

## THE EFFECT OF PWIM (PICTURE WORD INDUCTIVE MODEL) ON STUDENTS' COMPETENCE IN WRITING NARRATIVE TEXT

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### ABSTRACT

This research aimed at investigating whether there is a significant effect of Picture Word Inductive Model on students' competence in writing narrative text. The design of this research was Pre-Experimental design one group pre test and post test. The population of this research was all first grade of class IPA of Senior High School 4 Wangi-Wangi. The sample of this research was class IPA 1 which consists of 20 students. The instrument of this research was writing test in narrative genre and the criteria of students' writing were assessed from five aspects of writing, namely content, organization, language use, vocabulary and mechanics. The data were obtained by using two essay writing tests. They were pre-test and post-test. The pre-test was given before treatment and the post-test was given after treatments in order to know the students' competence before and after treatment of Picture Word Inductive Model. The data were analyzed by using SPSS in form of Paired Sample T-test. The result of the analysis showed that there was a significant effect of Picture Word Inductive Model on students' competence in writing narrative text. It proved by the result of hypothesis testing using paired sample t-test. The mean score of pre-test was 59.77 and mean score of post-test was 76.67. Moreover, as a result the probability score of .000 ( $p$  score) was less than the level of significance ( $p \leq 0.50$ ). Therefore, it can be said that using Picture Word Inductive Model gives significant effect to increase students' competence in writing

narrative text at class IPA 1 of Senior High School 4 Wangi-Wangi.

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## **1. Introduction**

In learning English, there are four skills that must be mastered by students, which include speaking, listening, reading and writing. These four skills have a bond between one another which has an important role in mastering the language. Based on its function, the language skills which want to achieve are divided into two parts, namely oral and written language. Speaking and listening skills are included in the oral language category and the other two, writing and reading are included in written language.

In addition, writing is still neglected in the classroom and is supported by Widiati (2008) state that writing was considered as the most neglected one in Indonesian schools rather than other language skills such as reading, listening and speaking. Writing is not an easy activity, but it is more difficult than many students imagine. Therefore, writing becomes a nightmare for students and becomes a complex task because the students need process, more practice, and some steps to be able to make good writing. Hence, the teacher has an important role in helping students to improve and achieve their goals in writing.

The ability to write English is very important and needed. The scope of learning English at Senior High School as mentioned in the curriculum is the students are able to understand and produce any kind of functional texts. For the first grade students of Senior High School, they learn about recount, narrative, procedure, descriptive, and news item text.

Furthermore, to be a master in writing skills, it takes a lot of practice and certainly not an easy matter for students. In addition, learn for mastery English actually needs regular practice. It also involves writing as one of the English skills, in which students do not have the ability to write well or have good writing if they do not practice it regularly. In other words, how they can try and start to write regularly if there is no reinforcement to let them do it and it is actually related to the teacher as a model of learning and her/his strategies of teaching and learning that she/he gives and delivers, particularly in the classroom instruction. Therefore, teachers have to be able to create English subjects especially in writing skills should be more interesting and use the appropriate strategy in the classroom in order to help students easy to understand.

Moreover, the success of students in writing is still very low, and this is caused by some factors. Based on observation of the researcher in SMAN 4 Wangi-Wangi, the researcher conclude that there are some factors influencing writing students are still very low and even far from the target. First, the teacher rarely gives training and homework to the students in writing, so the students are not trained in writing and

there is no feedback given by the teacher to the students. Second, the use of monotonous methods which made students feel bored and not interested in learning. And the last is the obstacle experienced by teachers is there are many problems found when asking the students in writing, some problems are limited vocabulary, lack of grammar mastery, and lack of ideas.

Based on the problems above, it can be concluded that teachers hold an important role to improve the quality of the students' comprehension in learning. Teachers must be more active, creative, using fun way methods and a good strategy for students to help them understand and increase their learning motivation. Therefore, dealing with those problems, the researcher proposes Picture Word Inductive Model (PWIM) to improve the students' writing ability.

## **2. Methodology**

This study was used Pre-Experimental Design (one group pretest and posttest design) by using one class that is given pre-test and post-test to find out the effect of Picture Word Inductive Model on students' competence in writing narrative text. This study was conducted on 10<sup>th</sup> April 2019 until 10<sup>th</sup> May 2019. It was done at Senior High School 4 Wangi-Wangi. In taking the sample, the researcher was used a purposive sampling technique and students of X IPA 1 class chose to be the sample of this study.

