



## **The Effect of Picture Word Inductive Model (PWIM) on Students' Ability in Writing Descriptive Text at Grade VII of SMP Negeri 1 Pematangsiantar**

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### **ABSTRACT**

This research aims to investigate the effect of Picture Word Inductive Model (PWIM) strategy to the students' ability in writing descriptive text. The research design is the quasi-experimental. This research was held at SMP Negeri 1 Pematangsiantar which was conducted in two classes, namely the experimental class (VII-1) consisting of 31 students and the control class (VII-3) consisting of 31 students with the total 62 of 341 students. The writing test is used as the data collection instrument for the pre-test and post-test. The Brown's writing score rubric is used in this research, including several aspects: content, organization, grammar, vocabulary and mechanics. Then the procedure of data analysis in this study was descriptive analysis statistical hypothesis; by finding out the mean score, the median score, and standard deviation is to find out the t-test then examine by t-table. The result of this research, the researcher found out that the results of statistical hypothesis testing is using t-test showed that at the 5% significance (0.05). The t-test was 3,370 while the t-table was 1.670 or t-test > t-table. As a result, H<sub>0</sub> is rejected while H<sub>a</sub> is accepted. Therefore, it can be concluded that Picture Word Inductive Model (PWIM) strategy significantly affects the students' ability in writing.

**Keywords:** Writing, Descriptive Text, Teaching Strategy, Picture Word Inductive Model (PWIM).

### **INTRODUCTION**

Language is the basis of human interaction and helps people express their thoughts, emotions and ideas. Language is a complex set of symbols that individuals use to communicate and convey their thoughts and ideas in the context of social and cultural groups (Robins and Crystal, 2024). This means that language is an important tool used by humans to communicate and establish relationships with fellow humans. As one of many international languages, English serves important roles in every country's communication. The importance of English cannot be denied and is overlooked as English is the most commonly spoken language everywhere. English has become a widely used language in international business, science, and technology, making it an important language for students to learn in Indonesia.

In Indonesia, it is used to be the foreign language taught in schools and universities. These foreign language skills must be learned by students and the general public to achieve high competency verbally and in writing so that they can use English communication as a communication method, especially in study and work activities (Usmonov, 2020). Learning English opens up access to resources global education that is not available in Indonesian. In addition, English is the language of instruction in many higher education institutions around the world, including several programs at top universities in Indonesia. Thus, learning English has an academic impact to help Indonesian children become a more competitive, well-rounded individual.

In learning English, there are four skills that students must have: listening, speaking, reading, and writing. Based on the Kurikulum 2013 of the Junior High School, writing is one of language skills that should be taught at Junior High Schools beside other skills such as listening, speaking, and reading. Writing is an action, a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them (Rahmawati, Syafrudin and Widiastuti 2019). Students must be able to express their feelings and ideas orally and in writing in English as a foreign language, which is an important part of daily activities at school. Writing is not an easy activity that can be done simply by scratching a pen or pencil on paper. Learning to write in a foreign language is indeed difficult and challenging, but the process of learning to write cannot be avoided and left out of the learning process.

The related research was stated that there are several problems faced by the students in writing skill such as: they do not master the mechanics of good writing, making it difficult for them to write and produce good writing. In addition, they face problems in mastering grammar, which is an important component in producing good writing (Darmalaksana, 2020; Isgiano, 2020). Students not interested in English, lack of vocabulary and grammar understanding, monotonous teaching techniques used, and no instructional media to support the teaching and learning process (Megawati and Anugrahwati, 2012 as cited in Hayati, N. 2020).

In the context of various text types, the challenges identified in these studies are particularly relevant. At the junior high school level, students are introduced to a variety of text types, including narrative, recount, procedure, report, and descriptive texts. Each of these text types requires specific writing skills and competencies, especially descriptive text. Descriptive text is what describes or tells about a person, place, object, or animal in detail (Herman et al., 2020). To write a good descriptive text, students must know some information about the object to be described, so that readers can visualise and understand the subject being described as if they were experiencing it themselves.

