

Teaching Writing Descriptive Text by Using Picture Word Inductive Model (PWIM) to the Eighth Grade Students of SMP Negeri 2 Lawang Wetan in Musi Banyuasin Districts

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Abstract

The objective of this study was to find out whether or not there was a significant difference in descriptive writing achievement of the eighth grade students of SMP Negeri 2 Lawang Wetan in Musi Banyuasin Districts before and after they were taught by using Picture Word Inductive Model (PWIM). The population of this study was all of the eighth grade students of SMP Negeri 2 Lawang Wetan in academic year of 2017/2018 with the total number of 192 students. Sixty four students were taken as a sample and divided equally into two groups, experimental and control group. The method used in this study was quasi-experimental design which used **pretest-posttest design**. Writing test was used as the instrument in collecting the data. The test was administered twice as the pre-test and the post-test. The result of the test was analyzed by using T-test (paired sample and independent sample t-test) through Statistical Package for Social Science (SPSS) 21 for Windows. The results of paired sample t-test showed that there was a significant difference in descriptive writing achievement of the eighth grade students of SMP Negeri 2 Lawang Wetan before and after they were taught by PWIM. Based on the results of independent sample t-test, it was found that there was a significant difference in descriptive writing achievement between the students who were taught by using PWIM and those who were not.

Keywords: *teaching writing descriptive text, picture word inductive model (PWIM)*

Introduction

There are four language skills which the students should have, namely: listening, speaking, reading, and writing. Those four English skills are all important to be mastered. However, some experts believe that writing can be regarded as a fundamental skill in English as Foreign Language (EFL), since it needs thinking, forces students to organize their ideas, and requires a good command of the knowledge to be written on. Moreover, according to Waring (2007) "first, writing is a vehicle for thinking; second, writing is intimately connected with reading; third, writing is uniquely individual; fourth, writing is an effective means of studying" (P. 18). It shows that writing skill is very important and useful for students' success in their study, especially in learning English.

Research Question

The problem of the study was formulated in the following question, “Was there any significant difference in writing descriptive text achievement of the eighth grade students of Students of SMP Negeri 2 Lawang Wetan in Musi Banyuasin Districts before and after they are taught by using Picture Word Inductive Model?”

Literature Review

1. The Concept of Writing

Writing is one of four basic language skills that every student of a foreign language learns. Since good writing helps the readers to understand the ideas as clearly as possible, the students should present clear ideas, thoughts and expression. According to Byrne (1988, p. 1-3), writing is the act of forming graphic symbols, that is letters or combinations of letters and then the symbols have to be arranged to form sentence. Moreover, writing involves the *encoding* of a message of some kind: that is, we translate our thoughts into language. He also adds writing is a task which is often imposed on us, perhaps by circumstances. This is not only has psychological effect; it may also cause a problem in terms of content – what to say. Being at a loss for ideas is a familiar experience to most of us when we are *obliged* to write.

Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. So, in writing writers formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar (Ager, 1998). Moreover, writing is composing activity in written form (Diem, 2011, p. 103). According to Diem (2011, p. 103) writing as the combination between process and product.

2. The Concept of Descriptive Text

Descriptive text describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its feature without including personal opinion (Anderson & Anderson, 1997).

According to Derewianka (1990, p. 53) the language features of descriptive texts are as follows:

- 1) Specific participants (my cat),
- 2) Some action verbs, especially when describing behavior (climb, eat erupt)

- 3) Many linking verbs (is, are, has, have, belongs to)
- 4) In the present tense (I have a cat.)
- 5) Descriptive language, but factual and precise rather than imaginative or lively;
E.g. to convey
What they look like (color, shape, size, etc.)
What they have (body, parts, components, etc.)
What they do (habits, behavior, functions, uses, Etc.)
- 6) Language for defining, classifying, comparing, and contrasting (are called, belong to, can be classified as, are similar to, are more powerful than)
- 7) Likely to contain technical vocabulary.
- 8) The writing is in relatively formal and objective style. The use of first person pronouns (I, we) and the writer's opinion are not generally appropriate in this type of writing.

3. Types of Description

According to Boardman (2002, p. 6) the three types of description you will find most useful are:

a. Description of a place

For Descriptive paragraphs and shorts essays, it is best to limit the description to a small place (a room), a house instead of something as large a city or a country.

b. Description of Person

In a descriptive of a person, you must be selective. You cannot write a biography or tell everything you know, that will take far too long. You may write about the person's performances, character, or personality. When writing a descriptive text the students have to know the procedures in order to be able to produce a good writing.

c. Description of Things

In a descriptive of thing, you might need to describe about colors, forms, and characteristic from that thing which you will describe.

