

THE EFFECT OF USING PICTURE WORD INDUCTIVE METHOD (PWIM) ON STUDENTS IN WRITING DESCRIPTIVE TEXT

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Abstrak:

Penelitian ini dilakukan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan Picture Word Inductive Method (PWIM) terhadap kemampuan siswa dalam menulis teks deskriptif di SMA Asshomadiyah Bangkalan. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian pre-experimental One-Group Pretest Posttest. Sampel yang digunakan dalam penelitian ini adalah kelas XB yang jumlah siswanya terdiri dari 36 siswa. Peneliti menggunakan pengumpulan data yang diperoleh dari 2 kali tes, yaitu pretest dan posttest. Peneliti menggunakan uji statistik One Sample t-test untuk menganalisis data dengan IBM SPSS Statistics versi 25. Hasil yang diperoleh menunjukkan bahwa terdapat perbedaan yang signifikan dari penggunaan Picture Word Inductive Method (PWIM). Hasil tersebut dilihat dari nilai One sample t-test yang menunjukkan bahwa nilai sig (2-tailed) sebesar $0,000 < 0,05$ yang berarti hipotesis alternatif (H1) dapat diterima dan hipotesis nol (H0) ditolak. Sehingga disimpulkan bahwa penggunaan Picture Word Inductive Method (PWIM) memiliki pengaruh terhadap kemampuan menulis teks deskriptif di SMA ASSHOMADIYAH Bangkalan.

Kata Kunci: Picture Word Inductive Method (PWIM), Teks Deskriptif.

Abstract:

This study was conducted to determine whether there is a significant effect of using Picture Word Inductive Method (PWIM) on students' ability to write descriptive text at Asshomadiyah Bangkalan High School. This research used quantitative method with pre-experimental One-Group Pretest Posttest research design. The sample used in this study was class XB whose number of students consisted of 36 students. Researchers used data collection obtained from 2 tests, namely pretest and posttest. The researcher used One Sample t-test statistical test to analyze the data with IBM SPSS Statistics version 25. The results obtained showed that there was a significant difference from the use of Picture Word Inductive Method (PWIM). These results are seen from the One sample t-test value which shows that the sig (2-tailed) value is $0.000 < 0.05$ which means that the alternative hypothesis (H1) is acceptable and the null hypothesis (H0) is rejected. So it is concluded that the use of Picture Word Inductive Method (PWIM) has an influence on the descriptive text writing ability at SMA Asshomadiyah Bangkalan.

Keywords: *Picture Word Inductive Method (PWIM), Descriptive Text.*

INTRODUCTION

Writing is the activity or process of producing text in written form, pouring ideas or ideas through words arranged into sentences and paragraphs so that they can be read. Then based on (Suyitno), writing can also be interpreted as an attempt to express the thoughts, knowledge, ideas of the author's experience in written language, so that the writing is easy to understand and arouses the author's creativity in writing coherently, easy to read, expressive and can be understood by others. With writing skills one can also inform, convince, express themselves, and entertain readers so that readers can easily understand the content of the writing well. Then with writing skills can also be used to communicate indirectly, and not face-to-face with others. Writing is also referred to as a productive activity.

Teaching writing skill can help students to hone their writing skills in expressing their ideas and thoughts (Siahaan et al., 2023). One of them is learning to write descriptive text based on the objects seen. Descriptive writing is a text that contains descriptions and explanations about an object, place, and person. The act of writing improves with practice, and students become proficient writers through a variety of exercises. Experiences gained through listening, speaking, and reading can be visualized with written language. Writing is one of the basic abilities that every educated person must have. Efforts to realize it must start from basic education or early on.

Based on the pre-observations that have been made in learning to write descriptive text, students are less active in class due to lack of motivation and confidence, students also experience various difficulties when

assigned to write due to lack of known vocabulary, They are confused about how to write down their ideas, organize them to a text descriptive. This also happened due to lack of interesting learning media, then students also have to compose or produces descriptive text by themselves with little direction. Students tend to feel bored if learning only uses monotonous media or methods, one way to attract students' attention in writing Descriptive text is with a learning method namely Picture Word Inductive Method (PWIM).

