

The Effect of Picture Word Inductive Model (PWIM) Teaching Strategy to The Ability on Writing A Descriptive Text at Grade VIII Students of SMP Negeri 1 Jorlang Hataran

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh PWIM terhadap kemampuan menulis siswa pada teks deskriptif. Penelitian ini tergolong metodologi kuantitatif dengan pendekatan eksperimen semu. Populasinya adalah peserta didik kelas VIII SMP Negeri 1 Jorlang Hataran tahun pelajaran 2022/2023 dengan sampel sebanyak 31 siswa untuk masing-masing kelas eksperimen dan kontrol. Data dikumpulkan menggunakan serangkaian penilaian termasuk pre-testing, treatment, post-testing. Setelah dilakukan analisis statistik melalui uji-t, nilai uji-t lebih tinggi dari nilai t-tabel ($5,15 > 1,671$). Akibatnya, hipotesis nol (H_0) dianggap tidak tepat dan hipotesis alternatif (H_a) dianggap valid. Dapat disimpulkan bahwa strategi pembelajaran Picture Word Inductive Model (PWIM) lebih besar pengaruhnya terhadap keterampilan menulis deskriptif siswa kelas VIII SMP Negeri 1 Jorlang Hataran.

Kata kunci: Efek, PWIM, Menulis, Deskriptif

Abstract

This research aims to discover the effect of PWIM on students' writing ability on descriptive text. The research pertained to the methodology of quantitative of quasi-experimental approach. The population was class VIII students of SMP Negeri 1 Jorlang Hataran in 2022/2023 academic year with sample of 31 students for each experiment and control class. The information was gathered using a series of assessments including pre-testing, treatment, post-testing. Upon conducted a statistical analysis through t-test, t-test value is higher than the t-table value ($5.15 > 1.671$). Consequently, the null hypothesis (H_0) was found to be incorrect and the alternative hypothesis (H_a) was deemed valid. It can be concluded that the Picture Word Inductive Model (PWIM) teaching strategy has a greater impact on the descriptive writing skills of eighth-grade students at SMP Negeri 1 Jorlang Hataran.

Keywords : Effect, PWIM, Writing, Descriptive

INTRODUCTION

According to Trapp and Öchsner (2018), "language is a recognized system of symbols used to express ideas, and the arrangements of these symbols adhere to specific standards". One way to describe language is as a set of symbols that are used in a particular way by a group of people who share certain rules for their use. Effective communication, particularly in English, highly relies on language proficiency. English is a widely accepted global language that can be applied universally. English is not the official language of Indonesia, rather it is used as a second language. Many Indonesians, particularly students who are involved in their school education, find it challenging to learn English (Oktafiani, Desy, and Husnussalam, 2021).

The acquisition of English language proficiency requires mastery of four primary skills:

listening, speaking, reading, and writing. According to Qodir, Baehaqi, and Miftah (2016), listening is regarded as a dynamic skill in the English language when students react to auditory stimuli. Ayunda (2012) posits that speaking, one of the four fundamental language skills, is a genuine and essential proficiency. The act of reading can be conceptualized as a cyclic process, wherein it commences with the representation of the semantic surface that has been encoded by an author and culminates with the significance that is derived by the reader. The cultivation of proficient writing abilities is deemed as a fundamental skill that warrants prioritization in various educational and professional settings. According to Yansyah (2017), the act of writing facilitates students in expressing their individual perspectives.

The act of writing is widely regarded as a prominent component of the field of applied phonetics (Abbas & Tawfeeq, 2018) and represents one of the four essential language competencies that warrant special attention from English as a foreign language (EFL) learners (Ratminingsih, Marhaeni, & Vigayanti, 2018). According to Kamariah, Husain, Atmowardoyo, and Saliya (2018), composing written work can serve as a pivotal criterion for attaining a distinguished academic status and attaining greater educational success. The act of writing holds substantial significance in everyday life, often featuring prominently in a diverse range of contexts whereby the succession of visual depictions serves to convey meaning for multifarious objectives. According to Niño and Páez (2018), the process of writing is intricately linked to the development of language skills among students. They assert that as students engage in writing activities, their language proficiency progressively improves, thus underscoring the symbiotic relationship between writing creation and language advancement.

