THE EFFECT OF PICTURE WORD INDUCTIVE MODEL (PWIM) ON THE STUDENTS' ENGLISH WRITING ACHIEVEMENT AT JUNIOR HIGH SCHOOL

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ABSTRACT

This research was aimed to know the effect of using Picture Word Inductive Model (PWIM) on the students' achievement of writing skills.This research implemented the design of quasi-experimental which consisited of two classes of the same level. This research applied total sampling technique, because there were just two classes of the seventh grade, namely: VII A as the sample of experimental group and VII B as the control group. The total numbers of the sample was 25 students for each group. the data were analyzed quantitatively. The results of statistical analysis showed that the mean score of students' posts in the experimental group was 88.20 which was categorized as "Very Good" while the average post-score of students in the control group was 81.20 which was categorized as "Good". This shows that after being given treatment, the average value of the experimental group is higher in the control group.It proves that the treatment by applying PWIM can give effect to improve the students' writing achievement. It was also indicated that t-value (2.78) > t-table (1.68), with df. 48, Sig. (2 tailed) and the level of significance was 0.05 which was smaller than t-value (0.008 < 0.05).This means that there was a significant difference of students' writing achievement between experimental class and control class after being treated by using PWIM

Keywords: *Picture Word Inductive Model (PWIM), Writing Achievement and Experimental research*

INTRODUCTION

Writing is one of the dialect aptitudes that ought to be instructed at Senior Tall Schools next to other abilities such as tuning in, talking, and perusing.The students' daily activities in schools cannot be separated from writing, especially when they are learning English as foreign language. Based on the curriculum of English for Senior High Schools, the students should be able to show their feeling and ideas in written forms. They also should be able to use their analytic and imaginative ability in learning English as foreign language. It means that these expectations are included in the language skills, one of them is writing skill.

Writing is not an easy activity that can be simply done by the students, because writing is not an activity that only crash the pen or pencil on a piece on paper. Palmer (2003:5) states that writing is an activity that let the understudies to investigate and express their thoughts, to communicate what they think and know,

and to require the proprietorship of all that they learn. It means that writing is an activity that cannot be separated from students' activity in the teaching and learning process. They need writing as a skill that supports their learning whether it is on other skills or subjects.

Inquire about on PMIW has been done by a few past analysts, they were Jiang (2015) utilize PWIM for progressing lexicon, there's inquire about conducted by Hidayati (2015), she employments PWIM for progressing composing clear content in the tenth review, by Mirnawati in 2015 on this strategy she tries to improve student mastery of vocabulary. But in this researcher, try to improve students in writing descriptive text for seventh grade students at Junior High School.

LITERATURE REVIEW

Picture Word Inductive Model

Concurring to Joyce (2009:153) the Picture Word Inductive Show could be a teacher-facilitated handle, in which instructors lead children to find words from a picture, increment the number of words in their sight-reading and composing vocabularies, define phonetic and auxiliary standards, and at last apply perception and consistent considering investigation to their perusing and composing.

PWIM has the elemental fundamental that utilizes "pictures as a boost for dialect encounter activities" in classrooms to educate youthful apprentices learning to perused and compose (Joyce, 2009). PWIM centres on the learners' claim understanding of pictures, in concert with the meaning of words, expressions, sentences, and sections.

Procedure of activities of PWIM

According to Huda (2013: 86-87) there are four step in learning by using Picture Word Inductive Model, namely

Step 1: Selecting a picture

   a. The educator chooses the picture for understudies.
   b. The understudy distinguish what they see within the picture

    c. The instructor draws a line at each portion of pictures and the understudies donate name it.

Step 2: Distinguish what they see within the picture

    a. The educator studied or survey the picture word

    b. Asking the understudies to form the bunches and recognize the picture in bunches.

    c. The student read the word again that has been given label

Step 3: Checking on the picture-word

    a. Asking understudies to say the words, spelling it and saying it once more.

    b. The teacher add word if needed

    c. The student think title according to the picture and the teacher guide the student to think information in chart.