Based on the previous research conducted by Sulfi Yulia Eka Putri in 2023. By using a quantitative quasi experimental design research method. And found results that can be concluded that by using PWIM there is an influence in students' descriptive text writing. Based on previous research conducted by Ambar WS and Antika with the title "The Effect of Applying Picture Word Inductive Model (PWIM) on the students' Achievement in Writing Descriptive Text" explains that the results of the application of Picture Word inductive method Strategy to recognize every object in the the image they are going to illustrate. there is a clear and significant effect of PWIM on descriptive text writing skills. By giving students a combination of images and words, their creativity will be well underway, the combination can also stimulate students' ideas in writing. with this method students can develop their creative ideas in writing descriptive text. learning becomes more interesting and not boring. they can be easier because they use picture media.

RESEARCH METHOD

This research is a quantitative study using the preexperimental design method. by

use the preexperimental design method. This study purposes to determine whether there is influence on students descriptive text writing ability in descriptive text by using PWIM. In this research, the researcher researchers choose a pre experimental research design using one group pre test and post test to see the effect on students descriptive text writing ability. and post-test to see its effect on students descriptive text writing ability by using PWIM. This research conduct on tenth grade students of SMA ASSHOMADIYAH Bangkalan High School. The research design can be seen in the picture below :

Table 1 Research design

Pretest	Treatment	Posttest
O1	X	O2

O1 : Pretest before being given treatment.

X: Treatment using Picture Word Inductive Method.

O2 : Posttest final score after treatment.

A. Research Instrument

Research instruments are tools use to conduct research, especially to collect information about the subject of the research to be carried out. Research instruments are tools use to receive and process the data collected. The instrument includes data processing as one of the research steps in addition to data collection. In this study the instrument uses observation, tests and documentation. Before the instrument is used, it must be tested for validity and reliability.

1. Validity

According to (Sugiyono, 2013) said that a valid instrument can be use to measure what should be measured. In other words, validity

is done to show that the instrument use is valid. In this study, the validity of the test to be use is counstruct validity. To test the construction validity, opinions from experts who are measured based on certain theory can be use (Sugiyono, 2013).

2. Realibility

To ensure reliable data, we need a measuring tool that produce the same value when used repeatedly on the same object (Sugiyono, 2013). Researcher cronbach alpha, the test is declared reliable if cronbach alpha is greater than 0.05. The researcher gave the test twice using the same students and at different times. To determine the reliability of the test, researchers used a reliability test with the help of IBM SPSS Statistics 25 to find out whether the test to be

Reliability Statistics

Cronbach's Alpha	N of Items
.051	5

use is reliable or not.

Table 2. Reliability Pretest

The results of the reliability test of the test in the table above can be seen that Chronbach's alpha worth 0,51 is greater than 0.05. So it is concluded that the pretest can be declared reliable.

Table 3. Reability Posttest

Reliability Statistics

Cronbach's Alpha	N of Items
.062	5

The results of the reliability test of the test in

The table above can be seen that Chronbach's Alpha worth 0,62 is greater than

0.05. So it is concluded that the pretest can be declared reliable.

Data collection technique

1. Observation

The researcher made observations to collect data about the number of students to be studied, about student abilities, and to find out the conditions of student learning in the classroom.

2. Test

The researcher use an written test, where students were asked to write a descriptive text. The test was given in the form of pre-test and post-test. To assess the pretest and posttest

3. Documentation

After conducting the test, the researcher will conduct documentation as evidence of the result of the student test research that has been conducted.

Data Analysis Technique

1. Normality Test

The normality test can be use to see the distribution of research data and determine whether it is normally distributed. In this study use the kolmogorov smirnov, the normality test checks if the experimental results match a bell-shaped curve. To measure the normality test, researchers used the help of IBM SPSS Statistics 25.

2. One Sample T-test

One sample t-test is use to determine the average sample studies to test the hypothesis. The research hypothesis is formulated as follows :

1. H₀ : using the picture of PWIM at SMA Asshomadiyah had little impact on students' ability to write descriptive text.

2. H₁ : the PWIM significantly improves descriptive writing skills among students SMA Asshomadiyah.

FINDING AND DISCUSSION

In this chapter, the researcher describes the data obtained about students' writing skills in writing descriptive texts before and after being taught using Picture Word Inductive Method (PWIM), the researcher conducted research in class XB SMA Asshomadiyah. Before the test is given to students, the test has been declared valid by Mrs. Dr. Siti Maria Ulfa, M.Pd. as a lecturer in the writing course and Mrs. Siti Hamimah, S.Pd. as an English teacher at Asshomadiyah High School. The data obtained consisted of pretest and posttest results and the average of student assessment results.

