

PICTURE WORD INDUCTIVE MODEL (PWIM): Improving Students' Ability in Writing a Descriptive Paragraph

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Abstract: The focus on this research was to find out the effect of using Picture Word Inductive Model (PWIM) in writing a descriptive paragraph. This quasi experimental research focuses on writing ability. The population was the eighth students with the total students were 282 students. The sample was students in class VIII.1 consisted of 29 students as experiment class and VIII.2 with 28 students as control class. The instrument of data collecting was test. The test was used to get the data of students' writing ability. The technique of data analysis uses T-test which was analyzed by using SPSS 17.0 for windows. Based on the data analysis, the researcher found that there was significant effect between students' writing ability taught by using Picture Word Inductive Model (PWIM) and with the students who were taught using conventional way, with t-test calculation was 3.518 and t-table in significant level 5% = 2.00 and significant level 1%=2.65. It shows the t-test is higher than Sig.point 5% and 1%. $2.00 < 3.518 > 2.65$. As well, in Levenes' test analysis, the Sig.(2-tailed) was 0.01. This significant point was 0.001 lower than 0.005. It means H_0 was rejected and H_a was accepted. As the conclusion, the Picture Word Inductive Model (PWIM) gave low effectiveness of students' writing ability for the eight grade students at SMPN 06 Pekanbaru.

Keywords: Picture Word Inductive Model (PWIM), Descriptive Paragraph, Writing Ability.

1. Introduction

Writing is a productive skill that needs an extraordinary effort to include; content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. All these should be known well by the students in English department. that is why writing is considered as the most difficult skill [12]. The language learners are not only master about the content of the writing but also how they could expresses their ideas, but it is still mastered by the students although they thought that it is difficult for them since they kept practice and developed their ideas to be good writers. The writer is obliged, by mutual cooperation, to try to write clear, relevant, truthful, informative, interesting, and memorable text. The writers have to write clearly, because readers read their message via text. There are several general purpose for writing, they are: to explain or educate, to entertain or amuse, and to persuade or convince. So that, writers have to consider to whom they write, what kind of paragraphs, and purpose of their writing [3].

Moreover, this research conducted preliminary observation on October 25th of 2013 with the English teacher of SMPN 06 Pekanbaru found that the students are difficult to write descriptive paragraph, they found difficulties to start their writing so they spent a lot of time to write a paragraph, they found difficulties in organizing the descriptive paragraph so their ability did not enough yet to get minimum

mastery criteria. Some of them got difficulties in describing a character features and the rooms surroundings.

Based on the indicators achieved in writing paragraph descriptive at SMPN 06 Pekanbaru, the students have to be able to write it properly with the steps writing in paragraph descriptive. The structures of paragraph descriptive are identification and descriptions. Identification is a theme should be described with the description covered in the subject and description is a step to describe the features.

Nowadays, SMPN 06 Pekanbaru implemented School Based Curriculum (KTSP) as current curriculum as like as government decision. Based on KTSP curriculum, the aim of teaching English is to develop students' communication skills, these are reading, listening, writing and speaking. Watching at syllabus for eight grade students in odd semester for writing focused, they learnt about descriptive text, this research implemented a strategy that is expected can ease students in writing their own text, the strategy named Picture Word Inductive Model (PWIM).

Based on the previous explanation, the researcher interested in conducting a research entitled "The Use of Picture Word Inductive Model (PWIM) toward Students' ability in Writing a Descriptive Paragraph at The Eighth Grade Students of SMPN 06 Pekanbaru"

2. The Nature of Writing

Writing needs process that should be done by a writer. It needs review and revise. Additionally, Nunan (2003:88) points out that writing can be defined by a series of contrasts:

It is both a physical and a mental act

Writing is the physical act of committing words or ideas into some medium, such as paper or computer. Writing is also a mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Its purpose are both to express and impress

The writer in writing should have expectation to express his idea or feeling in written language in order to make him emphasize the writing to the reader. In writing, the writer has to select and organize the fact in order to carry out a specific purpose.

It is both a process and a product

The process in writing is the writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. The process of writing is to produce good product in writing. A product of writing is can be essay, paragraph, article, and so on.

Further, the process of writing is never complete, because it needs review and revise. It means that piece of writing is never complete; that is, it is always possible to review and revise, and review and revise again. Writing is never one-step action; it is an ongoing creative act. Based on some definition above, it is clear that writing is a process of activities and never complete. The writers have to review and revise their writing, because writing is a process not a product [10]. Therefore, writers need to study hard and much practice to develop their writing skill. In writing the writers also have to know attitude. Feeling, and knowledge of readers, because in writing the writer will communicate with the readers through the written symbols.

