

Promoting Picture Word Inductive Model (PWIM) to Develop Students' Writing Skill

by

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Abstract: The objective of this study was to find out whether or not there was significant difference between students who were taught using picture word inductive model (PWIM) and that of those who were not. The experimental method was used to conduct the study. The population of this study was the eighth grade students in SMP N 1 Sirah Pulau Padang. Out of this population, 68 students were taken as a sample and were divided equally into two groups by using purposive sampling method. Therefore, class VIII 1 was the experimental group whereas VIII 3 as the control group, each of them consists of 34 students. The data were collected by asking students to write descriptive paragraph. To find out the validity, content validity was used. Inter-rater reliability was used to find out the reliability. T-test was used to analyze the data. Based on the result, the value of t-obtained was 3.155, at the significant level $p < 0.05$ in two tailed testing with $df = 66$, the critical value of t-table = 1.9966. Since the value of t-obtained was higher than t-table, the Null Hypotheses (H_0) was rejected and Alternative Analysis (H_a) was accepted. It meant that there was significant difference between students who were taught using picture word inductive model (PWIM) and that of those who were not. In conclusion, PWIM could help students to develop writing skill.

Key Word: Writing skill, Picture Word Inductive Model (PWIM).

1. Introduction

Writing, as part of communication, is an important subject which needs to express and share their ideas, knowledge, feeling and information. Harmer (2001:3) define that writing is a form of communication to deliver through or to express feeling through written form. When begin to write, the writer needs to get and organize the idea, write the paragraph, revise and write again into good composition. Linse (2006:98) argues that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Since the process of writing is complex and difficult to do, students face some problems to finish their paragraph or composition.

Futhermore, some of students get difficult to begin writing because they lack of vocabulary and need to manage the activities process such as brainstorm and organize the

idea, make a draft, write, edit and revise. Jun (2008:90) confirm that L2 writing is a complex process of discovery which involves brainstorming, multiple drafting, feedback practices, revision, and final editing.

In addition, writing is still neglected in classroom. The result of a survey conducted by Alwasilah (2004) involving 179 EFL students at Universitas Pendidikan Indonesia found that 48% respondents reported that writing has been neglected in the national education from elementary to college and that writing lesson and courses have failed to provide them with writing skill. In fact, he explore that teachers seldom ask students to practice writing in class because it is time consuming to correct and give feedback to their students' compositions such as marking students' papers, offering revision and feedback on language errors.

Moreover, the students are being poor writers because they have not had enough exposure to the foundations of process approach. Graham and Perin (2007:22) state that some teachers may overemphasize in correcting students' grammar or spelling at the expense of the expression of ideas. Excellent instruction not in writing not only emphasizes correctness of forms but also instills in writer's command of variety of forms, genres, styles and tones, and the ability to adapt different contexts an purposes.

Based on the problem above, the teacher can use interesting models to solve students' problem in writing. One of the models that can be used is picture word inductive model (PWIM). PWIM was originally designed Calhoun (1999). According to Joyce (2002:153) the Picture Word Inductive Model is a teacher-facilitated process, in which teachers lead children to discover words from a picture, increase the number of words in their sight-reading and writing vocabularies, formulate phonetic and structural principles, and finally apply observation and logical thinking analysis to their reading and writing.

In addition, Calhoun (1999:21) states that the PWIM is an effective tool for teachers to use as they strive to meet this goal for all students. Picture Word Inductive Model (PWIM) is a model of study which use pictures and words to stimulate students' thinking inductively

from the specific thinking (see the pictures and words) to general thinking (make the words that available become paragraph). On the other hand, Picture Word Inductive Model (PWIM) is used to guide the students to develop their imagination and idea to make a sentence.

Beside that, according Soenoewati (2009:32) using PWIM students become enthusiastic in learning writing because the students get many vocabularies that can be used in their writing and it also guide the students to develop their imagination and idea to make a sentence or paragraph. Then, the students feel enjoy and disburden in writing because the students focus concentration on picture in Picture Word Inductive Model. Therefore, the objective of the study was to find out whether or not there was any significant difference in writing achievement between the students who were taught by using Picture Word Inductive Model (PWIM) and that of those who were not.

2. Using PWIM to Develop Students' Writing Skill

Calhoun (1999:23) developed the Picture Word Inductive Model (PWIM) into ten phases:

a. Selecting a picture

The teacher selects the picture for students. Teacher gives them an interested picture that appropriate with descriptive text' topic and explains the rules of the text.

b. Asking student to make groups and to identify what they see in the picture

Asking the students to make the groups and identify the picture in groups.

c. Labeling the picture parts identified

In this part, the teacher draws a line at each part of pictures. Students label the words of pictures. It makes them easily to remember the words.

d. Reading and reviewing the picture word chart aloud

The students read aloud the picture that has been given label. The teacher can select it in choosing the words.

- e. Asking the students to read and to classify the words

The students read and review the picture word aloud. The students read the words and classify the words into a variety of groups based on similar elements.

- f. Reading and reviewing the picture word

Asking students to say the words, spelling it and saying it again.

- g. Adding the words

Asking students to find many words which belong to the similar categories. Some of these words can be generated as part of the lesson.

- h. Leading students into creating a title

Asking the students to think about the information on the chart and explore what they create or think.

- i. Generating sentences

Asking students to write a sentence or sentences which describe the picture. Then, classify sentences and put the sentences into a good paragraph.

- j. Writing the sentences and paragraph

The goal is for every student to learn writing the sentences or good paragraph.

3. Methodology

In conducting the research, quasi-experimental method was used. This study conducted for 12 meetings in April until Mei 2014. The sample was eighth grade students of SMP N 1 Sirih Pulau Padang Kabupaten OKI SUMSEL. The total number of students was 68. Purposive sampling was used to select the sample. The criteria of the sample were taught by the same teacher and have the same total number of students. To determine experimental group and control group, the writer used flashcard. Class VIII 1 as an experimental group and class VIII 3 as a control group. The total number of both groups was 34. Written test was used to collect the data. In this study inter-rater reliability was used. The characteristic of raters was teachers of English who have been teaching for 5 years and graduated from S1 degree in

English field. Two raters made judgment for set the rating. The reliability coefficient was 0.859. In conclusion, since the reliability coefficient of the test (0.859) was higher than 0.70, the test was reliable to be tested. T-test was used to analyze the data.

4. Discussions and Conclusions

Based on the calculation of T-test, the t-obtained was 3.155, at the significance level of $p < 0.05$ and the degree of freedom (df) 66. The critical value of t-table was 1.9966. Since the value of t-obtained 3.155 was higher than value of t-table (1.9966) and p_{value} (0.000) was lower than α_{value} (0.05), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It meant that there was a significant difference in writing achievement between students who were taught by using Picture Word Inductive Model (PWIM) and that of those who were not.

By using PWIM, students could develop their writing achievement because they used pictures that containing familiar objects, actions and scenes to brainstorm the ideas and information. This model also helped students to enlarge their vocabulary and also discover phonetic and structural form that present in those words. It also in line with Joyce (2009:154) states that the Picture Word Inductive Model can be used to teach phonics and spelling both inductively and explicitly. By using PWIM, students gave label in pictures and they could find out the key words by classify the words. So that, PWIM could enlarge students' vocabulary to write their composition. PWIM also could use to teach phonics and spelling because students identified, read and reviewed the picture word chart aloud.

In addition, the PWIM was fun and pleasure activity. They felt enjoy to find objects and actions in the picture, see the words and sentences, generate, write and review paragraph. The PWIM could motivate students to improve their writing achievement. In short, PWIM could help students to develop their paragraph.

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