4. The Concept of Picture Word Inductive Model (PWIM)

As Curtis and Bailey (in Wood & Tinajero, 2002) state that, "Pictures provide something to talk about. They take the focus off the language learner during oral practice and turn it to the picture". A picture can evoke mental images to help second language learners recall a term or concept. Pictures can be used with any and all

languages, are easily accessible, and can be used to reinforce literal, critical, and creative thinking.

Calhoun (1999) developed the Picture Word Inductive Model (PWIM), which uses pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies. This model helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words. Thus, the student can also learn the picture from oral (listening and speaking) language to written (reading and writing) language.

5. The Advantages of Picture Word Inductive Model (PWIM)

According Calhoun (1999), there are some advantages if we do Picture Word Inductive Model. They are:

1. The strategy emphasizes phonics, grammar, mechanics, and usage of Standard English.
2. Pictures provide concrete referents for the learning of new words, phrases, and sentences.
3. Because students are using pictures related to content material under study, they feel a part of the classroom community and can participate in class activities.
4. The picture word chart serves as an immediate reference to enable students to add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
5. Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning to newly encountered words.
6. Students hear and see words spelled correctly and participate in the correct spelling and writing.
7. Learners benefit from the teacher modeling of the key words and concepts. With extensive practice, they can begin to learn how to create sentences and paragraphs related to the subject under study.

6. Teaching Writing Descriptive Text by Using Picture Word Inductive Model (PWIM).

Picture word inductive model (PWIM) is an appropriate strategy in gaining the

students interest in acquiring English as the second language in their early ages. Calhoun, (1999, p. 24) says that, for most of beginning readers and writers, the picture word inductive model (PWIM) is an interesting and enjoyable activity where the students can enjoy gaining object and events through picture.

Basically PWIM is a strategy which uses the advantage of picture as the learning media in teaching and learning process. PWIM 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:



Writing with picture is strategy to lead learner into inquiring word illustration. (Calhoun ,1999, p. 21) told that "The 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. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies. As the teacher writes words on the paper surrounding the picture, the picture word chart becomes an illustrated dictionary. There are steps of Picture Word Inductive Model (Calhoun, 1999, p. 23) :

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label 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 to pronounce it).
4. Read and review the picture word chart aloud.

5. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g. instance, beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.

Method of the Study

In this study, the writer used quasi-experimental research method. Christensen (1991) says that a quasi-experimental research method is an experimental design that does not provide for full control of potential confounding variables primarily because it does not randomly assign participants to comparison groups. Quasi-experimental research exists for situations in which a complete experimental situation is difficult or impossible.

In this research, there were two groups, experimental and control group. Both of them got pretest and posttest. The writer gave the treatment to the experimental group by using the Picture Word Inductive Model (PWIM). Meanwhile, the writer did not give the treatment to the control group. There were 32 meetings in this study and each meeting lasted 1 x 40 minutes. The purpose of this method was to determine the changes from the variable. Using this method, the writer tried to determine whether PWIM really helped the eighth grade students to improve students' writing achievement or not.

Population and sample

Population is a group of individuals who comprise the same characteristics (Creswell, 2012, p. 625). The population of this study was all the eighth grade students of SMP Negeri 2 Lawang Wetan in academic year 2016 – 2017. It consists of 192 students of VIII class.

A sample is a subgroup of the target population that the researcher plans to

study for generalizing about the target population (Creswell, 2005, p. 146). In this study, the writer will take the sample by using purposive sampling method. In purposive sampling, the writer took two classes based on some criteria that the students have low score of English subject that is below the passing grade which is 75 and the students are taught by the same English teacher. In order to know the students' score of English subject of each class, the writer checked the report of students' English score in the first semester. Then, to decide which classes that would be the experimental group and the control group, the writer chose them randomly by flipping a coin. The head side represented the experimental group and the tail side represented the control group. Each class consisted of 32 students.

Technique for Collecting the Data

In collecting the data the test was used. According to Creswell (2012, p. 629), a test is a potential threat to validity in an experiment when participants become familiar with the outcome measures and remember responses for the letter testing. In this study, the writer used writing test.

