Teaching English to Local Vernacular Students in Indonesia: Effects of Using Picture Word Inductive Model (PWIM) on Writing Skills

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Abstract

It is well known that vernacular local students learning English in Asian countries face various difficulties. Some factors such as vocabulary and low ability in grammar have always been difficulties the students face. Hence, various techniques are adopted by teachers to overcome these.

This research examines the effect of using the picture word inductive model (PWIM) in the teaching of descriptive text on the students' ability in writing skills. The research was conducted at SMP Negeri 5 Pematang Siantar. It used a quantitative experimental method. The research investigated the students of the seventh grade: VII-2 and VII-4. Data was collected at pre-test, treatment and post-test times. It was found that Picture Word Inductive Model (PWIM) has a significant positive effect in learning descriptive text.

The results of the t-test (7,277) exceeds the value of t-table (1.670). Therefore, the hypo research alternative is accepted. It also could be proven from the difference score between the students. The mean-score of pre-test of the experimental group is 67.5 and the mean score of post-test is 76,875 while the mean score of pre-test of control group is 45.62 and the mean score of post-test is 60.937. The finding shows that the picture word inductive model (PWIM) is effective in improving student's achievement in writing descriptive text in class VII at SMP N 5 Pematang Siantar, in Indonesia.

Keywords: Effect, Descriptive text, Teaching model, Picture Word Inductive Model, Writing

Introduction

The most important aspect of human interaction and the main means of communication is language. In this era of globalization, learning English as an international language is one of the main goals of many students around the world. English is one of the most popular languages used for communication and as an international language. For Indonesia, it is a foreign language taught in primary schools (SD) up to the university at the highest level.

In learning English, there are four skills that students should acquire: listening, speaking, reading, and writing. Listening comprehension is a receptive skill in the oral mode. In the written mode, reading is a receptive skill. Writing is the most productive skill in the written mode. Rahmawati, Syafryadin and Wdiastuti (2019) say that writing is an action, a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them. In essence, the skills that must be understood by students first are listening and speaking skills, followed by reading and writing skills.

Based on the experience of the researcher during teaching practice at SMP Negeri 5 Pematang Siantar, it is found that there are difficulties among many students in writing descriptive texts. They have difficulty finding the right words to convey their ideas in writing descriptive text. Students' do not have a good vocabulary and also have low grammar skills. Indeed, the students lack abilities to determine the generic structure of descriptive text. Then, they also do not know what tense is suitable for their writing. Researchers have also found other factors that make students experience difficulties in learning activities, including students using monotonous material for learning and tended to use textbooks, photocopies of exercises, and workbooks in their learning process as the main source. However, the students perceive them as boring material.

As a result, students have low motivation and do not have strategies for learning. The fact is that the average score of the students is 68, when the passing score is 70, with the Minimum Completeness Criteria (MCC). Thus, to improve students' writing skills, a teacher needs an interesting and appropriate strategy. The researcher is interested in using a strategy in teaching descriptive writing, namely the 'Picture Word Inductive Model (PWIM)'.

The Picture Word Inductive Model (PWIM) is an interesting strategy that combines pictures and words to make it easy for the students. PWIM was introduced by Emily Calhoun; an author of popular teaching techniques. Calhoun (1999) says that the PWIM is an inquiry-oriented arts strategy that uses pictures containing familiar objects and actions to elicit words from children listening and speaking vocabularies.

Oktafiani and Husnussalam (2021) and Meliasari, Ngadiso, & Marmanto (2018) have proved that using the picture word inductive model (PWIM) strategy has succeeded in improving students' writing skills better than the students who did not get instructions on the descriptive text using Picture Word Inductive Model (PWIM).

This paper examines how the Picture Word Inductive Model (PWIM) is employed in Indonesian classrooms and what effect it has on the students. In this context, this research focuses on writing skills.

Its objective is to examines the effect of using the picture word inductive model (PWIM) in the teaching of descriptive text on the students' ability in writing skills at SMP Negeri 5 Pematang Siantar

Theoretical Framework

Brown (2000) says that language is a system of vowel symbols, written symbols, or conventional signs that enable members of a community to communicate intelligently with one another. Similarly, Hanif et al. (2023) say that language is the most important aspect we use in everyday life to interact with other people, and through language, other people can understand what we mean and *vice versa*. Thus, language is very important, and we need to understand it.

