

USING PICTURE WORD INDUCTIVE MODEL (PWIM) IN TEACHING WRITING RECOUNT-TEXT

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The aim of this research is to know the influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text. Picture Word Inductive Model (PWIM) is a strategy to teach writing by using picture that contains objects and events that are familiar to lure students take the words and their vocabulary.

The research methodology was experimental research. The population of this research was the students of the tenth grade of SMAN 1 Waway Karya. The researcher took the sample by using cluster random sampling technique. In collecting the data, the researcher applied the test in the form of written test. The test was used for pre-test and post test. After giving the post-test, the researcher analyzed the data by using SPSS independent sample t-test. The result of this research showed that there was influence of using Picture Word Inductive Model (PWIM) towards students' writing ability of recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year of 2017//2018.

Keywords: Picture Word Inductive Model (PWIM), writing, recount text

A. INTRODUCTION

Writing is one of the important skills in English because it takes a part as an important communication tools. With writing, everyone is not only able to express feeling and ideas but also to communicate with the others people and have remembering fact and ideas into writing form. There

are many kinds of writing's genre such as recount, narrative, report, descriptive, exposition, and procedure. Hyland (2009: 15) states that every genre has number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture. It means that many genre of writing that have differences of each other. In this research, the researcher only focus on recount text.

Based on the preliminary research conducted at SMAN 1 Waway Karya, the researcher found out some students' problems in writing ability. The result of interview to the English teacher Mr. Ibnu Ripant, S.Pd, showed that the students problem in learning writing are the students could not write well because many students had difficulties in transforming ideas into written text. When they come with an idea they did not know how to write especially using English. The students spent much time to think what they had to write because they did not get ideas quickly. They had difficulty in generating the ideas, writing mechanic, grammar, they were lack of vocabulary, and difficult to develop a correct sentences grammatically. Then, the English teacher used Shared Writing Strategy in teaching writing. Shared Writing Strategy is strategy to teaching writing that teacher and students collaborate to write a text together, share their ideas to be a good text. In the process teaching and learning writing by using Shared Writing Strategy, the students felt difficult to develop idea in correct sentences grammatically when they share the idea. It means that many problems that made the students difficult in writing.

Based on the problem above, the researcher tried to use Picture Word Inductive Model (PWIM) a strategy that uses an integrated language art approach to teaching beginning reading and writing. Colhoun (1999: 24) states that Picture Word Inductive Model (PWIM) is appropriate to be

resolution in learning writing because the Picture Word Inductive model (PWIM) is a satisfying and pleasurable activity: They enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations. The Picture Word Inductive model (PWIM) motivates students because most become successful learners.

The sequence of lessons by using Picture Word Inductive Model (PWIM) begins with a picture. The students study the picture and then "shake out the words". It means that the students identify things or objects they saw in the picture. The teacher draws a line from those things to a place outside the picture, reiterates the word, and writes and spells the word aloud. The students repeat the word, its spelling, and interpret it. After that, the students create sentences by using the words before, then organizing the sentences into paragraph.

Concept of Writing

According to Byrne (1988:1), writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, st as speech his more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. It means that writing is form of express ideas or sound by using symbol like combination of letters that relate with what we think or speak. Then these combination of letters will be words that have to be arranged to be good sentences.

Hyland (2009: 9) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or

her views on a topic. It means that, writing can be used to share opinion, feeling of personal meaning and a topic of some event or experience.

Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage. It means that writing not only devotes ideas in writing but in the process of writing it must pay attention of vocabulary, spelling and sentence patterns as well because it is an important aspect in writing.

Based on the statement above, the researcher concludes that writing is an activity to share opinion, convey or express ideas in the form of writing of symbols formed from the combination of letters that form words, sentences, paragraphs and texts. In writing must use the correct mechanical components such as handwriting, spelling, punctuation to be understood by the readers.

Aspect of Writing

According to Tribble (1996: 130) there are five aspect of writing. The five aspects of writing are as the criteria of good writing, are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Languages (the ability to write in appropriate structure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).

Siahaan (2008: 22) states that writing is a complex process, which the students not only express ideas to be realized in a written form but also to know writing ability of students to make a writing correctly. Writing ability is the skill of a writer to communicate information to a reader or group of readers.