The ability to write is more difficult when compared to the other three skills, because writing is not an action that only involves a pen or pencil on a piece of paper. According to Aljatila (2015), writing ability is the ability to use spelling, accentuation, word development, sentence usage, sentence choice, interesting sentence selection, and offering points of view carefully, decisively, intelligently, and consistently. Interesting writing is writing that is well prepared and painstaking, so that readers can find out the messages, news, and messages conveyed in the article. According to Richards (in Amanah, 2016), 'writing' is the most troublesome expertise to dominate in view of the degree of intricacy in arranging and deciphering considerations as the foundation in a text'. Furthermore, Jacobs (in Amanah, 2016) reveals that there are several parts of language in a writing, especially content, vocabulary, organization, mechanics and language use. Hence, writing is a confusing skill that requires qualified teachers.

The purpose of teaching writing is to equip students with the ability to express their ideas effectively through different forms of writing. High school students must acquire proficiency in different genres including narrative, recount, procedure, descriptive, report, news item, analytical exposition, and hortatory exposition. Riyadi (2017) posits that every type of literature holds a distinct purpose, framework, and linguistic attributes. Mastery of descriptive text is a required English language skill for eighth grade students in junior high school. Dadi (2015) stated that a descriptive essay is a literary piece that presents various methods of narrating or illustrating a story. Explanatory writing has the ability to portray individuals, emotions, sounds, locations, phenomena, qualities, or procedures in great detail.

To generate a descriptive text of superior quality, researcher must carefully consider the overall framework. Crafting compelling texts is crucial; that is why writing holds significant value. Teaching writing requires innovative strategies from teachers to ensure that students grasp its significance. The teacher's objective is to establish a conducive atmosphere within the classroom and generate the students' enthusiasm towards developing their writing skills. Students often struggle with arranging their thoughts when composing a descriptive text. Furthermore, a considerable number of pupils encounter challenges and errors when attempting to construct and enhance their imaginative capabilities. According to Herizal (2015), "the information presented in the text can be rephrased in a clever manner".

Based on the experience of the researcher's field practice that has been carried out at

SMP Negeri 1 Jorlang Hataran, there are things that make it hard for students in class VIII to learn English, especially how to write well. Moreover, learners encounter challenges in comprehending grammatical rules and hence tend to experience increased levels of stress when attempting to produce error-free sentences. Make sure to improve your spelling skills so that the words you write match their correct pronunciation and spelling.

It is essential to educate students in an enjoyable manner as a solution to this issue. Education can take on numerous forms and techniques, such as incorporating tangible items present in the learning environment or using visual aids, like images. The incorporation of an enjoyable approach to learning can serve as a source of inspiration for students. A way to achieve this is through the implementation of the Picture Word Inductive Model (PWIM) strategy that is applicable to all students, regardless of their level.

Jiang and Perkins (2013) define PWIM as a method that applies the basics of structural and phonetic analysis in a broader sense to tap into students' cognitive capacities in an inductive manner. Moreover, they declared that the aim of this approach was to cultivate knowledge of vocabulary terms and enhance composition skills through the use of organized paragraphs and sentences. This approach may prove advantageous for students during their writing process. This approach facilitates students in formulating their written work by utilizing basic components such as language.

PWIM has been selected as a solution to address this issue. Enhancement of writing skills can be facilitated by achieving proficiency in vocabulary, as evidenced by studies conducted by McDonald (2010) and Swartzendruber (2007). The utilization of PWIM enhances the English vocabulary of students and enables them to construct significant paragraphs in English. Feng (2011) asserts that the enthusiasm of learners in acquiring English is significant. According to Sepyanda (2013), the PWIM method has an impact on students' aptitude for composing expressive passages.

