

**THE EFFECT OF PICTURE WORD INDUCTIVE MODEL (PWIM) ON  
STUDENT'S SKILL IN WRITING OF DESCRIPTIVE TEXT  
AT X GRADE OF SMA NEGERI 1 MERANTI 2023/2024  
ACADEMIC YEAR**

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**Abstract**

The aim of this research is to find out whether there is an effect in implementing the Picture Word Inductive Model (PWIM) learning model on Student's Skill in Writing of Descriptive Text in X Grade SMA Negeri 1 Meranti 2023/2024 Academic Year. This type of research is quantitative research with a two-group pre-test and post-test research design. The population in this research is the entire class X which consists of 4 classes. The research sample consisted of 2 classes (classes X1 and X2) which were taken using cluster random sampling. In class X1 as an experimental class using the Picture Word Inductive Model. In class X2 as a control class with conventional methods. After the learning was completed, a post-test was obtained with an average result for the experimental class of 84.41 and the control class of 71.91. Thus, it was found that there was an effect on student learning outcomes using the picture word inductive model on student learning outcomes in English descriptive text material for class X SMA Negeri 1 Meranti.

Keywords: *Picture Word Inductive Model, Pwim, Descriptive Text, Writing Skill*

**INTRODUCTION**

Currently the learning process in Indonesia use a *Kurikulum Merdeka*. The *Kurikulum Merdeka* is a new curriculum that began to be established in academic year 2023 until now. This curriculum is a development of previously existing curriculum, both the competency-based curriculum was initiated in 2004 as well as the education unit level curriculum in 2006 or the 2013 curriculum. Hamalik (2012) states curriculum is a set of plans and arrangements regarding content and materials lessons and methods used as guidelines for organizing activities learn how to teach English has evolved into a universal language with a significant role in people's daily lives. It's critical to grasp and get good at this if you want to communicate with people from other nations. Furthermore, it will significantly affect our life if we have studied it (Siregar & Dongoran, 2020).

In teaching writing, the articles that teaching writing is not easy to do because there are some writing elements such as format, mechanics, content, grammar, organization, and sentence structure is complex (Taufiqulloh, Yuvita, & Sulistianingsih, 2018). Writing teaching in high school is carried out from the first to third levels. Furthermore, the first-year students of High School are introducing several genres in learning English. Students are expected to be able writing based on three genres of written text, namely: descriptive, narrative, and remember. Each genre differs not only in its linguistic and generic feature's structure but also in social function. So, they have to consider several aspects before writing a paragraph such as vocabulary, spelling, grammar, and also punctuation of their writing.

Based on the results of observation and interview made by writer, the students' still have difficulty in writing descriptive text. This is caused by several factors, namely internal factors and external factors. Internal factors are factors that originate from students, including: students' low interest in learning, especially descriptive text material, students have difficulty grasping the lesson material given by the teacher, and students are still unable to develop their ideas. Meanwhile, external factors are factors that come from outside the students, including: the models used by teachers are not interesting so they make students feel bored, teachers have not implemented/used the latest learning models and the methods used by teachers are not varied. To achieve success in learning, various learning models are needed.

Due to that condition, one effective way in teaching writing is by using instructional media. The instructional media are important in the teaching learning process since they can enhance and promote learning and support a teacher's instruction (Mukminatien, 1991). There are many kinds of instructional media that can be used in the teaching and learning processes. One of them is picture. Pictures as the instructional media are very useful for teaching English.

Picture word Inductive models can help stimulate students' creativity in making sentences. It can create an atmosphere learning becomes fun and not boring because of the teacher present images with captions that can attract attention student want to learn, respond more quickly to the material presented, because by using Picture word Inductive model the teacher explains something pictures and put words on the pictures to make it easier for students understand the material that will be given and can improve your abilities students in learning, especially in the material of composing descriptive text. Picture Word Inductive Model development of information processing models.

Based on the elaboration above, the writer wants to know "The Effect of Picture Word Inductive Model (PWIM) on Student's Skill in Writing of Descriptive Text at X Grade of SMA NEGERI 1 Meranti 2023/2024 Academic Year". Hopefully

Picture word Inductive model can give significant effect on student skill in writing of descriptive text.

**METHOD**

In this research, the research took place at SMA Negeri 1 Meranti school which is located at Jl. Lintas Sumatra, Km.155 Kec.Meranti, Asahan Regency. Time allocated for this research in February-march 2024. There are two classes used in this research. In the research group X1 consisted of 34 students as the experimental group using pictures, while class X2 consisted of 34 students as a control group using conventional methods. Material and duration of the report text learning and teaching time is the same for both classes in this study. The type of research in this research is a quantitative method. Quantitative method is research that uses numerical or statistical data analysis, generally using random sampling techniques, research instruments as data a collection tool with the aim of testing hypotheses or temporary conjectures (Sugiyono, 2019).