Students' writing ability is developed through topics selected mainly by the teacher or set within a textbook. Moreover, according to Westwood (2008: 70) students also engage in practice exercises covering aspects of grammar, sentence construction, spelling and punctuation. It means that in writing ability need exercise covering some aspect of writing and the teacher must prepare the topic to give for the students.

Based on the explanation, the researcher concludes that writing ability is the ability to create words or idea of the writer by expressing their ideas and feeling in some modes. In writing, it need covering right grammar, sentence construction, spelling and punctuation.

Concept of Teaching Writing

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skill in communication, thinking of this we can state their combination of teacher and unique activity in writing. In other words teaching writing is different from teaching other language skill. Harmer (2001: 79) states that such models offer abstraction of these procedures, designed to guide teaching practice.

One way of helping the learners is by making writing tasks more realistic, by relating practice to a specific purpose instead of asking them to write simply for the sake of writing. We can provide in order to make writing tasks more purposeful. It is concerned with an exploration of the various techniques and procedure that we used.

Concept of Text

According to Siahaan (2008: 1), a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text. It means that a text is full of meaning of morpheme, phrase, clause, sentence and discourse or a linguistic unit then text is not only in written text form but also in spoken text.

According to Garot and Wignell (1994:192-220), text in English can be classified into several genre, they are:

a. Narrative

A narrative paragraph tells a story, either fiction or non fiction, of event of some events. Its purpose is to present a view of the world that entertains or informs readers or listeners.

b. Recount

A recount is a writing text to document and to tell a series of events in a chronological way so that it entertains or informs a reader.

c. Report

A report describes the way thing are with reference to a range of natural, man-made and social phenomena in our environment.

d. Description

Description is kind of paragraph used to describe particular person, place or thing.

e. Exposition

An exposition is used to argue for or againts a social issues.

f. Explanation

An explanation is used to describe or explain process or activity

g. Discussion

A discussion is applied to present points of view about an issue at least from two sides namely protagonist and antagonist.

h. Procedure

Procedure is a text which gives instruction.

i. Spoof

Spoof is kind of genre used to retell an event with a humorous twist.

j. Hortatory Explanation

Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.

k. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

l. News Item

News item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

m. Reviews Text

Reviews text is a text to critique an art work or event for a public audience.

Based on the explanation above, it can be conclude there are some kind of text and many kind genre of texts. The students must be able to understand about these

genre texts. In this research, the researcher only focus in recount text as the form of writing that will be investigated.

Concept of Recount text

According to Knapp and Wastkins (2005: 162), recount text is a text tells someone what you have done. It means that recount text is a text that retell even or experience what has been done by someone in the past and to informing and entertaining the readers.

Types of Recount Text

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

Stubbs (2000: 8) classified recount text into several types:

- a. A factual recount which is focused on recalling events accurately, it can range from an everyday such as a school accident report to a formal, structured research task such as historical recount.
- b. A procedural recount which records the steps from completing a task or procedure. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- c. A biographical recount which tells a person's story by using a third person narrator.
- d. Literary recounts which entertain the reader by recreating the events of an imaginary world as they are real.

e. A writer's or speaker's own experiences which are the basis of a personal recount. It means that personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes and postcard. Personal recount is usually written in the first person (I and we) and often to entertain and to inform.

There are many kinds of recount text. They are factual recount, a procedural recount, biographical recount, literary recount, and personal recount. In this research, the researcher only focus in personal recount because as we know many students prefer to wrote their experience.

Generic Structure of Recount Text

The generic structure of recount text as follows:

1. Orientation : provides the setting and introduces the participants.
2. Events : tell what happened in what sequence.
3. Reorientation : (optional) closure of events, states the personal comments of the writer.

Language Features of Recount Text

In writing recount text, the writers must consider some aspects. Gerot and Wignell (1994: 194) argue the significant lexicogrammatical features of recount text are:

- a. Focus on specific participants.

Specific participant is the subject of the story, for example: I, my friends, my family, my class, etc.

- b. Use of material processes.

Material processes in Gerot and Wignell (1994:53) are processes of material doing. They express the notion that physically doing something. For example:

Mr. Smith *wrote* the letter.

c. Circumstances of time and place.

In Gerot and Wignell (1994: 52), circumstances of time and place answer questions as when and where.

- Time (temporal) tells when and is probed by when? How often? How long?

example: He went to the beach *last Sunday*.

- While, place (spatial) tells and where is probed by where? How far?

example: he went to *the beach* last Sunday.

d. Use of past tense.