To gain the data, the researcher applied the written test as the instruments. The researcher administered a writing test to find out whether the students' ability to write narrative writing can improve or not through PWIM. The researcher asked the students to write a narrative text based on the topic given. The test was divided into two types, namely pre-test, and post-test.

The data in this research was analyzed using descriptive and inferential statistics. Descriptive statistics described the maximum and minimum scores, mean and standard deviation. While the inferential statistic used to examine the hypothesis in this research (H1). In addition, the researcher used a paired sample t-test to test the hypothesis in this research which was calculated through SPSS 16.0.

## **3. Findings and Discussion**

**Table 1. The Distribution of Students' Score on Pre-Test**

<b>Score Interval</b>	<b>Composition Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
100-88	Excellent to very good	0	0%
87-75	Good to average	0	0%
74-64	Fair	3	15%
63-49	Poor	17	85%
48-30	Very poor	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

Pre Test was conducted before applying the treatment through the Picture Word Inductive Model. Based on the classification that provided by Jacob et al (1981)

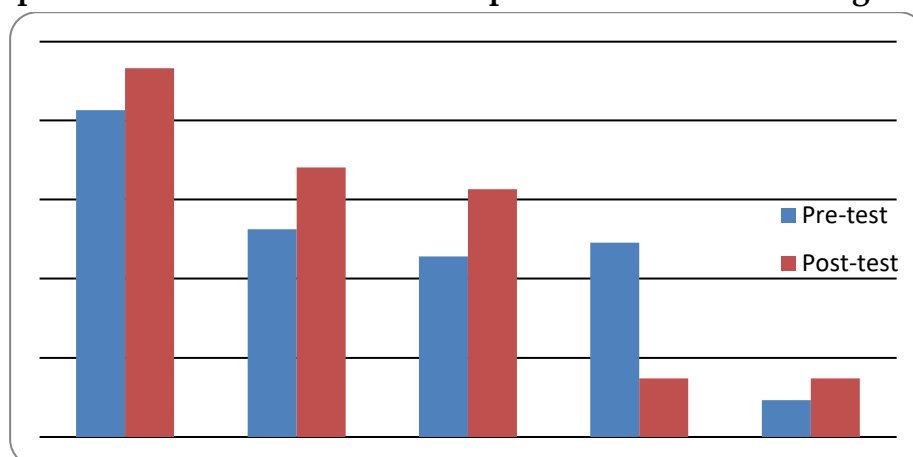
as shown from the data in the table 1, the researcher find that most of the students about 85% who obtained in “poor”, and just 3 students who obtained in “fair” writing and there is no student who obtained in “excellent to very good, good to average, and very poor”. Consequently, the researcher should be improving and apply the technique to improve the student’s writing ability.

**Table 2. The Distribution of Student’s Score Post-Test**

Score Interval	Composition Category	Frequency	Percentage (%)
100-88	Excellent to very good	0	0%
87-75	Good to average	16	80%
74-64	Fair	4	20%
63-49	Poor	0	0%
48-30	Very poor	0	0%
<b>Total</b>		<b>20</b>	<b>100%</b>

The post-test was given after the treatments to the students. As shown from the data in table 2 above show that most of the students, about 80% obtained in “Good to average” writing and 20% who obtained in “Fair” writing.

**Graph 1. The Mean Score of Five Aspects of Students’ Writing Composition**



The chart above compared the result of pre-test and post-test on five aspects of writing composition, which are the content, organization, language use, vocabulary and mechanics. In addition, from those differences mean scores, five aspects of students writing composition were increased. It can be described by using the criteria provided by Jacobs, et al (1981). Based on the description of students’ writing competence in applying five aspects of writing compositions, namely content, organization vocabulary, language use, and mechanics indicated that there is a significant effect of using PWIM towards students’ competence in writing narrative text. This is supported by Sig. (2-tailed) 0.00 which is smaller than 0.05. In other words, the hypothesis proposed in this research which is “there is a significant effect of using picture word inductive model (PWIM) on students’ competence in writing narrative text” was accepted.

**Table 3. Descriptive statistics on pre test and post test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest	20	72	82.5	76.67	2.834
postets	20	55	66	59.77	3.101
Valid N (listwise)	20				

In addition, by comparing the students' post-test scores based on the data from the table 3, the researcher concludes that there was a significant improvement of students' writing ability that was taught by using PWIM. It can be seen from the descriptive statistic analysis of students' scores in the post-test. The means scored in the pre-test is 59.77 while in post-test is 76.67 and the minimum score in the pre-test is 55.00. While in post-test is 72.00. So the gain score of maximum is 16.5 points and the minimum score is 12.00 points. It means that there was a different level of students in pre-test and post-test after treatments. Therefore, the researcher concludes that PWIM has given significant effect on students' ability to write narrative text. In other words, it was effective to improve students' writing ability in writing narrative text.

