleasure circumstances. It did not let the lesson run monotonously.

The Picture Word Inductive Model brought out the students actively involved in each activity and felt like a part of the classroom community. It can be seen from the students'

responses to the lesson. The students competed with each other to find and wrote down the name of the objects in front of the class. Most of them were not ashamed to come forward to the class. They shared their ideas enthusiastic. They not only tried to create sentences but also corrected their mistakes. During the lesson, we facilitated and guided them to do from one activity to another. Besides that, they could interact with the writer to ask some questions. At the end of the lesson, the writer always gave them feedback.

CONCLUSION

The result of the research shows that there is an improvement in students' writing ability before and after taught by the Picture Word Inductive Model (PWIM) and there is a positive effect on students' writing ability on writing descriptive text. This model is essentially needed to apply in teaching writing especially in writing descriptive texts for junior high school students.

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