The researcher's experience during teaching practice (PPL) at SMP Negeri 1 Pematangsiantar, the researcher found some problems in writing descriptive text with the theme "my deskmate". there were 30 students who took this test. Of the total, only 11 students managed to achieve a score above the Minimum Completion Criteria (KKM) set, which was 70. This means that around 36.66% of the total students were able to meet the expected standards. Conversely, as many as 19 students, or 63.33% of all participants, scored below the KKM. This shows that the majority of students still face difficulties in writing descriptive texts and need further attention and guidance to improve their writing skills.

The difficulties faced by students in writing descriptive texts are as follow: *first*, the lack of using strategies in teaching writing. It makes students less interested and feel bored. *Second*, they may have good ideas but find it difficult to translate them into clear, concise sentences. *Third*, they are confused in pouring the ideas in their minds into descriptive writing. So, they need a lot of time just to think about what to write, develop, and end their descriptive writing logically and coherently. *Fourth*, students have difficulties with grammar. Simple present tense is used in writing sentences in descriptive text. Students forget to add 's' or 'es' to the verb if the sentence has a singular pronoun. *Fifth*, unstructured writing based on description text. Each problem not only comes from the students, but is also influenced by the way teachers teach. Usually, teachers only give assignments from the textbook and then ask students to answer the questions asked, which are then collected back to the teacher. Therefore, it can be concluded that the teaching and learning process is less effective. That is, teachers do not pay attention to their students' writing skills and do not use appropriate learning strategies.

The result of test score of students at SMP Negeri 1 Pematangsiantar show that

students' abilities are still low, especially in writing descriptive texts. The results show that students do not have the ability to understand or even provide a little idea in developing paragraph texts, especially due to lack of vocabulary and lack of sentence structure. This is because teachers have not used the right strategy to teaching and learning English writing, especially in descriptive test. Therefore, the researcher wants to evaluate students' ability to write descriptive texts using the Picture Word Inductive Model (PWIM) strategy.

Picture Word Inductive Model (PWIM) is a learning model introduced by Emily F. Calhoun in her 1999 book "Teaching Beginning Reading and Writing with the Picture Word Inductive Model". Picture Word Inductive Model (PWIM) is an inquiry oriented arts strategy that uses pictures containing familiar objects and actions to elicit words from children listening and speaking vocabularies. Picture Word Inductive Model (PWIM) is a strategy that uses pictures as a basis to help students develop their vocabulary and writing skills. This method aims to improve students' literacy skills in an interesting and interactive way. Through observing pictures, students identify words related to the picture and then use these words to form sentences and paragraphs.

The study found that students who learnt using the Picture Word Inductive Model (PWIM) strategy wrote descriptive texts better than students who did not use it (Beniario, & Saputra, J. 2021). Students of class IX MTs Nurul Amin Jatiroto obtained an increase in writing skills through Picture Word Inductive Model (PWIM). This result shows the average difference between the experimental class and the control class (Maulidiya, R. (2023). Picture Word Inductive Model (PWIM) as a treatment increases interest in learning. This is also shown by the students' scores, most of which have the ability to achieve a score above 70 and meet the English lesson's mastery criteria (KKM). The average score of students' interest is eighty, which indicates that they are in a favourable category based on the score range of their interest in descriptive text (Hulu, P. G. D. et al., 2023).

From the above studies, that the Picture Word Inductive Model (PWIM) strategy is used to measure how effective the students' writing learning process is. The differences found in each study lie in the genre of the text, but the results are as expected. The Picture Word Inductive Model (PWIM) strategy has effectiveness in students' ability in writing.

The researcher draws the conclusion that writing is one of the four important skills that must be mastered. However, in the process, it is found that there are some difficulties faced by students in writing descriptive text such as; difficulty in constructing descriptive text, lack of vocabulary and difficulties in grammar. To solve those problems, Picture Word Inductive Model (PWIM) strategy can be used to help the teacher in teaching learning process while teaching writing.