Past tense is tense that is used to express activities or events began and ended in the past that the formula is shown in the table.

Formula of past tense:

Verbal

Subject + Verb (past tense) + Complement

Example: David *rode* a motorcycle yesterday.

Nominal

Subject + was/were + Complement

Example: David *was* sick two days ago.

e. Focus on temporal sequence. (first, then, after that, etc)

Concept of Picture Word Inductive (PWIM)

According to Calhoun (1999: v), “The PWIM is a strategy that uses an integrated language arts approach to teaching beginning reading and writing, and it includes the component skills of phonetic analysis, structural analysis, spelling, and mechanics.” It means, Picture Word Inductive Model (PWIM) is a strategy that can be used for teaching writing and reading that includes some components skill.

Schmuck in Muttaqin (2015: 11) said that Picture Word Inductive Model (PWIM) is a new teaching strategy used to lead the students into inquiring word properties. It means that Picture Word Inductive Model (PWIM) is a strategy that can guide students to know words by using property like picture. By knowing the words of the picture, the students easier to make a sentences to be a good paragraph or text in writing. It will make students more easy and interested students to write.

Gordon in Yuniati (2015: 33) states that Picture Word Inductive Model (PWIM) is a strategy to teach writing by using picture that contains objects and events that are familiar to lure students take the words and their vocabulary. It means in teaching writing by using picture word inductive model, it is using picture that interesting and familiar to the students should the students easier to identifying the object or the events.

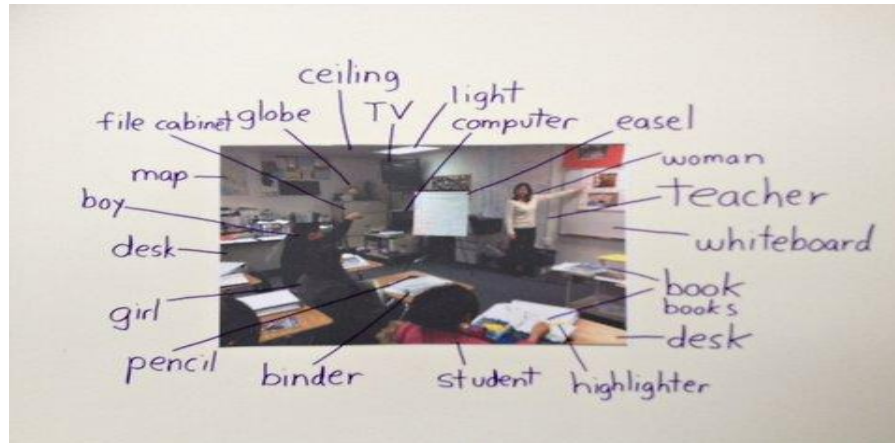
Based on the theories above, it can be concluded that Picture Word Inductive Model (PWIM) is the strategy to teaching writing by using picture that help students to know the words before writing which help their to develop ideas in writing. Picture Word Inductive Model (PWIM) will make students more interested and easier in writing because by using Picture Word Inductive Model (PWIM) the students can know the many words of the picture. Teachers apply the Picture Word Inductive Model (PWIM) to teaching writing and discovering phonetics, structural principles, using observation and analysis in their study.

The Procedure of Teaching Writing through Picture Word Inductive Model (PWIM)

In applying Picture Word Inductive Model (PWIM), there are some steps that must be followed. According to Calhoun (1999:23), those steps are modified based on the contexts and students' need. Those are:

1. Select the picture, the teacher selects the picture for students. Teacher gives them an interested picture that appropriate with recount text" topic and explains the rules of the text.
2. Ask the students to identify and label what they see in the pictures.
3. Label the picture parts identified (draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).
4. Read and review the picture word chart aloud.
5. Ask students to read the words (using the lines on the chart if necessary) and classify the words into a variety of groups Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students to create a title for the picture words chart. Ask students to observe and think about the information on the chart and what they want to say about it.
9. Ask students to generated sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.

The example of picture can be seen as follows:



B. RESEARCH METHOD

In this research, the researcher used quasi experimental research. Creswell (2008:309) states that quasi experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment. Creswell (2008:310) also states that, “we can apply the pre-test and post-test design approach to a quasi-experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.³ It means that in quasi experimental design, the researcher used pre-test and post-test for both of class groups to know the differences between the to groups and only conducted treatment in experimental class.