PWIM has been the subject of previous research conducted by researcher. Linda Milianginsih carried out research titled "The Efficacy of Implementing Picture Word Inductive Model (PWIM) in Teaching Descriptive Text Writing to 7th Grade Students at SMP Negeri 4 Purworejo during the 2015/2016 Academic Year." Linda's findings reveal a notable contrast in the outcomes of SMP Negeri 4 Purworejo's seventh-grade writing proficiency course. The implementation of PWIM as a writing guide for learners has resulted in a notable enhancement in their ability to generate descriptive text.

In the academic year of 2017/2018, Endang Sri Wahyuni carried out a study titled "Enhancing the Writing Skills Related to Descriptions Through Implementing the Picture Word Inductive Model (PWIM) for Eighth Grade Students at SMP Karya Bhakti Rantau Jaya". Using the Picture Word Inductive Model as a technique was found by Endang's study to be beneficial in enhancing the capability of eighth-grade learners at SMP Karya Bhakti Rantau Jaya Udik II East Lampung in composing descriptive texts.

In the meantime, Nurleni conducted research titled "The Impact of Employing the Picture Word Inductive Model Strategy on the Descriptive Writing Skills of Eighth Grade Students during the Second Semester at SMP Alhuda Jatiagung, South Lampung in the 2017/2018 Academic Year". Nurleni's research yielded the result that employment of PWIM had a significant effect on enhancing distinct text composition skills of eighth-grade students in the second semester at SMP Al-Huda Jati agung in South Lampung.

In relation to the above explanation, the researcher wants to conduct a research with the title "The effect of Picture Word Inductive Model (PWIM) teaching strategy to the ability on writing a descriptive text at grade VIII students of SMP Negeri 1 Jorlang Hataran.

METHOD

This study pertains to the methodology of quantitative research. Sukmadinata (2010) asserts that positivism is the underlying philosophy of quantitative research, which entails the application of numerical, statistical techniques, structured experiments and control measures

to examine and objectively measure phenomena. The researcher utilized a quasi-experimental approach.

According to Sugiyono (2015), concept of population refers to a particular group of individuals or objects that exhibit specific characteristics deemed relevant for the researcher's study. According to Sugiyono (2015), a sample comprises a portion of the population and possesses its distinct traits. The population was class VIII students of SMP Negeri 1 Jorlang Hataran in 2022/2023 academic year with total 235. Researcher selected two classes to serve as the representative sample. There were 31 students in both classes, with the experimental class being labeled VIII-1 and the control class being labeled VIII-2. There were a total of 62 students.

Research data was gathered using a series of assessments including pre-testing, treatment, and post-testing. Researcher utilized the comparative technique to scrutinize the information. The initial measure entailed evaluating both pre- and post-tests of experimental and control group students. Next, the researcher calculated the average of the students' pre-test and post-test scores for both the experimental and control groups. The data was subsequently analyzed by the researcher by conducting a comparative study of scores obtained by both experimental and control groups. The final stage involves determining the differences between the outcome of the experimental group and the control group.

Several formula used by researcher in this research were adapted from Hatch & Farhady (1982), including :

1. Calculating mean of variable (experiment):

$$M_x = \frac{\sum X}{N_x}$$

2. Calculating mean of variable (control):

$$M_y = \frac{\sum Y}{N_y}$$

3. Calculating deviation score (X):

$$dx^2 = \sum x^2 - \left[\frac{(\sum x)^2}{N_x} \right]$$

4. Calculating deviation score of (Y):

$$dy^2 = \sum y^2 - \left[\frac{(\sum y)^2}{N_y} \right]$$

5. Calculating t-test:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

FINDINGS

Table 1. The standard deviation of experimental class.