**Table 1. Research Design *Posttest-Only Control Design***

Class	Group	Treatment	Posttest
X 1	Experiment	X	O <sub>1</sub>
X 2	Control	-	O <sub>2</sub>

Information:

X : Treatment using *picture word inductive model*

O<sub>1</sub> = Test for experiment class

O<sub>2</sub> = Test for control class

According to Sugiyono (2013:60), variables are everything that the researcher chooses to explore in order to gather knowledge before drawing conclusions. There are two variables in research, specifically:

1. Independent Variable (X): The effect of picture words inductive model on class X students at SMAN 1 Meranti 2023-2024 Academic year.
2. Dependent Variable (Y): ability to compose descriptive text of class X students at SMAN 1 Meranti 2023-2024 Academic year.

Arikunto (2013), research instruments are tools or facilities used by researchers in collecting data so that their work is more complete easy and the results are better, in the sense of being careful, complete and systematic so it's easier to process. According to Sugiyono (2013), research instruments is a tool used to measure natural and social phenomena observed. Instruments are used to measure the value of the variables studied. The instrument in this research is an essay test, which assigns students to compose descriptive text and questionnaires which are distributed to students and teachers.

The learning results for student's scores can be determined using the formula below:

$$\text{Final Score} = \frac{\text{score acquisition}}{\text{maximum score}} \times 100$$

**Table 2. Aspects of Assessing the Ability to Compose Descriptive text**

Value	Letter	Reability Category
80-100	A	Very good
66-79	B	Good
56-65	C	Fair
40-55	D	Poor
0-39	E	Very poor

The pre-determined hypothesis must be tested. Hypothesis testing was a technique for data analysis. And in this research used the t-test as a hypothesis test to see whether the hypothesis is accepted or rejected. The data was obtained after the students were given the pre- and post-tests, and it was then analysed to compare the mean scores of the experimental group's students with those of the control group's students before and after the treatment. This analysis was carried out to ascertain the impact of the frontloading strategy in the research. The t-test has the following formula:

$$t_o = \frac{M_1 - M_2}{SEM_{1-2}}$$

Information:

$t_o$ : t observasi

$M_1$ : Mean post-test experimental class

$M_2$ : Mean post-test control class

$SE_1$ : Standard error experiment class

$SE_2$ : Standard error control class

## RESULTS AND DISCUSSION

After the data from the research result is collected, the next step is to use data analysis. This research in the form of experimental research which uses two variables, namely the independent variable and dependent variable. The independent variable is picture word inductive model (PWIM) and the dependent variable is student's skill in writing of descriptive text at X grade of SMA NEGERI 1 MERANTI 2023/2024 academic year. The number of samples in this study was 34 students as the control class and 34 students as the experimental class. Next, the data was analyzed as describe below.

**Table 3. pre-test and post-test scores for the control class and experimental class**

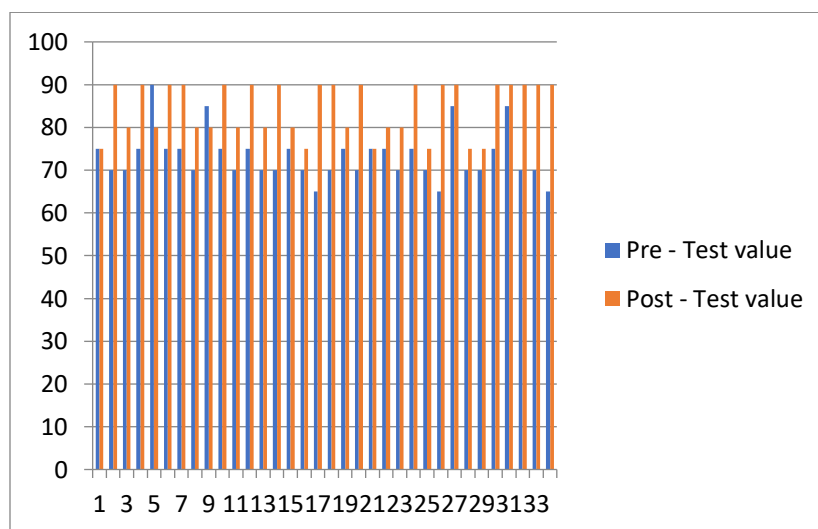
Number	Control class		Experiment class	
	Pre -test	Post -test	Pre -test	Post –test
1	70	65	75	75
2	75	80	70	90
3	60	65	70	80
4	65	75	75	90
5	60	70	90	80
6	75	75	75	90
7	65	75	75	90
8	70	70	70	80
9	65	75	85	80
10	75	70	75	90
11	65	65	70	80
12	65	70	75	90
13	70	70	70	80
14	75	65	70	90
15	75	75	75	80
16	75	80	70	75
17	60	75	65	90
18	65	75	70	90
19	75	65	75	80
20	70	80	70	90
21	70	70	75	75
22	65	80	75	80
23	70	65	70	80
24	75	75	75	90
25	65	80	70	75
26	65	80	65	90
27	75	70	85	90
28	65	75	70	75
29	70	65	70	75
30	65	70	75	90
31	65	75	85	90
32	60	65	70	90
33	75	70	70	90
34	65	65	65	90
<b>total</b>	<b>2325</b>	<b>2445</b>	<b>2490</b>	<b>2870</b>