Based on the background above, the researcher interested in conducting the research entitled "The Effect of Picture Word Inductive Model (PWIM) on Students' Ability in Writing Descriptive Text at Grade VII of SMP Negeri 1 Pematangsiantar".

## METHOD

The quantitative research was used as the method, with quasi-experimental design. Quantitative research is a deductive approach, research about relationships or cause and effect, large samples, uses numbers in data presentation and analysis using statistical test (Ary et al., (2014:27). The quasi-experimental design is a conclusive method because the researcher gives different treatments to the samples and then compares the effects that occur on the samples (Fraenkel et al., 2012:275). The reason researchers chose quasi-experimental because the class had been determined, so full randomization was not possible., the total of students is the same.

This research used two samples that had different treatments, namely the experimental

class and the control class. Before apply the treatment, both classes were given the same pre-test. The experimental class received treatment with the picture word inductive model (PWIM) strategy, while the control class received treatment with conventional media. After the treatment or implementation of the learning process, the same post-test was given to both classes, and the results of the experimental class post-test were compared with the control group to find out the effect that occurs when a class use picture word inductive model (PWIM) while learning descriptive text with comparison to a class that uses a conventional media.

The study's population comprised seventh-grade students from SMP Negeri 1 Pematangsiantar during the 2024/2025 academic year. The researcher selected 31 students from class VII-1 as the experimental group and 31 students from class VII-3 as the control group. To evaluate their foundational writing skills in descriptive texts, students were given a written test. The pre-test aimed to assess their initial writing abilities on the topic "My deskmate," while the post-test evaluated the effects of the treatment on the dependent variable and the overall group. The written test's objective was to measure students' proficiency in writing descriptive texts after the intervention, with students tasked to write about their own "My classroom."

## RESULT AND DISCUSSION

### Data Description

The findings of this research concentrate on categorizing the pre-test and post-test scores of the students. The researcher administered a test twice: a pre-test before the treatment to assess the students' writing skills, and a post-test following the treatment. The findings from the post-test provide evidence that the (PWIM) strategy is effective in enhancing the writing skills of seventh-grade students at SMP Negeri 1 Pematangsiantar.

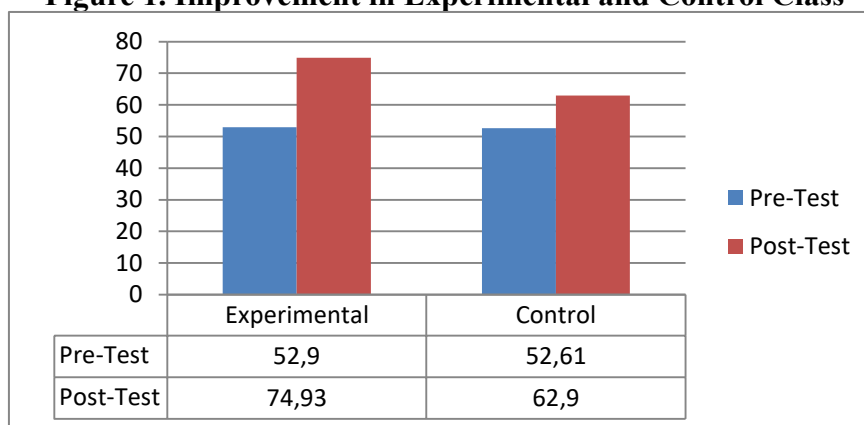
**Table 1. Students scores of the Experimental Class**

No	Student's Initial Name	Pre Test	Post Test
1.	AAS	70	83
2.	AHLH	37	75
3.	ANS	54	85
4.	AOS	65	77
5.	BZS	62	80
6.	CLH	25	32
7.	CJS	60	86
8.	CAS	57	75
9.	CPS	44	71
10.	DMHN	40	60
11.	DFS	60	82
12.	FJH	70	78
13.	FAS	57	70
14.	GMP	50	78
15.	GAS	70	80
16.	GMS	60	74
17.	GBP	60	80
18.	IHS	35	71
19.	IK	80	90
20.	IC	71	88
21.	JCOT	32	83
22.	JWS	70	75