Step 4: Asking the students to write in sentence

    a. Asking understudies to type in a sentence or sentences which depict the picture.

    b. Asking understudies to classify sentences and put the sentences into a great passage

The Use of Picture in Teaching English

The definition of picture

A picture can be genuine protest (single question individual), for case a picture of a creature, family, vehicle or transportation, scene, portray or photo, open put room, or outline, and so on. Pictures can be found nearly all over in magazines, daily paper, collections, course readings, or outside assign either at bulletin or cans. Pictures can be drawn by the understudies or educator, from a magazine and daily paper, and costly books for children. According to Sadiman (2002: 67) Picture is something that can be seen and consists of space and has several features. According to Sapari (2010:54) Picture is something that can represent an object in fact and has the character color and shape that is in accordance with original. it can be seen that pictures have an imperative part in speaking to an involvement counting in instructing and learning. Pictures are great media in educating and learning, since everyone likes to see pictures, their utilize within the classroom gives an invigorating center for students" consideration.

Pictures display what the content tell approximately and provide a boost for the understudies in educating learning exercises. Pictures bring the outside world into the classroom in a clear concrete way By the definition of picture the writer can be conclude that picture is bridges or create images and events or events based on the theme of serial related to each other so that it is a series of stories/ events.

Concept of Writing

Writing is an action that has been broadly portrayed within the Qu'ran and hadith. As a hadith that clarifies approximately the importance of composing. "Indeed, the primary thing that Allah made was a writer, and after that God said to him: "Compose!". The Write answered: "O my Master, what ought to I compose?" At that point, God said: "Compose down everything until it comes provisions of the Hour". (HR. Ahmad and Abu Dawud)." (Abdullahroy, 2011) Therefore, writing isn't as it were students' commitment at school, but too composing could be a command of God that must be complied by people. To bolster this articulation, Allah says within the Qur'an sura Al-qalam: 1. "Nun. By the write and what they inscribe." Based on the clarification over, it can be translated that composing is vital lesson for understudies both to fulfill their commitments as understudies and their status as animals of God to execute his orders.

The Importance of Writing

Byrne (1988) expressed that there are numerous reasons why composing is imperative, a few of them are:

1. Writing may be an instrument for disclosure, we invigorate our thought prepare by the act of delicate composing and tap into the data picture we have in our oblivious minds.

2. Writing generates unused thoughts by making a difference us to form an association and see the relationship.

3. Writing down thoughts permits us to separate ourselves from them and assess them.

4. Writing makes a difference for us to retain and prepare data, when we type in almost point, we learn it better.

5. Writing on a subject, makes us ended up dynamic learners instead of detached learners of information.

RESEARCH METHODOLOGY

Research design

The Researcher implemented the design of quasi-experimental. This plan included two classes of the same level. One course instructed by utilizing Picture Word Inductive Show (PWIM) and another one was given the conventional way. After treatment, the test lesson and the control course gotten a post-test, and the result of the two tests was compared to discover the critical distinction between the experimental and control group.

Technique of Data Analysis

To discover the students' composing capacity, the information was analyzed quantitatively utilizing the information result from the test and posttest.

Descriptive statistic

Tabulating the scores of the students' paragraph on the five components of writing according Curriculum of 2013.There were some criteria to analyze the students` writing, they were as follows:

a. Content: the substance of writing, the ideas of expressed, and the arrangement of schematic structure.

b. Organization: the organization of the contents, the arrangement of generic structure.

c. Vocabulary: the choice of words.

d. Language use: the employing of grammatical form

e. Mechanics: capitalization, punctuation and spelling.

Inferential Statistic

Inferential Statistic was used to know the significance difference after being treated and to test the research hypothesis. Before doing the research hypothesis testing the researcher did some research procedures as follows:

Normality Test

The normality test aims to see whether the data population is normally distributed or not. This normality test is used for determining the hypothesis analysis technique. In this research, test normality was performed after the pre-test and post-test of the study sample conducted and calculated using the Kolmogorov one sample test Smirnov with sig. 0.05. The basis for making decisions in the test normality, as follows:

a. If sig. (significance) <0.05, the data is not normally distributed.

b. If sig. (significance)> 0.05, the data is normally distributed.

FINDING AND DISCUSSION

The effect of using (PWIM) and Conventional Way on the students' achievement of writing skills.