There are several reasons why learning English is important. Van Thao et al. (2021) say that language is a tool for acquiring knowledge, transmitting information, expressing feelings, emotions and ideas, forming cultural bonds and building social identity. We can

conclude from the information presented above that people cannot communicate effectively or understand what others say without using some kind of a language.

Writing is considered an important component of applied linguistics (Abbas & Tawfeeq, 2018). Niño and Páez (2018) say that writing is a process related to how learners develop their language skills because progress in language learning can be truly evident when written production increases. Writing has a very important role in education for students to master because it is able to develop their critical and creative thinking skills and help them express their opinions and ideas in writing. In expressing ideas, one must consider many aspects that will support writing skills, such as the relationship between topics, ideas, and context, correct grammar, good spelling, mechanics, and vocabulary (Newton & Nation, 2020). Correct writing is what is well composed and in which the message is clear to the reader.

Rass (2005) says that writing is a skill that is difficult for students to master because they have to balance several things, such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. These problems are the same as those found by researchers in teaching practice. In junior high school, there are several texts that students learn, namely descriptive text, recount text, report text, procedure text, and narrative text. Of the several types of texts, one that students should master when learning English is descriptive text, and they are taught by introducing students to model texts in the hope that they are able to write genres well (Husna, 2017).

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. According to the 2013 curriculum of English teaching in Indonesia, writing is one of the skills that must be improved in junior high school learning. There were three standard competencies in the syllabus of descriptive text at junior high school as follows:

1. The item 3.7 refers to comprehension of social functions, text structures and linguistic elements in descriptive text to assert and ask questions related to the description of a person, an animal, or a thing, using the shortest and most simple words appropriate to the context.
2. The item 4.7.1 refers to arresting the sense of oral and written descriptions in the shortest and most simple text.
3. The item 4.7.2 organizes short and simple descriptive text about people, animals, and things, paying attention to social function, text structures, and linguistic elements as appropriate for the context.

Review of Literature

Teaching English vocabulary by using picture word inductive model or PWIM has recently gained significant attention in the academia. A lot of research have been conducted. Among them, the works of Kamila, Supardi & Susilawati (2019) stand out. Aimed at discovering the effect of Picture Word Inductive Model on students' vocabulary achievement on the seventh grade students of SMP Negeri 14 Pontianak in the academic year 2016/2017. With a pre experimental research with one group pre-test and post-test design, they demonstrate clearly that it has a significant contribution to improve the students' vocabulary achievement. Yuniarsih (2014) has also conducted a similar experiment and conclude that the technique is effective. Rosalina (2002) on the other hand has also examined the teaching of vocabulary by using picture to the first quarter of the second years students od SLTP Kristen. Maranatha. Calhoun (1999) examines the same, but in a slightly different context: beginning reading and writing. He points out that teaching the beginners is much easier with picture word combinations because they contribute to strong memory and students can learn vocabularies much faster.

Other research looked at this among other techniques. For example, Allen (1983) examines a whole set of techniques including performances and others among picture word combinations, as effective means of teaching English as a second language. Brown (2004) has

Suggested the value of PWIM in classroom practices of language assessments, while Cameroon (2000) emphasizes the effectiveness of employing PWIM in teaching young learners. Interestingly, Joyce & Calhoun, (1998) see this as the most effective way of teaching inductively, although they also see other ways being equally useful. Nevertheless, Joyce, Weil, M. & Showers (1996) promote the techniques among the most versatile models of English language teaching. Khafidhoh (2019) investigating the impacts of using pictures for teaching vocabulary to the sventh grade students of SMP N 2 Imogiri in Academic Year 2018/2019, and substantiates this recommendation too in specific terms.

Marbun (2014) have done perhaps the most in-depth investigation into PWIM and the achievements in writing procedure. They show decisively and conclusively that the technique is effective but needs to be contextualized. This means, that it should not be taken for granted that any combination of pictures and words will do the trick. Instead, they argue that the teachers must take the social and cultural contexts into account and devise the most appropriate combinations of words and pictures to impress upon the significant meanings so that the students acquire efficient and the most appropriate vocabulary as fast as possible. This, he points out will enable the students to acquire vocabulary but also other linguistic skills such as writing procedure.