No	Students	Pre-Test	Post-Test	x	X ²
1	AP	40	87	47	2.209
2	AK	58	85	27	729
3	AN	58	95	37	1.369
4	AS	62	85	23	529
5	AW	48	90	42	1.764

6	ANS	58	95	37	1.369
7	AZIA	48	87	39	1.521
8	AZUA	48	90	42	1.764
9	CS	58	95	37	1.369
10	DAA	40	95	55	3.025
11	DG	45	93	48	2.304
12	DM	53	87	34	1.156
13	FY	40	87	47	2.209
14	GS	62	96	34	1.156
15	HB	48	90	42	1.764
16	KJ	34	93	59	3.481
17	KA	48	85	37	1.369
18	LN	53	90	37	1.369
19	MS	40	87	47	2.209
20	NH	53	90	37	1.369
21	NS	62	87	25	625
22	NC	45	87	42	1.764
23	RPS	40	78	38	1.444
24	RAHF	48	90	42	1.764
25	ST	34	87	53	2.809
26	TM	48	87	39	1.521
27	VP	53	90	37	1.369
28	VW	48	93	45	2.025
29	ZA	45	90	45	2.025
30	AF	48	90	42	1.764
31	FA	40	80	40	1.600
		SUM = 1505	SUM = 2761	$\Sigma x =$	$\Sigma X^2 =$
Nx =31		Mean =48,54	Mean = 89,06	1256	52744

Calculating mean of variable (experiment) :

$$M_x = \frac{\Sigma x}{N_x}$$

$$M_x = \frac{1256}{31}$$

$$M_x = 40,51$$

Calculating standard derivation score (experiment) :

$$dx^2 = \sum x^2 - \left[\frac{(\Sigma x)^2}{N_x} \right]$$

$$dx^2 = 52744 - \left[\frac{(1256)^2}{31} \right]$$

$$dx^2 = 52244 - \frac{1577536}{31}$$

$$dx^2 = 52244 - 50888,258$$

$$dx^2 = 1355,8$$

The outcomes of experimental class were:

- Total of students (Na) = 31
- Mean of variable (Mx) = 40,51
- Standard deviation (dx²) = 1355,8

The outcome presented will undergo a recalculation by the control class, wherein the

comparison scores of two classes will be determined along with the significant impact of PWIM on students' writing aptitude using t-test formula.

Table 2. The standard deviation of control class.

No	Students	Pre-Test	Post-Test	y	Y ²
1	ABM	34	55	21	441
2	AG	36	78	42	1764
3	DES	45	55	10	100
4	DRS	36	75	39	1521
5	ELS	45	82	37	1369
6	ENO	45	75	30	900
7	FA	55	75	20	400
8	FK	36	75	39	1521
9	GAT	55	72	17	289
10	HAH	45	80	35	1225
11	HK	43	82	39	1521
12	HH	36	64	28	784
13	JRM	55	75	20	400
14	JS	45	78	33	1089
15	MEF	36	55	19	361
16	MTS	43	75	32	1024
17	MASC	34	78	44	1936
18	MH	36	70	34	1156
19	NM	36	64	29	841
20	OK	34	70	36	1296
21	OS	34	80	46	2116
22	PNF	45	78	33	1089
23	PR	40	72	32	1024
24	RG	36	64	28	784
25	SN	55	78	23	529
26	SS	64	78	14	196
27	SJ	40	70	30	900
28	SP	40	55	15	225
29	SD	40	64	24	576
30	SN	40	64	24	576
31	VM	36	82	46	2116
Ny = 31		SUM = 1300	SUM = 2218	∑y =	∑Y² =
		MEAN = 41,93	MEAN = 71,58	919	30069

Determining mean of variable of control class :

$$My = \frac{\sum y}{Ny}$$

$$My = \frac{919}{31}$$

$$My = 29,64$$

Determining standard deviation score of variable y (control class) :

$$dy^2 = \sum Y^2 - \left[\frac{(\sum y)^2}{Ny} \right]$$

$$dy^2 = 30069 - \left[\frac{(919)^2}{31} \right]$$

$$dy^2 = 30069 - \frac{844561}{31}$$

$$dy^2 = 30069 - 27243,9$$

$$dy^2 = 2.825,1$$

Finding out t-test :

$$t_{\text{test}} = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$t_{\text{test}} = \frac{40,51 - 29,64}{\sqrt{\left(\frac{1355,8 + 2825,1}{31 + 31 - 2} \right) \left(\frac{1}{31} + \frac{1}{31} \right)}}$$

