Using the Picture Word Inductive Model (PWIM) to Write Descriptive Text

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Abstract
To achieve the goal of learning English, the students must know how to write English well. Some of methods that the teacher had used in teaching it. One of the methods can be used in teaching writing descriptive text, namely Picture Word Inductive Model (PWIM).This is the reason of the writers of the research to conduct a research to know the effectiveness of PWIM in teaching writing descriptive text by the eleventh class students of SMA Kristen Makale. The type of research used to achieve the above objective is descriptive quantitative. The data was collected through written test that was given to the students. The total respondents were 20. Result of the research indicates that   the mean score of the students in pretest was 51, 68 and falls into bad score classification while the mean score of the post test was 76,5 and falls into good score classification. So, the students' achievement in writing descriptive text was better after using Picture Word Inductive Model (PWIM). Comparing with the t-test value at the level significance on α 5% (0,05) it was higher than t-table with degree freedom (df) = n-1, if found that t-test (7,75) value is higher than t-table 17.2913. It can be concluded that Picture Word Inductive Model (PWIM) is effective used in writing descriptive text at the eleventh class students of SMA Kristen Makale.

Keywords
Effectiveness
PWIM
Descriptive text
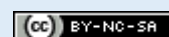
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Introduction

Language is the most important tool in social communication among people in any society. Without language, it is impossible for people to communicate with other people. Language is the most effective means of communication for conveying ideas, thoughts, intentions, and goals to others. Students should acquire the language skills required for the language when learning English as a foreign language, which are: listening, speaking, writing, and reading. Specifically, they will be guided to be able to use English communicatively.

Learning to write becomes the most difficult skill when it is learned by students learning a foreign language. According to Rass (2001:30), writing is a difficult skill for both native and non-native speakers because writers must be able to write on a variety of topics such as content, organization, purpose, audience, vocabulary, and mechanics such as capitalization, spelling, and punctuation. When beginning to write, the writer needs to get and put the thought or idea down, write the paragraph, revise, and write again in good composition. So, the students can practice writing, which helps them remember the language they have learned.

Descriptive text is one of the functional texts that are important to learn in order to learn English. In descriptive texts, the students can use imagination and perceptive sense to make the reader hear, taste, smell, see, and feel as they present a good word about the subject. Whatever the subject, the writer's purpose in the description is the same; to appeal to the imagination, the emotions, and the senses. They also used descriptive text to tell us about the subject by describing its features without including personal opinions.

In SMA Kr.Makale, the researcher found a phenomenon that students had difficulty in writing descriptive text. The students felt it was difficult to organize their ideas. In addition, many students find it difficult to write down and develop their ideas. They find it difficult to do tasks related to writing. Generally, the difficulties they face are a lack of vocabulary, difficulty in finding ideas to write about, and a lack of ability to compose sentences. This can be caused by several factors, including the teacher still using the lecture method in teaching. The teacher only provides the elements of the language used, then gives examples of text, and after that instructs students to make similar texts without direction or guidance. The teacher only delivered the material through lectures, didn't use media that was attractive to students, and didn't involve students directly in the learning process, which causes students to be inactive in learning.

Some of the reasons above guided the writers to conduct research to find out the effectiveness of using the Picture Word Inductive Model (PWIM) in writing descriptive texts, an experimental research study with the eleventh-grade students of SMA Kr. Makale. This research should help the English teacher at SMA, Kristen Makale, when she is teaching writing, especially when it comes to writing descriptive text.

Method

This research was held on July 2021 at SMA Kr.Makale. The population is the eleventh class students of SMA Kr.Makale through purposive sampling. The sample is a sub group of the target population that the researcher plans to study for generalizing about the target situation. To obtain data in this study, researchers used instrument, namely written test in the form of pre-test and post-test. It aims to find out the effectiveness of PWIM method in writing descriptive text by the eleventh class students of SMA Kristen Makale.