In this research, the researcher used two classes, they were experimental class and control class. The experimental class received the treatment by

using Picture Word inductive Model and the control class taught by using Shared Writing Strategy.

C. FINDING AND DISCUSSION

Finding

The hypothesis test was conducted after the result of normality and homogeneity test are calculated and fulfilled. After calculating, the result of normality and homogeneity were satisfied. Therefore, the researcher used the following t-test by independent t- test for hypothetical of test.

H_0 : there is no significant influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

H_a : there is significant the influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

The criteria of acceptance or rejection of hypothesis for hypothetical test was: H_0 was accepted if $\text{sig} > \alpha = 0.05$, H_a was accepted if $\text{sig} < \alpha = 0.05$

The Result of Hypothetical test

Independent Samples Test

Levene's Test for Equality		T	Df	Sig. (2-tailed)
F	Sig.			

Score	Equal variances	338	563	1.811	65	.000
	Equal variances			1.704	50.612	.000

Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated Sig. (P_{value}) = 0.000 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was significant influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

Discussion

Based on the result of research, it has shown that Picture Word Inductive Model (PWIM) could give influence to the students' writing ability of recount text. At the beginning of the research, the pre-test was administered to know students' achievement in writing recount text before they were given treatments by the researcher. The result showed that the mean score of pre-test between experimental class and control class were different. The mean score of pre-test in experimental class was 37.500 and the mean score of pre-test in control class was 33.368.

Based on the identification of the problem in SMAN 1 Waway Karya, there were some problems, the students' writing ability was still low because only 8 students of 33 students in X ISOS 1 got score above 70 in writing. When the researcher conducted pre-test in X ISOS 1 as experimental class, the researcher found that their recount text writing was not good enough. They made grammatical mistakes, wrote incorrect spelling, and had limited or lacked vocabulary to express their ideas. The result, there were no students who got score above 70 in writing recount text. After the researcher conducted treatments by using Picture Word

Inductive Model (PWIM) in experimental class there were 15 students who got score above 70 of post-test.

In teaching writing by using Picture Word Inductive Model (PWIM) the students identify and label the picture that contains objects and actions to enrich students' vocabulary. After they had understood the words, they began to write sentences and paragraph with the words collected as their guidance in writing. It made the students did not spent much time to think what they had to write because they got the ideas quickly. Teaching writing recount text by using Picture Word Inductive Model (PWIM) made the students more be active, easier to generated their ideas and could understand the material well.

At the end of the research, post test was given to measure the influence of students' writing ability of recount text in both classes after treatments done. The mean score of post test in experimental class was 57.455 and the mean score of post test in control class was 46.015. It showed that the students' post-test score in experimental class was higher than the students' post test score in control class.

Besides that, Picture Word Inductive Model (PWIM) had influence to improve students' writing ability. While based on the calculation of independent sample test, Sig. (P_{value}) $< \alpha = 0.05$ and H_a is accepted. This result proved that there was influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

Picture Word Inductive Model (PWIM) was a strategy that can guide students to know words by picture. By know the words of the picture, the students easier made sentences to be a good paragraph or text in writing. It made students easier and interested students to write. It had been supported by Colhoun. According to Colhoun (1999:86), the wonderful thing about Picture Word Inductive Model (PWIM) is that students generate part of the curriculum: It's their words, their

phrases, their sentences and their paragraph that form the content of the picture word inductive lesson. It shows that Picture Word Inductive model (PWIM) was a strategy that appropriate to teaching writing in recount text. And in teaching and learning writing recount text by using Picture Word Inductive model (PWIM) the students more be active and felt enthusiastic when they identify and label the picture in front of the class.

D. CONCLUSION

Based on the finding and discussion in previous chapter, the result of research showed that $P_{\text{value}} \text{ Sign. (2-tailed)}$ is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Because teaching writing by using Picture Word Inductive Model (PWIM) could arise the students' interest and it could create a good atmosphere in learning writing especially in recount text.

The used of Picture Word Inductive Model (PWIM) in teaching and learning process made the students more active in the class. Therefore, this activity could motivate the students in order to increase their writing ability especially in recount text. It is supported by the students' score, they received the high score after the researcher gave treatment by using Picture Word Inductive Model (PWIM) in learning writing recount text ability.

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