The test was administered twice as a pretest and posttest and use the same instruction to know whether the student's descriptive writing achievement improves or not. The first test or pretest administered first before the students are given the treatment and the posttest will be given to the students after the teacher gives the treatment to the students. In the pretest and posttest, the tests will assign at to write a descriptive text of 75-100 words in length 40 minutes. The experiment will be done in thirty two meetings including pretest and posttest. The score of pretest and posttest were analyzed by using T-test formula. The data was analyzed by two raters. Then SPSS version 21 for windows will be used in analyzing the data.

Technique for Analyzing the Data

In analyzing the data, T-test was used by the writer. "A *t*-test is a statistical test that allows you to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference" (Tuckman, 1978, p. 257). In this case, The Paired-Samples *t*-test was used to find out whether there was a significance difference in scores between the result of pre-test and post-test in the experimental and the control group. Then, the writer used independent sample *t*-test to find out whether there was a significant difference in writing descriptive text between the students who were taught by using picture word inductive model and

those who were not. To run the analysis, the Statistical Package for Social Sciences (SPSS) version 21 for windows will be employed.

Interpretation of the Study

Based on the findings, some interpretations were made. There was significant difference between students' descriptive writing achievement of the pretest and posttest of the experimental group. It can be inferred that Picture Word Inductive Model (PWIM) gave a contribution in increasing students' descriptive writing achievement of the eighth grade students of SMP Negeri 2 Lawang Wetan. This study showed that PWIM could develop the students' descriptive writing achievement. After doing the treatment, the students taught by using PWIM got higher scores in posttest than those who were not. It can be seen from the statistical analyses that there was any significant improvement from the students' writing descriptive achievement. It was proved by the mean score for pretest and posttest of the experimental group. Since the writing descriptive achievement of the students who were taught by using picture word inductive model (PWIM) had all improved from pretest to posttest, it can be stated that picture word inductive model helped not only students who belonged to the fair category, but also the poor category. Beside that, there was also any improvement in students' writing descriptive text in the control group. It could happen because in the same time the English teacher taught English to the students in the control group. In other words, the students in the control group also got input from their teacher.

Based on data analyses, the students in the experimental group wrote better than the students in the control group. It could be stated picture word inductive model could help the students improve their writing achievement. Picture word inductive model (PWIM) is an appropriate strategy in gaining the students' interest in acquiring English as the second language in their early ages. It is because in their early ages most of them are very familiar with pictures in all sorts of theme. It is relevant to the statement of Adam, Johnson, and Connors (1999, p. 29) "The concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching young students to read and write well." Basically PWIM is a strategy which uses the advantage of picture as the learning media in teaching and learning process. PWIM consists of pictures which are familiar to the students. It is to make the students able to identify the picture easily. Wood and Tinajero (2002) also state that, "Pictures provide something to talk about. They take the focus off the language learner during oral practice and turn it to the picture". A picture can evoke

mental images to help second language learners recall a term or concept. Pictures can be used with any and all languages, are easily accessible, and can be used to reinforce literal, critical, and creative thinking. The pictures itself gave the students certain advantages in that, by examining the pictures they were able to obtain more detailed and descriptive information such as the colors, the position, and the shape of the object. It helped them to keep focus on the topic given.

When the score of posttest of both experimental and control group were compared and calculated by using independent sample t-test, the result showed that there was a significant difference between post test of experimental and control group. From the statistical analyses of the result of the posttest, it could be stated that even though the students in the experimental group and the students in the control group had improvement in the pretest and posttest, the students in the experimental group who were taught by using picture word inductive model (PWIM) had better performance compared to the students in control group. Therefore, Picture Word Inductive Model (PWIM) could be used in teaching writing and was effective to improve the descriptive writing achievement of the eighth grade students of SMP Negeri 2 Lawang Wetan.

Conclusions

Based on the findings and the statistical analysis in this study, the writer concluded that Picture Word Inductive Model (PWIM) is significantly effective to improve the students' descriptive writing achievement in the eighth grade students of SMP Negeri 2 Lawang Wetan. Most of the students in the experimental group showed better improvement that can be seen from the result of the students in test. The result of the study showed that there was a significant difference in students' descriptive writing achievement before and after they were taught by using picture word inductive model (PWIM). The statistical analysis in paired sample t-test showed that there was significance difference in mean score between students' pretest and posttest both in the experimental and control group; however, the experimental group showed much better improvement than the control group. It was also proved by the independent sample t-test that there was significant difference in mean score between students' pretest and posttest both in the experimental and control group. The mean score of posttest in the experimental group was higher than the mean score of the posttest in control group. It means that PWIM was effective to improve students' descriptive writing achievement.

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