$$t_{\text{test}} = \frac{10,87}{\sqrt{\left(\frac{4180,9}{60} \right) \left(\frac{2}{31} \right)}}$$

$$t_{\text{test}} = \frac{10,87}{\sqrt{69,68 \left(\frac{2}{31} \right)}}$$

$$t_{\text{test}} = \frac{10,87}{\sqrt{\frac{139,36}{31}}}$$

$$t_{\text{test}} = \frac{10,87}{\sqrt{4,49}}$$

$$t_{\text{test}} = \frac{10,87}{2,11}$$

$$t_{\text{test}} = 5,15$$

Finding out the degree of freedom (df) :

$$\begin{aligned} \text{df} &: (N_x - 1) + (N_y - 1) \\ &: (31 - 1) + (31 - 1) \\ &: 30 + 30 \\ &: 60 \end{aligned}$$

Upon conducting a statistical analysis through t-test, the results indicated a t-test value of 5.15, which was then compared to the t-table value of 1.671 at a significance level of 5% and with 60 degree of freedom. Hence, Alternative Hypothesis (H_a) was valid while Null Hypothesis (H_o) was deemed invalid.

Researcher found some findings of this research, including:

1. Researcher found total of experimental mean (M_x) was 40,51.
2. Researcher found total of control mean (M_y) was 29,64.
3. Degree of freedom (df) was 60.
4. Researcher found (dx^2) was 1355,8.
5. Researcher found (dy^2) was 2825,1.
6. Researcher found t-test score (df 60) = 1,671.
7. After calculated data, researcher discovered t-test score = 5,15.

DISCUSSION

The study findings suggest that the used tactic has proven to be useful in improving the descriptive writing skills of eighth-grade students in SMPN 1 Jorlang Hataran. Hence, the

information that has undergone analysis ultimately furnishes solutions to the initial inquiries posed in the investigation. Moreover, the results of this research align with earlier studies that showed the successfulness of utilizing the Picture Word Inductive Model approach as a valuable tool for enhancing students' writing skills.

An improvement in the writing capability of students was observed through the application of PWIM treatment, which primarily focuses on enhancing content and organization skills. Using pictures as prompts, such as recognizing familiar objects or associating adjectives with images, has proven to assist students in generating writing ideas. To enable students to delve into their thoughts, construct coherent sentences, and generate relevant supporting ideas concerning the topic. Subsequently, learners have the option to articulate the subject matter in a precise manner, which will enable the comprehensibility of their written work. The process of student writing has displayed a considerable improvement as compared to the past. After writing a sentence, the students will review their writing and take into account important factors such as capitalization and punctuation.

Upon administering post-test, the researcher's analysis indicated that both the experimental and control groups demonstrated notable advancements in their respective scores. Upon analyzing the data, the researcher discovered that the PWIM learning approach held greater significance in regards to students' capacity to compose descriptive texts in class VIII of SMP Negeri 1 Jorlang Hataran. T-test value is higher than the t-table value ($5.15 > 1.671$). Consequently, the null hypothesis (H_0) was found to be incorrect and the alternative hypothesis (H_a) was deemed valid.

CONCLUSION

Clear differences are discernible between the groups under experiment and those under control. Evidence of this can be seen in the experimental group's mean score, which totaled 89.06 in post test. The average score obtained by the control group in the post-test was 71.58. Moreover, the result of the t-test was 5.15. The t-test outcome indicates that PWIM is a successful method for teaching descriptive writing, as the t-value exceeds the t-table value of 1.671 at a 0.05 level of significance. Drawing conclusion implies that there is a significant difference in writing achievement of eighth-graders from SMP Negeri 1 Jorlang Hataran based on whether they were taught writing through the implementation of Pictorial Word Inductive Model (PWIM) or not. Thus, PWIM as a method of instruction improves the ability of eighth-grade pupils at SMP Negeri 1 Jorlang Hataran to write descriptive.

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