In this research, the hypothesis testing used to draw the conclusion about whether or not there was a significant effect of Picture Word Inductive Model on students' competence in writing narrative text by using a t-test with a significant level (0.05). Before testing the hypothesis, the researcher used SPSS 16.0 (Kolmogrov-Smirnov test) in order to test the normality of the data, pre-test and post-test. The result of the normality test and hypothesis testing can be seen as follows

**Table 4. Normality Test**  
One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		20	20
Normal Parameters <sup>a</sup>	Mean	59.7750	76.6750
	Std. Deviation	3.10125	2.83435
Most Extreme Differences	Absolute	.146	.154
	Positive	.146	.154
	Negative	-.078	-.123
Kolmogorov-Smirnov Z		.655	.690
Asymp. Sig. (2-tailed)		.785	.727
a. Test distribution is Normal.			

Based on the output tests of normality Kolmogorov Smirnov above, it can be known that the value of the pre-test was 0.785 and the post-test was 0.727. Both values from pre-test and post-test were higher than  $\alpha$  value (0.05). The significant value on pre-test was 0.785 and it was higher than 0.05 ( $0.785 > 0.05$ ). Then, the

significant value on the post-test was 0.727 and it was bigger than 0.05 ( $0.727 > 0.05$ ). It means that the data was in a normal distribution. So, it can be concluded that both data (pre-test and post-test) were normal distribution.

**Table 5. Paired sample t-test**

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.69000E1	1.66702	.37276	-17.68019	-16.11981	-4.5338	19	.000

A statistical analysis of paired sample t-test was conducted to compare students' writing ability scores before using PWIM and after using PWIM. The result of the paired sample t-test suggests that significant differences exist in the mean score students' pre-test and post-test scores,  $t(19) = -4.5338$ ,  $p(.000) < 0.05$ . Post-test score ( $M=76.67$ ,  $SD=2.834$ ) were significantly higher than the pre-test score ( $M=59.77$ ,  $SD=3.101$ ), a significant gain is 16.9 points.

In addition, to conclude the hypothesis based on the comparison between the score of Sig (2 tailed) with a score, the researcher also took the conclusion of the hypothesis by comparing scores of t-test with t-table. Based on the calculation of the pre-test and post-test above, it found that the standard deviation was 1.667.

While the mean differences between pre-test and post-test were 16.9. Therefore, it used the t-test formula as follows:

$$t = \frac{D}{SD/\sqrt{n}}$$

D = The mean differences between pre-test and post-test

SD = Standard deviation from D

n = Total sample

Which calculated as follow:

$$t = \frac{D}{SD\sqrt{n}}$$

$$t = \frac{1,690}{1,667/\sqrt{20}}$$

$$t = \frac{1,690}{0,37}$$

$$t = 4,567$$

$$t = 2.163$$

**Table 6. Summary of Hypothesis Testing**

Statistic	Result
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Df =(n-1)	A value	t-test	t-table	
= 20-1 =19	0,05	4,567	2,093	H1 is accepted

Based on the table above, it can be concluded that the score of the t-test (4.567) is bigger than the t-table (2,093). It means that H1 was accepted. In other words, there was a significant effect of PWIM on students' competence in writing narrative text at class X IPA of SMAN 4 Wangi-Wangi.

After the implementation of PWIM, the teaching and learning process and the students' ability to writing the narrative text were improved. Based on the findings in this research, the first improvement was about the aspect of content in writing. The first step of PWIM identified the pictures were carry out successfully. By doing this step, the students were stimulated to think and generate their ideas and could help students to brainstorm the important ideas that they had to write. These findings are in line with Calhoun (1999) who states that the concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching students to write.

The second improvement was related to the aspect of the organization. This aspect was improved by student activity in the use of PWIM. The students could organize their ideas into a good sequence related to the generic structure of the narrative text in chronological order. By paying attention to identifying pictures, find keywords, creating sentences, and make a paragraph, the students became able to make a paragraph in good organization. The findings are suitable with the frameworks of PWIM as stated in Calhoun (1999) who define PWIM that is designed to develop and support the students in sharing common meaning through words and compose sentences and paragraphs that convey ideas for readers.