2.1 The Element of Good Writing

According to Blancard (2004:1), three of the most important elements of good writing are subject, purpose, and audience.

a) Subject

A subject that the students know well and understand. It will help students in writing easily when they know clearly about the topic that they want to develop. Then, it is important for students-also the teacher guides them- to choose an interest topic.

b) A clear purpose for writing

When the students are writing, they have to know what they are writing. They have to decide the specific purpose, to make the readers or audiences do not confuse when they are reading. The three most common purposes for writing are to entertain, to inform, and to persuade. However, these three purposes are not always mutually exclusive.

c) An audience that students have identified

When the students write about (subject) and the reason for writing (purpose) are greatly affected by whom the students writing for (audience). Audience is one of the most crucial parts in term of writing. It is because writing usually for audience (reader).

Additionally, a kind of writing in which required to concern with the terms of audience, tone, and purpose of writing in the major field of the study. So, writing is complex skills that must be measure for writers. They have to know what the subject of their writing, the purpose is and of course for whom they are writing. Then tone of their writing will give influence to the audiences on how they arrange their writing by subject they are working on, choice of words, and grammatical structures.

2.2 Writing a Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. Additionally, it is a series of sentences that develop a single point, idea or topic. In conclusion, paragraph is a unity of some sentences that have a topic and then developed become a paragraph [10].

Further, a paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about topic. These sentences are:

a) The topic sentence

For every topic, the topic sentence is the most general and important in a paragraph. It is the central idea of the writers when they make a paragraph.

b) Supporting sentences

Supporting sentences have two kinds; major and minor supporting sentences. A major supporting sentence is sentences directly support the topic sentences, and a minor supporting sentence is sentences directly support major supporting sentences and and topic sentence. The main function of the supporting sentence is to provide the reader with evidence that the idea expressed in the topic sentence is true.

c) *The concluding sentence*

Concluding sentence can remind reader about topic sentence. This sentence tells the reader that the paragraph is finish

2.3 The Characteristics of Good Paragraphs

A good paragraph should have three major structural parts as what have been clearly stated by Oshima and Hogue as follows:

Topic sentence

Topic sentence is sentence which states the main idea of the paragraph. Topic sentence not only states the topic but also controls or limits the topic so that it can be discussed completely in the space of single paragraph. Topic sentence, therefore, can be further divided into two; Topic idea states the topic of the paragraph and Controlling idea limits the topic

Supporting sentence

Supporting sentences are sentences that develop topic sentence or main idea. They explain the topic sentence by giving reasons, examples, facts, and statistics, quotations, etc.

Concluding sentence

Concluding sentence is a sentence in which the writer concludes the paragraph in order to give the reader with important points to note. Instead of having these three major structural parts, a good paragraph should also possess two additional elements:

➤ Unity

Unity means that all of the supporting sentences develop or discuss the main idea stated in the topic sentence of the paragraph.

➤ Coherence

Coherence means that the paragraph is easy to read and understand because supporting sentences are organized in logical order and the use of appropriate transition signals.

2.4 Writing Descriptive Paragraph

Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal's habitat in your report [18].

In other words, descriptive paragraph is to describe a particular person, place, or thing. Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, and more.

Language feature of description:

- To engage a reader's attention;
- Using simple present tense;
- Focus on specific participants;

Using attributive and identifying processes;

- Frequent use of epithets (adjective or adjective phrase) and classifier in nominal groups;
- Linking verbs;
- To set a mood or create an atmosphere;
- To bring writing to life;
- Aims to show rather than tell the reader what something/someone is like;
- Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs;
- Is focused and concentrates only on the aspects that add something to the main purpose of the description;
- Sensory description - what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. "Their noses were met with the acrid smell of rotting flesh";
- Strong development of the experience that 'puts the reader there' focuses on key details, powerful verbs and precise nouns.

Generic structure of description:

- Identification, identifies phenomenon to be described;
- Description, describes parts, qualities, characteristic.

Description is a type of written text, which has the specific function to give description about an object (human or non human). A descriptive paragraph there are generic structure such as :

- Identification is identifying phenomenon to be described (person,thing,object or place)
- Description is describing parts, qualities, characteristics, etc.

Based on explanation above, the writer concludes that Descriptive paragraph consists of two generic structures, they are identification and description. Descriptive paragraph uses present tense as the grammatical pattern.

3. Method

This research was quasi experimental research. An experimental research was the traditional approach to conduct quantitative research [5]. It was used because the researcher wants to establish possible cause and effect between the independent and dependent variable.

The quasi experimental approach introduces considerably more treats and advantages in utilizing existing groups in educational setting because served by treatment of the researchers. This research used two classes as sample as and using pretest and posttest. The first class was functioned as experimental class (X) treated by using Picture Word Inductive Model Strategy, and the second was control class (Y) which was treated without using Picture Word Inductive Model Strategy. Both two classes had pretest at the beginning of teaching –learning to know students’ writing skills. Then there would be treatment for experimental class and posttest at the end to know the effect of using Picture Word Inductive Model Strategy which was administrated for experimental and control class.