1. The Results Pretest, Treatment and Posttest Scores

Pretest and posttest were conducted in class XB SMA Asshomadiyah with 36 students. This table shows the students' writing scores on a pre-test. This will help us measure how consistent their writing skills are before and after using the PWIM in their learning.

a) Pretest

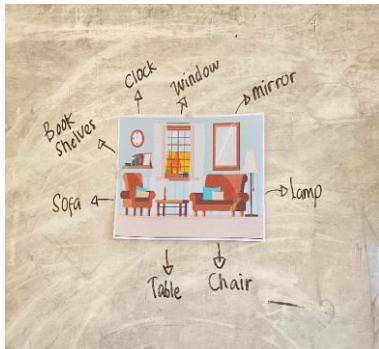
The researcher gave a pretest which was the first test. The pretest was given to find out the students' initial ability in writing descriptive text before getting treatment from the researcher.

b) Treatment

The first treatment was conducted on February 25th 2024, the researcher explained the material about descriptive text again. After that, the researcher used Picture Word Inductive Model (PWIM) with a picture of the living room. Students were asked to identify the vocabulary in the picture. Then the

researcher asked students to come forward and write down the vocabulary in the picture after all the objects in the picture had been mentioned, students were asked to assemble descriptive text according to the picture that had been described. Here are the images used during the first treatment:

Figure 1. The first treatment



The second treatment was conducted on February 27th 2024, the material used was descriptive text as well, using the picture word inductive method with a picture of a bedroom. And slightly different in the test work where in the first treatment students were asked to come forward to write down the vocabulary in the picture while in the second treatment the researcher gave individual treatment tests with different pictures to see if there was progress in using the picture word inductive method (PWIM). Here are the images used during the second treatment:

Figure 2. The second treatment



c) Posttest

After the treatment was given, the researcher gave a posttest and asked students to fill out the test that had been given. The posttest was conducted to determine the difference in students' abilities before and after treatment. The following are the results of students' pretests and posttests:

Table 4. 1 Pretest and Posttest Scores

No	Name	Pretest (X)	Posttest (Y)
1	AFW	59	75
2	AK	58	77
3	ASS	60	73
4	AKD	57	76
5	D	58	74
6	DAZ	60	82
7	FR	58	72
8	MM	58	71
9	HL	57	73
10	HY	60	72
11	IJ	58	76
12	IS	59	78
13	LM	59	76
14	LA	59	76
15	LLD	57	73
16	MK	58	78
17	MH	57	79
18	MS	59	75
19	NB	61	74
20	NZ	58	81
21	NYJ	55	80
22	NA	57	75
23	NF	53	78
24	NA	53	72
25	ND	52	78
26	RNF	56	73
27	RK	56	73
28	RAP	60	72

29	RY	60	71
30	SY	58	76
31	SS	61	72
32	SA	59	79
33	SN	56	72
34	UM	57	73
35	UR	61	75
36	WA	56	71
Total		2080	2701
Mean		57.77	75.00

Based on the results of research in class XB SMA Asshomadiyah can be seen in the table above the highest pretest score is 61 and the lowest pretest score is 52 the total pretest score is 2080 with an average of 57.77. While the highest posttest score is 82 and the lowest score is 71 with a total posttest score of 2701 with an average of 75.00.

2. Normality Test

The normality test is use to measure the data to be analyzed whether the two pretest and posttest tests have a normal distribution or not. The researcher use IBM SPSS Statistics version 25 to measure data normality. The data normality formula can be seen from if the significance $d > 0.05$. = normal distribution data. The results of the analysis can be seen from the following table :

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

		Unstandardize d Residual
N		72
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.60874597
Most Extreme Differences	Absolute	.072
	Positive	.072
	Negative	-.065

Test Statistic	.072
Asymp. Sig. (2-tailed)	.200 ^{c,d}

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.