Given this overwhelming agreement of the effectiveness of the technique, but the need for being sensitive to the social and cultural contexts, more focused research are needed to make the technique appropriate in different contexts and situations.

Research Methodology

This research employs quantitative research methods with a quasi-experimental research design. The researchers looked at students in the seventh grade in SMP Negeri 5 Pematang Siantar school, and these characteristics are quantified normally on devices to allow for the statistical analysis of numbered data. A pre-test, treatment and a post-test were given to the students in the experimental class with 32 students and a pre-test and post-test to the students in the controlled class with 32 students too. A pre-test was conducted to find out the students' initial knowledge about writing descriptive text before giving treatment. Then a post-test was conducted to determine the student's progress in writing descriptive text after being given treatment. The experimental class received treatment that used the picture word inductive model in their achievement in writing the descriptive text, while the controlled class did not receive the treatment. The result of the effect of using the picture word inductive model on the student's achievement in writing the descriptive text would be seen from the post-test score in the experimental class.

Table 1. Research Design

	Group	Pre – Test	Treatment	Post – Test
a.	Experimental	O_1	X	O_2
b.	Control	O_3	-	O_4

Sugiyono, 2018:122

Where:

O_1 : Pre-test for the experimental group
O_2 : Post-test for the experimental group
O_3 : Pre-test for the control group
O_4 : Post-test for the control group
X : Treatment by using picture word inductive model

B. The Location of Research

This research was conducted at SMP Negeri 5 Pematang Siantar. In the research, the researcher investigated the seventh grade of the students, which was VII-2 and VII-4. The location of this research in Jl. Cornel Simanjuntak, South Siantar Distric, North Sumatra Province.

C. The Population and Sample of the Research
1. Population

According to Sugiyono (2018:80), population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by a researcher to be studied and then drawn conclusions from (Creswell and Creswell, 2018; Herman et al., 2022). The population in this study were students of class VII at SMP Negeri 5 Pematang Siantar. The total population was 191 students, divided into six classes.

Table 2: Population of the Research
Source: The data of SMP Negeri 5 Pematang Siantar Academic Year 2023/2024

Class	Population
VII- 1	32
VII-2	32
VII-3	32
VII-4	32
VII-5	32
VII-6	31
Total	191

2. Sample

According to Sugiyono (2018:127), the sample is part of the number and characteristics possessed by a population. Purposive Sampling, also known as judgment sampling is the deliberate selection of an informant based on the qualities possessed by the informant. It is a non-random technique that does not necessitate underlying theories or a set number of informants (Tongco, 2007). There are two groups used in this research, which are the experimental group, which has 32 students and the control group, which also has 32 students. The total number of the sample in this research is 64 students. The sample is part of the population, which means that it is representative of the population from which it was selected. This research took two classes as samples, namely VII-2 and VII-4.

Table 3. The Sample of the Research

Class	Population	Sample	
		Experimental	**Control**
VII- 1	32	32	-
VII-2	32	-	32
Total	64	32	32

3. Research Instrument

Instrument includes specific questions and possible responses that created or developed prior to the research. Researcher uses test in the form of an essay test. The essay test instructs to "write a descriptive text by showing the identification and description content."

1) Test

According to Herman et al. (2020), one method for assessing writing is the test. Test is one method of gathering data. It is one technique for gathering data as a technique for assessing a person's ability, knowledge or performance in a specific domain. The researcher used a pre-test and a post-test to assess the students' writing abilities in this study.

2) Scoring

Based on the scope of the research, the generic structure of the descriptive text was created .