The third improvement of using PWIM is the language use aspect. By doing the nine aspects of PWIM, that is re-write paragraph after getting feedback from the teacher. By this step, the students can be more understanding of their mistakes in writing related to the use of appropriate language. By giving feedback to the students, they will be more comprehensive about their lack and their mistake and how to correct it and also in the next meeting, the teacher will re-explain about their common mistake in their writing in order to make the students more understand with the use of appropriate language in their writing. By having the discussion and giving feedback with the students, both of the activities could improve the students' ability in terms of language use. It shows that in implementing PWIM, the students still followed the process of writing such as pre-writing, writing, and re-writing which could help them to write effectively as stated in Edelstein & Pival (1998).

The fourth improvement was related to the vocabulary aspect of writing. By doing the fourth step of PWIM, that is the students made sentences about the picture, the students can enrich their vocabulary by paying attention to their sentences that can be a visual dictionary for them. By looking at the pictures,

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identifying, and make sentences, the students could easily remember the word because the students could see their sentences. If they forget with the meaning of their sentences, they can look back on their picture again. In other words, the vocabulary of the students can be enriched and they could easily remember the vocabulary in their picture.

The last improvement was about mechanics aspect of writing. This improvement will be done by one step of PWIM which is to re-write the paragraph after getting feedback from the teacher. By this step, students could get feedback from the teacher and they will be more understanding with the use of mechanics in writing activity. Indirectly, after getting feedback, the students will know their mistake and they will try to understand and correct their mistakes to be good paragraphs by more paying attention to the use of capitalization, spelling and the use of right punctuation. In conclusion, PWIM brought some improvements in writing achievement and PWIM is one of good strategies for improving students' ability in writing, especially in narrative text

Based on the description of students' writing competence in applying five aspects of writing compositions, namely content, organization vocabulary, language use, and mechanics indicated that there is a significant effect of using PWIM towards students' competence in writing narrative text. This is supported by Sig. (2-tailed) 0.00 which is smaller than 0.05. In other words, the hypothesis proposed in this research which is "there is a significant effect of using picture word inductive model (PWIM) on students' competence in writing narrative text" was accepted.

#### **4. Conclusion and Recommendation**

This research is aimed at finding out the effect of implementing PWIM in teaching writing narrative text. This also to answer the question mentioned earlier, that is to find out whether there is a significant effect of using PWIM on students' competence in writing narrative text. In this case, the finding also showed that H1 is accepted. It can be seen from the different scores of Sig (2 tailed) from the significance  $\alpha$  score. The score of Sig (2 tailed) was lower than the significance  $\alpha$  score,  $p (0.000) \leq 0.05$ . It indicated that Picture Word Inductive Model has an effect on students' competence in writing narrative text at first grade of Senior High School 4 Wangi-Wangi. It supported by the data and evidence from the result of statistical calculation SPSS 16.0 for windows. In conclusion, the hypothesis proposed in this research which is "there is a significant effect of using picture word inductive model (PWIM) on students' competence in writing narrative text" is accepted.

##### **1. For English Teachers**

English should know the students' lack of writing English. In other words, the teacher should know what the students need in order to solve their problems in writing. It suggested to use PWIM, the teacher should understand the situation or the condition of the students in the classroom. So, the teacher can manage the class appropriately. Besides, the teacher should consider the learning materials and of



course with the pictures as the media in this strategy which is to increase the students' enthusiasm in learning English.

## 2. For Students

Every student should manage themselves to always learn, focus and have a positive attitude in learning English. The important thing is they should learn and practice their writing so, they could train themselves in writing and it will impact their comprehension of writing activity. Furthermore, they should always act and participate in the teaching and learning process in the classroom. Besides, they should do the task given by the teacher and manage themselves to work in pairs, in groups or individually.

## 3. For Further Researcher

The researcher considers seeing the five aspects of writing component, namely content, organization, language use, vocabulary and mechanics. All aspects were improved after the treatments of PWIM. But, the researcher still found some difficulties in teaching the aspect of language use. After the treatments of PWIM, still, some students who got difficulty in the use of correct grammar and appropriate articles in their writing. It suggested for the future researcher who wants to use PWIM, they should more pay attention in giving feedback to their students and they should know the students lack in writing and give more explanation and make sure that they can understand with the material. Therefore, deals with the recommendations of this research, the researcher hopes that the use of PWIM can be more useful for learning English especially in writing narrative text.

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