In the tables bove, The Researcher found the information related to the students' score that had been qualified into categories as seen within table 1:

Table 1. The Mean Score and Standard Deviation of Students' Posttest Scores of the experimental and the control group

	Mean	Qualification	Std. Deviation
Experimental Group	88.20	Very Good	1.47
Control Group	81.20	Good	2.05

The posttest mean score in the experimental group was not different from the control group. The posttest mean score of the experimental group students was 88.20 which was categorized as "Very Good" while the posttest average score of the control group students was 81.20 which was categorized as "Good". This shows that after being given treatment, the mean score of the experimental group was higher in the control group, but the qualifying mean scores of the two groups were the same. This proves that the treatment with the application of PWIM can influence in increasing the achievement of written students.

In this section, the discussion discusses arguments for significant differences in students' writing skills in the pretest experimental group and group as can be seen in the table below:

Table.2 The t-test of the students' writing skill in pretest of the experimental Group and Control Group

Variables	Probability Value	Alpha	Remarks
Pretest of experimental and control group	0.090	0.050	not significantly different
Posttest of experimental and control group	0.008	0.050	Significantly different

Based on table 2 there is no significant difference between the experimental group and the control group at the pretest because of the significant value (2-tailed) is 0.090 which is higher than $\alpha = 0.050$. However, the significance value (2-tailed) at the posttest of 0.008 is smaller than $\alpha = 0.050$. This shows that the alternative

hypothesis (H1) is significantly approved. This means that there is a difference in achievement that is written after applying the Picture Word Inductive Model.

The t-value of students' posttest

The achievement is shown by the value of t-test of posttest. The researcher found that the calculation of t-test value as follows.

Table 3. The T-Test Values of the Students' Posttest in Writing Skill

Indicator	t-value	Df	Sig. (2 tailed)
Writing Skill	2.78	48	0.008

After calculating the students' score of the posttest of the two classes the final result, the researcher found that the *t-value* was 2.78 with degree of freedom 48 and probability sig (2 tailed) was 0.008. From the degree of freedom, it can be known the *t-table* of this research 1.68 Based on the data, the *t-value* (2.78) > *t-table* (1.68) and Sig. (2 tailed) is less than 0.05 as the level of significance (0.008 < 0.05). This means that the second problem statement can be said that there was a significant difference between experimental class and control class after being treated by using Picture Word Inductive Model improved the students' ability in writing achievement.

Based on the students' result gotten and expressed in discoveries and dialogue over the analyst utilized t-test inferential measurement through SPSS adaptation 24.0 programs to the test of a theory, based on a measurement that appeared in table 4.7 it is concluded that the likelihood esteem is lower than alpha (α) (.0008<0.05). It implies that was acknowledged and was rejected. It is concluded that there was a critical distinction sometime recently treatment in a pretest and after treatment in the posttest. In other words, there was a change in the students' composing accomplishment between the posttest in the test lesson and the control lesson after the treatment. At that point, it is concluded that Picture Word Inductive Show can donate influence or more prominent commitment for the students'. This result is bolstered by Longman (2004) characterizes pictures as a portrayal that gives you a thought of what something is like. In brief, the picture is discernible, portray or drawing, visual speaks to of an individual, scene, put, creature, lean

CONCLUSION

As has been stated on the previous chapter, the present study investigated the use of PWIM Model to improve students' skill in writing text in terms of the implemantation of Picture Word Inductive Model in teaching writing text. Based on the research findings and discussion in the previous chapter, the researcher draws conclusion in the following statement.

Picture Word Inductive Model is effective in terms of increasing students' achievement in writing skill. It can be seen from the students' mean score of the students' posttest in experimental group was 88.20 which categorized as "Very good " while the mean score of the students' posttest in control group was 81.20 which categorized as "Good". It proves that the treatment can give effect to improve the students'writing achievemnt. There was any significant improvement of students' writing skill between the students who were taught by using PWIM with those who were taught by using Speech Model. It was proved that the *t-table* was 1.68 and the *t-value* was 2.78 which higher than t-table, $(2.78) > (1.68)$, (2 tailed) and 0.05 as the level of significance.

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