The data have been taken, were analyzed quantively by using the following criteria by Heaton (1975:146) in Toding (2014). The criteria as follow:
    a.   Content
    b.   Vocabulary
    c.   Language Use
    d.   Mechanic

To find out the students mean score, the writer analyzes the mean score by the formula

$$\bar{X} = \frac{\sum x}{N}$$

Which :

$\bar{X}$: Mean Score

$\sum x$: Total Score

N   : The total number of students respondent

1. The student's ability

    To find out the students ability the writer applies the following score classification. If the score is :
    a. 80-100   : very good score category
    b. 70-79 : good score category
    c. 60-69   : fair score category
    d. 50-59   : poor score category
    e. ≤ 49   : very poor category

Heaton (1975) in Lesfani (2020)

Next, the writer getting frequency and percentage technique in pre-test and post-test with employed the following formula:

2. $T = \dfrac{\bar{x} - \mu^{\circ}}{\frac{S}{\sqrt{n}}!}$

where :

T = t-test

$\bar{x}$ = mean score of pre-test

μ° = mean score of post- test

S = Standard deviation

N = total sample.

Results

After distributing the written test and collected their answer. The students score obtained through the instrument used in this research based on the data at the Eleventh grade of SMA Kristen Makale in writing Descriptive text skill. The writer used the rubric as described by Heaton.. To put out the students score the based on the rubric as the writer found the students score as displayed in table 4.1

Where :

C   =   Content
O   =   Organization
V   =   Vocabulary
L   =   Language use
M   =   Mechanic

Table 1. Students Score Obtained Through Pre-Test

NO	Components					Total Score	Classification
	C	O	V	L	M		
1	16	9	10	10	2	47	very poor
2	21	17	14	16	3	71	good
3	16	8	9	9	2	44	very poor
4	13	8	7	8	2	38	very poor
5	18	12	13	11	2	56	poor
6	16	7	9	11	2	45	very poor
7	17	12	11	10	2	52	poor
8	16	9	7	8	2	42	very poor
9	18	10	10	11	2	51	poor
10	17	9	11	10	2	49	very poor
11	18	12	11	13	2	56	poor
12	19	12	11	15	3	60	Fair
13	17	13	12	11	2	55	poor

14	14	9	8	9	2	42	very poor
15	18	14	12	11	2	57	poor
16	21	13	13	17	3	67	Fair
17	14	7	9	9	2	41	very poor
18	16	9	10	15	2	52	poor
19	18	12	9	11	2	52	poor
20	10	11	13	16	2	52	poor
		TOTAL				1029	

The mean score of the students that is obtained by using formula as follow :

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$$\sum X = 1029$$

$$N = 20$$

$$X \frac{1029}{20}$$

$$= 51,68$$

Based on the calculation above, the researcher concluded that the mean score of the students in pretest is 51,68. It falls into bad classification. To know the percentage of the student's achievement, the writer analyzed through tabulation and descriptively by frequency and percentage technique as follows :

$$P = \frac{F}{N}$$

Where :
P = Percentage
f = Frequency
N = Number of respondent.

Table 2. The Classification, Frequency, and Percentage of Students' Score
Obtained the Pre Test

NO	Classification	Score	Frequency	Percentage
1	Very good	80-100	0	0
2	Good	70-79	1	5
3	Fair	60-69	2	10
4	Poor	50-59	9	45
5	Very poor	≤49	8	40
	Total		**20**	**100**

Based on the table 2, from the 20 students ,none students (0%) got very good score, 1 student (5%) got Good score, 2 students (10%) got Fair score, 9 students (45%) got Poor score, and 8 students (40%) got very poor score. It can be concluded that the student's achievement in the pre-test most falls in to poor category.

Table 3. Students' Score Obtained Through Post-Test

NO	Components					Total Score	Classification
	C	O	V	L	M		
1	23	15	14	17	4	73	good
2	24	16	16	20	4	80	very good
3	22	14	14	17	3	70	good
4	21	13	14	17	4	69	fair
5	23	15	14	16	3	71	good
6	22	14	15	18	4	73	good
7	22	17	17	22	3	81	very good
8	21	14	15	18	3	71	good
9	21	14	15	18	4	72	good
10	24	17	16	19	4	80	very good
11	22	14	16	17	3	72	good
12	21	16	17	16	3	73	good
13	23	17	16	18	3	77	good
14	24	17	16	17	3	77	good
15	23	16	17	20	4	80	very good
16	25	18	17	20	3	83	very good
17	24	17	17	19	4	81	very good
18	23	17	17	20	4	81	very good
19	24	16	17	21	4	82	very good
20	24	19	18	19	4	84	very good
	TOTAL					1530	

The mean score of the students that is obtained by using formula as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$$\sum X = 1530$$

$$N = 20$$

$$\bar{X} \frac{1530}{20} = 76,5$$

Based on the calculation above, the researcher concluded that the mean score of the students in posttest is 76,5. It falls into good score classification. To know the percentage of the student's achievement.