23.	JCN	45	53
24.	JAP	40	62
25.	JBTS	40	78
26.	MAS	44	78
27.	RVS	57	70
28.	SJP	32	83
29.	TAM	75	91
30.	VEFS	32	70
31.	YAMN	45	66
$\Sigma$		1640	2323

According to the table, the highest score on the exam was 80, while the lowest score was 25. In contrast, the post-test recorded a highest score of 91 and a lowest score of 32. Additionally, the total of all scores from the pre-test was 1640, resulting in an average score of 52.90. For the post-test, the total score was 2383, which led to an average score of 74.93.

**Figure 1. Improvement in Experimental and Control Class**



After calculating the mean scores for both the pre-tests and post-tests of the experimental and control groups, the researcher illustrated the combined data through a graph. The chart clearly indicates an improvement in student performance, particularly following the intervention. The experimental group that adopted the Picture Word Inductive Model (PWIM) strategy exhibited a significant improvement in their scores. In particular, the mean score for the experimental class increased from 52.9 in the pre-test to 74.93 in the post-test. Conversely, the control group, which stuck with traditional media, saw a smaller improvement, with their mean score rising from 52.61 in the pre-test to 62.9 in the post-test.

This results in an increase of 22.03 points for the experimental class, while the control class experienced an improvement of only 10.29 points. The findings of this study suggest that the use of the Picture Word Inductive Model (PWIM) strategy had a significant impact on enhancing students' writing achievement in descriptive texts among the seventh-grade students of SMP Negeri 1 Pematangsiantar. The greater improvement observed in the experimental class compared to the control class indicates that employing engaging teaching methods can be an effective strategy for developing writing skills among students. This underscores the importance of innovative teaching approaches in promoting student engagement and improving educational outcomes in writing achievement.

### Testing Hypothesis

The t-table value is 1.670, derived from the previously established hypothesis formula. The null hypothesis will be dismissed if the t-test value is greater than the t-table value. Given that the t-test result of 3.370 surpasses 1.670 at a significance level of 0.05 for a two-tailed test, this indicates a statistically significant difference between the two groups.



This result underscores the effectiveness of the (PWIM) strategy in enhancing students' writing skills in descriptive texts compared to the conventional media utilized in the control class.

### Research Findings

The researcher concludes from the data analysis that the Picture Word Inductive Model (PWIM) strategy significantly affects students' ability to write descriptive texts. In the experimental class, the mean score for the pre-test was 52.90, which rose significantly to 74.93 in the post-test. The lowest score recorded in the pre-test was 25, while the highest was 80. Following the intervention, the range of scores expanded, with the lowest post-test score being 32 and the highest reaching 90. These results demonstrate a notable improvement in student performance after the treatment.

In the control class, the average score in the pre-test was 52.61, which saw a slight increase to 62.90 in the post-test. The range of scores remained unchanged, with the lowest pre-test score at 5 and the highest at 79. After the post-test, the lowest score stayed at 32, but the highest score increased to 88. These findings indicate a reasonable improvement in student performance, although the progress was not as significant as that observed in the experimental class. The hypothesis testing results show that the t-test value of  $3.370 > 1.670$  at a significance level of 0.05.

### Discussion

After conducting research and data analyzing, the researcher discovers several findings that can be used to answer the research problems namely to find out if Picture Word Inductive Model (PWIM) strategy significantly affects the students' ability in writing descriptive text and see the effects of using no using Picture Word Inductive Model (PWIM) strategy on the students' ability in writing recount text at SMP Negeri 1 Pematangsiantar.