Table 1
Research Design

Class	Pre-test	Treatment	Post-test
Experimental	T1	X	T2
Control	T1		T2

Note:

- T1 : Pre-test to experiment and control class
- T2 : Post-test to experiment and control class
- X : Receiving treatment that is using Picture Word Inductive Model (PWIM)
- : No treatment

3.1 Instrument of the Research

The kind of instrument was test. It was descriptive writing test. the students’ writing ability was measured by using following specification of writing test:

Table 2

The Specification of Writing Test

No	Components	Percentage
1	Content	20 %
2	Organization a. Identification b. Description	20 %
3	Vocabulary	20 %
4	Grammatical a. Action Verb b. Temporal connected c. Present Tense	20 %
5	Spelling and Punctuation	20 %
Total		100 %

4. Findings and Discussion

In experimental class, before treatment the mean score was 67.86, and after treatment was 68.34. The improvement of mean score was not significant, it had little improvement that was 0.48. In control class, the mean score in pre-test was 66.82 and in post-test had lower score 63.10.

Diagram 1
Mean Score of Experimental and Control Class

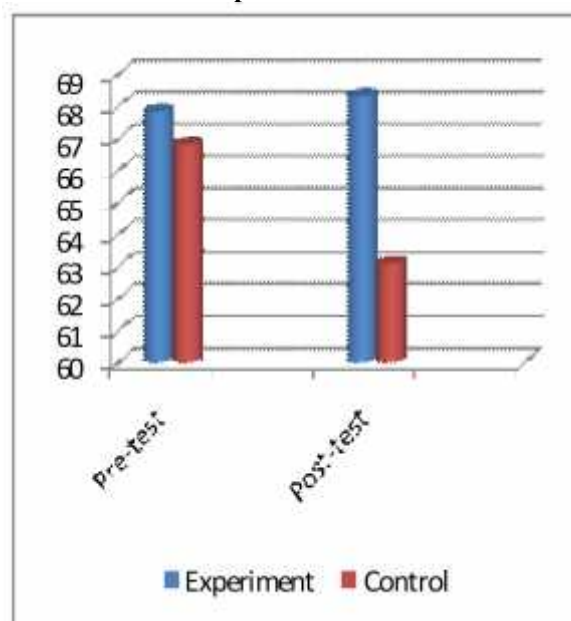


Table 3.
Independent Samples Test

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	
.654	.422	3.518	55	.001	6.996	1.989	3.010	10.982	
		3.526	54.445	.001	6.996	1.984	3.019	10.973	

Out put of independent samples test shows that *Levenes'test* for varian in this hypthosis examination is:

Ho = Identical variant population

Ha = Non-identical variant population

This statement based on the probability gate :

If probability < 0.05, Ho is rejected

If probability > 0.05, Ha is accepted

Based on the account table *Levenes'test* analysis, the significant poin Sig.(2-tailed) is 0.001, looking at the taking decision standard, 0.001 is lower than .005. It means that Ho is rejected and Ha is accepted and variant population was non-identical. Because both of the hypthosis were relevant, the next standard for analysis based on *equal variant assumed*.

From the table above, it could be seen that score t-test was 3.518 with df=55. Because df=55 was not found from the "t" table, so the researcher took df=60. Mean difference is 6.996 and standard error difference is 1.989. Lower interval of the difference is 3.010 and upper confidence difference is 10.982. If **tobserved** 3.518 compared with **tt** with df 60, the critical point is:

Significance 5% = 2.00

Significance 1% = 2.65

It can be seen that **to** is higher than **tt** in significance 5% and 1%. In other words, it can be read $2.00 < 3.518 > 2.65$. It means Ho is rejected and Ha is accepted. Moreover, the effect is low. From the hypothesis showed that Ha is accepted that means there is effect of using Picture Word Inductive Model (PWIM) toward students' writing. Indeed, there is different effect of students' writing with and without the Picture Word Inductive Model (PWIM).

As clarified previously, there was positive effect of using Picture word Inductive Model (PWIM) on students' ability in writing descriptive paragraph at the eight grade of SMPN 6 Pekanbaru where this strategy helped the students wrote descriptive paragraph correctly.

5. Conclusion and Suggestion

Based on the discussion on the previous chapter, it can be concluded that the students' ability in writing descriptive paragraph in experimental class achieve better than control class. In conclusion, Picture Word Inductive Model (PWIM) is *effective* in teaching writing a descriptive paragraph the Eighth Grade Students of SMPN 06 Pekanbaru.

Based on the conclusions of the research, some suggestion are proposed as follows:

- The teacher gives the well description to the students, so that they can understand more about the descriptive paragraph.
- PWIM strategy can be an alternative for teaching method applied in the school.
- The students are suggested to increase their ability in writing in generally. To ease them in composing any paragraph in their writing activity.
- The school can manage additional time for English after school in regularly. The activity can be focused on writing. Because the allocation time for English is not enough for teaching the all chapters and it should be efficiently managed.
- The school can do evaluation for what students' need and the difficulties during the learning and teaching process.
- For future researchers, find others problem that students still have, solve the problem. It may be a reference you need.

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