Based on the table above, the normality test obtained a class significance value of 200 shows greater than 0.05. So it can be concluded that the normality test is normally distributed.

3. One Sample t-test

One sample t-test is use to determine the average sample studies to test the hypothesis in statistic. The significance formula if > 0.05 then it is concluded that H_0 is rejected, if the significance < 0.05 then it is concluded that H_1 can be accepted. The research hypothesis is formulated as follows :

- H_0 :The implementation of PWIM in SMA Asshomadiyah writing curriculum showed no significant impact on students' descriptive writing skills.
- H_1 : using pictures and words in a specific way PWIM can greatly improve descriptive writing skills for students at SMA Asshomadiyah.

Table 5. One Sample T-test

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Learning_R esults	29	75.28	3.034	.563

One-Sample Test

	t	df	Sig. (2- tailed)	Mean Differe nce	95% Confidence Interval of the Difference	
					Lower	Upper
Learning_	9.36	2	.000	5.276	4.12	6.43
Results	3	8				

The table above shows the result of the T-test calculation using IBM SPSS Statistics version 25 shows that the posttest results obtained sig (-tailed) value of 0.000 shows 0.000 greater than 0.05. So it can be concluded that H1 can be accepted, namely there is a significant effect on students' ability to write descriptive text using the PWIM in class X Asshomadiyah High School.

Based on the results of the study by giving PWIM treatment on students' writing ability in descriptive text in class XB at Asshomadiyah High School. can be seen in the table above the highest pretest score is 61 and the lowest pretest score is 52 the total pretest score is 2080 with an average of 57.77. While the highest posttest score is 82 and the lowest score is 71 with a total posttest score of 2701 with an average of 75.00. Based on the results of hypothesis testing shows that the one sample t-test value obtained is $0.000 < 0.05$. So it can be concluded that H1 is accepted and H0 is rejected. Thus it can be concluded that PWIM has an influence on the ability to write descriptive text. Therefore, there is a significant effect on students' ability

to write descriptive text using the PWIM in class X SMA Asshomadiyah.

Based on the research results, this is supported with the explain about the picture word inductive model is an inquiry-oriented language arts approach that uses pictures and actions to elicit words from students' listening and speaking. This model can encourage students to think specifically about a picture and then turn it into a sentence. It is a learning approach that has the potential to increase their vocabulary. vocabulary is a component of writing (Education et al., 2023). This research correlates with previous research conducted by Sulfi Yulia Eka Putri in 2023 with the title "The Effect Of Teaching Descriptive Text By Using PWIM At Tenth Grade Students Of SMK PGRI Mojoagung". By using quantitative research methods quasi experimental design. Their research used Analysis of Covariance (ANCOVA) as a formula with the SPSS 16.00 windows program. They analyzed data from the experimental group and control group. From the data analysis with the SPSS 16.00 windows program, it shows that the significance value of this PWIM method is 0.000 which is lower than 0.05. And it can be concluded that there is a statistically significant difference between the experimental group and the control group. In other words, H0 (Null Hypothesis) is rejected and HA (Alternative Hypothesis) is accepted. This shows that students who are taught to write descriptive text using PWIM have better achievement improvement than students who are taught to write descriptive text without using PWIM. Referring to the test results between subject effects and descriptive statistics, the conclusion is that students who are taught to write descriptive text using

PWIM are better than students who are taught to write descriptive text without PWIM.

Based on the results of this study and also the results of previous studies show that using PWIM in writing skills has increased achievement or in other words the use of PWIM is very significant in writing skills.

CONCLUSION

Based on the results of the study by giving PWIM treatment on students' writing ability in descriptive text in class XB at Asshomadiyah High School. can be seen in the table above the highest pretest score is 61 and the lowest pretest score is 52 the total pretest score is 2080 with an average of 57.77. While the highest posttest score is 82 and the lowest score is 71 with a total posttest score of 2701 with an average of 75.00. Based on the results of hypothesis testing shows that the one sample t-test value obtained is $0.000 < 0.05$. So it can be concluded that H_1 is accepted and H_0 is rejected. Thus it can be concluded that PWIM has an influence on the ability to write descriptive text. Therefore, there is a significant effect on students' ability to write descriptive text using the PWIM in class XB SMA Asshomadiyah.

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