Referring to the data analysis, both groups showed an improvement for their result of teaching. For the control group, the mean score has increased from 52,61 up to 62,90, and for the experimental group, the mean score has increased from 52,90 up to 74,93. By seeing those scores, both classes made their improvement, but the different is the experimental class which being treated by Picture Word Inductive Model (PWIM) strategy showed a higher significant effect than the other group who has a conventional teaching strategy in their learning. It can be proven by the result of the t-test of 3,370 which is higher than t-table is 1,670, with the degree of freedom of 60. It means that there is significant effect of Picture Word Inductive Model (PWIM) on students writing descriptive text at SMP Negeri 1 Pematangsiantar.

This research aligns with the findings of Beniario and Saputra (2023) from SMPN 2 Gunuang Omeh, which clearly indicated that the Picture-Word Inductive Model (PWIM) significantly enhanced the descriptive writing skills of eighth-grade students. In their research, the experimental class, which received instruction through Picture Word Inductive Model (PWIM), demonstrated a remarkable improvement in their writing abilities compared to their pretest performance. Conversely, the control class, which underwent conventional teaching methods, showed only modest gains in their writing skills. Both studies utilized a quasi-experimental approach, incorporating control and experimental groups to effectively evaluate the impact of Picture Word Inductive Model (PWIM). Notably, the differences between the two studies were primarily in terms of location and sample size.

Previous research by Yasin, Noni, and Korompot (2023), titled The Effect of Using Picture Word Inductive Model (PWIM) on Students' Vocabulary Mastery, aligns closely with this study in its use of the Picture Word Inductive Model (PWIM) strategy and a similar goal of enhancing learning outcomes through a pre-test and post-test approach. Both studies employed experimental designs to assess the effectiveness of PWIM, although they differed

in focus and experimental structure. Yasin et al.'s research centered on vocabulary mastery and used a pre-experimental, one-group pretest-posttest design at SMP Negeri 28 Makassar. In their study, a single class received a pre-test, followed by the PWIM treatment, and then a post-test, which revealed a substantial improvement in vocabulary mastery. The post-test results showed a marked increase in students' vocabulary performance after the Picture Word Inductive Model (PWIM) intervention.

## CONCLUSION

The aims of this research were to investigate if Picture Word Inductive Model (PWIM) strategy affects to the grade VII students in writing descriptive text at SMP Negeri 1 Pematangsiantar. Based on the results of this research, it can be concluded that the Picture Word Inductive Model (PWIM) has a significant effect on students' ability to write descriptive texts. In the experimental class, the mean score in the pre-test was 52.90, which increased significantly to 74.93 in the post-test. The lowest score recorded in the pre-test was 25, while the highest score was 80. After the intervention, the range of scores increased, with the lowest post-test score being 32 and the highest reaching 90. These results indicate a significant improvement in student performance following the treatment. In the control class, the average score in the pre-test was 52.61, which slightly increased to 62.90 in the post-test. The range of scores remained the same, with the lowest pre-test score being 5 and the highest 79. After the post-test, the lowest score remained 32, but the highest score increased to 88. These results showed a fairly good improvement in student performance, although the progress was not very significant compared to the experimental class. The result of testing hypothesis shows that t-test value was 3,370 is higher than the t-table value 1,670 at significance level of 0.05. As a result,  $H_0$  is rejected while  $H_a$  is accepted. It indicates that Picture Word Inductive Model (PWIM) strategy has an effect on students' writing descriptive text of seventh grade of SMP Negeri 1 Pematangsiantar.

This research has a limited scope that only focuses on the Picture Word Inductive Model (PWIM) in descriptive text writing at SMP Negeri 1 Pematangsiantar. Additionally, data analysis primarily emphasizes quantitative data, which may overlook other important aspects of writing, thus not providing in-depth insights into students' experiences that could yield additional understanding. It is suggested that future research be conducted across multiple schools with diverse backgrounds to obtain more comprehensive and generalizable results. Adding a qualitative approach, such as interviews or observations, could also provide a more holistic understanding of the impact of Picture Word Inductive Model (PWIM).

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