Table 4. The Classification, Frequency, and Percentage of the Students' Score Obtained the Post Test

NO	Classification	Score	Frequency	Percentage
1	Very good	80-100	9	45
2	Good	70-79	10	50
3	Fair	60-69	1	5
4	Poor	50-59	0	0
5	Very poor	≤49	0	0
	Total		20	100

Based on the table 4 from the 20 students, there are 9 students (45%) got very good, 10 students (50%) got Good score and 1 student (5%) got Fair. It can be concluded that the students' achievement in the post test most falls into good category.

After got t-test result, then it would be consulted on the critical score of t-table to check whether the difference is significant or not. For a = 5% with df 20-1=19, it was found $t_{able\ (0,05)\ (19)}$ t- 17.2913. Because of score t> table t, so it could be concluded that there was significant difference between post-test and pre-test. It means that the post test was better than pretest after doing the treatment. Since the obtained t-score was higher than the critical score on the table the difference was statistically significant. Therefore, based on the complication there was significant difference between the students' ability writing descriptive by using Picture Word Inductive Model (PWIM after treatment by using t-table technique for the eleventh grade students SMA Kristen Makale. Therefore, the researchers conclude that the Picture Word Inductive Model (PWIM) method can improve students' ability in writing descriptive text, and H_1 hypothesis is accepted.

Discussion

Recount text writing skills were improved by the use of the PWIM method, which was previously studied by Adriani (2014) in an action research project at Junior High School 2 Semarang in 2013/2014. The study's findings are as follows: They scored 64.4 in their pre-test; 75.6 in Cycle 1; and 82.7 in the final post-test. Using the Picture Word Inductive Model (PWIM) method to teach pupils how to write descriptively was proven to be successful in increasing their capacity. Before treatment, the kids' writing abilities were analyzed and found to be in a very bad classification statistically. The researcher's calculations show that no one student received a very good score, one student received a good score, two students received a fair score, nine students had a poor score, and eight students received an extremely poor score. There are 17 students who received a poor or very poor grade based on the data above. As far as other outcomes go, the post-test revealed that the intervention was beneficial in raising students' writing proficiency. As shown in Table 4.5, 45 percent of students received a very good score, 50 percent of students had a good score, and one student received a fair score (five percent). After treatment, no student received a poor or extremely poor grade. It was found that the t-test (7,75) value is higher than the t-table (17,2913) when the level of significance on 5 percent (0,05) was compared.

Conclusion

From the result of the research conducted and the result of data analysis, it can be explained in the research findings by statistical calculation using SPSS 16.0 it could be seen that the mean of pre-test was 51.68 and the mean of post-test was 76,5. It showed that the mean score of poet-test was higher than the pre-test mean score. So, the students' achievement in writing descriptive text was better after using Picture Word Inductive Model (PWIM). Comparing with the t-test value at the level significance on α 5% (0,05) it was higher than t-table with degree freedom (df) = n-1, if found that t-test (7,75) value is higher than t-table 17.2913. It can be concluded that Picture Word Inductive Model (PWIM) is effective used in writing descriptive text at the eleventh class students of SMA Kristen Makale.

The treatment that was given has effective on students' writing skill. Therefore, there was significant difference achievement in writing descriptive text skill before and after taught by using Picture Word Inductive Model (PWIM). Then, the result of Paired Sample Test showed that the significance value was smaller than significance level (0.000<0.05). So, the alternative hypothesis was accepted and the null hypothesis was rejected. Finally, it meant that there was significance difference in students' achievement in writing descriptive text before and after taught by using Picture Word Inductive Model (PWIM). From the explanation above, the researcher concluded that Picture Word Inductive Model (PWIM) is effective used in teaching writing descriptive text by the eleventh grade students of SMA Kristen Makale academic year 2021/2022.

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