Table 4: Scoring Rubrics for assessing Writing
Weigle, 2002

Generic structure	Criteria	Level	Score
Identification	Shows the identification in detail, consist of five and more sentences.	Excellent	5
	Does not show the identification in detail, consist of three until four sentences.	Very Good	4
	Less identification in detail and consist of only two sentences.	Fair to Poor	3
	Poor identification in details which had only one sentence.	Very poor	2
Description	Shows the description in detail, which consists of few parts, qualities and characteristics with nine out of ten sentences.	Excellent	5
	Does not show the description in detail, which consist of few the parts, qualities and characteristics with six until eight sentences.	Very Good	4
	Less description in detail, which consists of few parts, qualities and characteristics which had three to five sentences.	Fair to Poor	3
	Poor description in detail which consists of few parts, qualities and characteristics which had one to two sentences.	Very Poor	2

Step to score the generic structure is:
$$N1 = \frac{(I + D) \times 10}{} = \frac{\ldots + \ldots}{} \times 10 = N2$$

Notes.
  N1: Students Score
    I: Identification Score
  D: Description Score
  N2: The final Score

4. Technique of Collection Data

Data collection evidence aids in answering research questions and hypotheses. (Creswell and Creswell, 2018). To obtain these answers, one must first collect or gather data. Identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviours are all examples of data collection. The need for accurate data from individuals and locations is critical in this process. This step yields a set of numbers (test results, frequency of behaviours) or words (responses, opinions, quotes). A test is a series of questions designed to assess skills, knowledge or intelligence. competence or abilities, and individual or group abilities.

This research uses test as a data collection method to measure writing skills of the students by administering a pre-test and a post-test.
  a) Pre-test
Students were given a pre-test before being 'treatment'. They were given a pre-test to determine their prior knowledge of writing descriptive text. They were asked to write a descriptive text afterwards.

b) Treatment
During the treatment stage, the researcher teaches about descriptive text in English using an online media application. This was aimed to provide a new learning experience in English learning to the selected class as the experimental class, but for the control class, the researcher did not use this additional teaching and did only normal teaching.

c) Post-test
The researcher administered a post-test to the students in the experimental class following treatment to determine whether there was a significant effect on students' descriptive text writing skills. The researcher asked the students to write a descriptive text after watching the online Application in the post-test. A post-test score is then calculated to compare the differences between the groups after treatment.

5. Techniques of Data Analysis
In this study, the t-test is used to analyze the data. The research uses this test to compare the experiment class to the control class because the quasi-experiment uses a pre-test and a post-test. The research used the t-test formula to calculate the data. The two classes are compared to the independent variable, with the experiment class being X and the control class being Y. Following is the t-test formula:

a. The scoring writing
b. Obtaining the score denoted by (d1) from the pre-test students writing test and the post-test score denoted by (d2) of the experimental class.
c. Using a formula, determine the mean pre-test of an experimental class variable:
$$Ma = \frac{\sum d}{Na}$$
(Arikunto, 2006:307)
d. Determining standard deviation pre-test score of experimental class with formula:
$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$
e. Using a formula to calculate the mean post-test of an experimental class variable:
$$Ma = \frac{\sum d}{Nb}$$
(Arikunto, 2006:307)
f. Using a formula to calculate the standard deviation score post-test of the experimental class:
$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$
g. Obtaining the score denoted by (d1) from the pre-test students writing test and the post-test score denoted by (d2) of the control class.
h. Using the formula to calculate the mean pre-test of a variable in the control class:
$$Ma = \frac{\sum d}{Na}$$
i. Determining standard deviation pre-test score of control class with formula:
$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$
j. Determining mean post-test of variable of control class with formula:
$$Mb = \frac{\sum d}{Nb}$$
$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$

k. Using the formula: determining the standard deviation score post-test of the control class:

l. Analysing the data results using the t-test statistic and formula:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

(Arikunto, 2006:308)

Where:

Ma: Post-test mean for the experimental class

Mb: Control class mean post-test

da: The experimental class post-test standard deviation

db: The post-test standard deviation for the control class

Na: Total number of students in the experimental class

Nb: Total number of students in the control class

df: degree of freedom

Research Findings and Discussion

A. Research Findings

It was found that Picture Word Inductive Model (PWIM) produced significant effects in teaching descriptive text. It is proved from the result of the t-test (7,277) which exceeds the value of t-table (1.670). Thus, the hypo research alternative is accepted. It could also be proven from the difference of the scores between the students. As it is stated before, the mean score of the pre-test of the experimental group is 67.5 and the mean score of the post-test is 76.875. The mean score of the pre-test of the control group is 45,62 and the mean score of the post-test is 60.937. This finding shows that hypo-research is true in this research, indicating that the picture word inductive model (PWIM) is effective in improving student's achievement in writing descriptive text in the class VII at SMP N 5 Pematang Siantar.

B. Discussion

This discussion is in line with the research objective and the research question. The results show that scores achieved after teaching descriptive text taught by using the Picture Word Inductive Model (PWIM) is higher than those not taught by using the PWIM. It means that the Picture Word Inductive Model (PWIM) has a significant effect on teaching descriptive text. Besides, because of the statistical calculations, the Picture Word Inductive Model (PWIM) can also have a positive effect on teaching descriptive text. There are possible explanations for the results found in this research.

First, before implementing the teaching and learning process for both the experimental group and the control group, the researcher gave a pre-test to measure the students' previous knowledge in writing descriptive text. According to the minimum completeness criteria (KKM) of the English lesson for the first-grade student of SMP Negeri 5 Pematang Siantar, the students must be able to get a score of 70. In fact, during the pre-test, both the experimental and control groups could not achieve the score. It indicated that students need to be more skilled in their writing. In fact, the researcher found numerous errors in the students' writing in the pre-test. Before PWIM was applied, the students made many mistakes in terms of content, organization, vocabulary, language use, and mechanics. This might have been caused by the teaching strategy. The students could not have improved their abilities in writing. Needless to say that the students need to be more skillful in the writing process.

After giving the pre-test, the researcher gave treatment to the students. In the experimental group, the researcher applied PWIM during the treatment as a strategy to improve students writing abilities. The students were given a chance to find vocabulary that could describe the picture, so that they knew what kind of vocabulary they wanted to use related to

the topic. It also influenced the content and organization parts because students could not express their thoughts if they did not have a number of words and ideas to express. Moreover, the students wrote their sentences in the correct tense after they were given an explanation about the tense used to write descriptive text. After the post-test, the findings showed that the students' scores in both the experimental and control groups improved.

There were several factors influencing the higher result for the experimental group than the control group. First, the PWIM is used to help and guide the students in the writing activities as well as in organizing their writing. Moreover, it is expected that the students will not get bored during the learning process. This strategy is useful for the first-grade students of senior high school to write a descriptive text because it encourages the students to express their ideas, opinions and thoughts in their writing.

Second, the students become interested in writing descriptive text after using the Picture Word Inductive Model (PWIM). The findings of this research go in line with some previous theories, which found that pictures have many advantages as teaching tools to make the learning process more active and communicative. It is easy to prepare, easy to organize, interesting, meaningful, and authentic. It was also supported by Wright (1992), who stated that pictures can motivate students to write and help them improve their writing abilities. It can make students' learning enjoyable and easy to understand. Moreover, PWIM appears to be an effective instructional tool in the classroom to facilitate students' writing by identifying the pictures (Swartzendruber, 2007).

From the discussion above, it can be concluded that the students' writing abilities and interests in learning have significantly improved after using the Picture Word Inductive Model (PWIM) as a treatment. It was also proven by the student's scores that most of them could achieve the score above 70, which also means that they could achieve the minimum completeness criteria (KKM) of the English lesson. The mean score of the students' interest is 80, which means it is in the positive category according to the range descriptive text of students' interest score.

Conclusions

The purpose of this research was to find out empirical evidence of the effect of using Picture word inductive model (PWIM) in teaching descriptive text in the seventh grade at SMP N 5 Pematang Siantar in the academic year 2023/2024. This also serves as additional evidence for these theories and previous studies. Based on the calculation results, t (count) t (table) at level = 0,05 that is (7,277 > 1,670) Ha is accepted and H0 is rejected. As a result, it is possible to state that there is a positive and significant effect on the experimental class; that is, there is a significant influence when the teachers use the picture word inductive model (PWIM) in teaching descriptive text in class VII SMP N 5 Pematang Siantar.   Finally, it is concluded that the picture word inductive model (PWIM) is effective in teaching descriptive text, particularly for VII Grade students at SMP N 5 Pematang Siantar.

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