Based on the data above, students in the control class and experimental class received lower scores pre-test compared to post-test. The students' average score was 65 on the pre-test, and after receiving treatment there was a significant

improvement in the experimental class although it did not have such an impact on the control class.

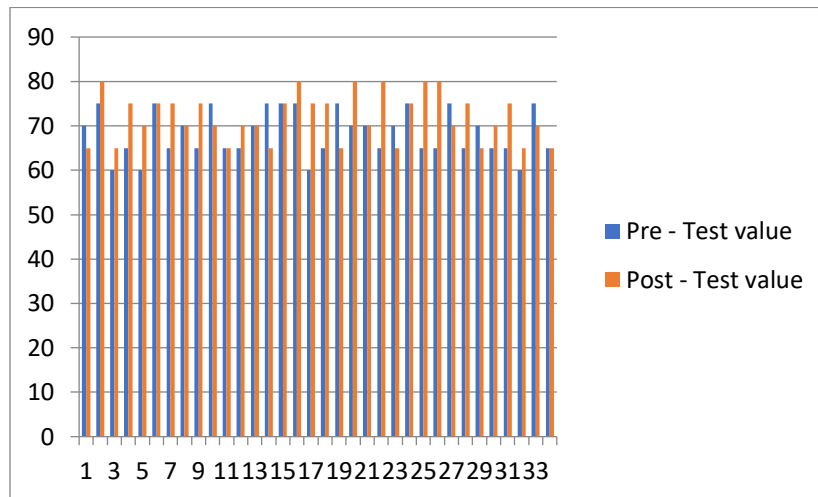
Based on the table above, the differences in scores can be analysed between pre-test and post-test in the experimental and control groups. The data is analysed using the mean Sudjana formula, and the results show that control group only increased by a small amount before and after using conventional teaching method, Furthermore, the results of the experimental class analysis show that there has been an increase before teaching and after teaching use picture word inductive model (Pwim).

Meanwhile, to clarify the complete data description, you can see in the histogram below:



**Figure 1. Histogram The Effect of Picture Word Inductive Model (PWIM) on Student's Skill in Writing of Descriptive Text**

Based on the histogram above, it can be seen that the students' score that the student's scores in the post-test were higher than the student's scores in the pre-test. It means The Effect of Picture Word Inductive Model (PWIM) on Student's Skill in Writing of Descriptive Text is effective



. **Figure 2. Histogram on Student's Skill in Writing of Descriptive Text using Conventional way**

After testing the data analysis requirements, further tests can be carried out for the hypothesis which obtained a value of  $t = 13.02$ . After to is obtained, then consult the "t" table at the 5% or 1% significance level with  $dk = 63$ . In the "t" table the level with  $dk = 66$  is 5% significance level = 2.00, and 1% significance level = 2.65. It turns out that the obtained is greater than t-table, namely  $13.02 > 2.00$  and  $13.02 > 2.65$  because the given to is greater than t-table. So, the  $H_A$  hypothesis is accepted and  $H_0$  is rejected.

Therefore, the hypothesis states that the Picture Word Inductive Model (PWIM) has the Effect of Picture Word Inductive Model (PWIM) on Student's Skill in Writing of Descriptive Text at X Grade of SMA NEGERI 1 Meranti for the 2023/2024 academic year.

## CONCLUSION

Based on the calculation results that have been described, it can be concluded as follows:

1. Students' skill to write Descriptive texts without using conventional learning models in class XI SMA Negeri 1 Meranti in 2023/2024 academic year is classified as low, because the learning model used does not attract students' interest in learning.
2. Students' skill to write descriptive texts with using the Picture Word Inductive Model (PWIM) in 2023/2024 academic year, classified as good, because the use of this learning ,not only that, with picture word inductive model students can learn a lot of new vocabulary.
3. There is a significant effect on the Picture Word Inductive Model (PWIM) in class XI of SMA Negeri 1 Meranti in the 2023/2024 academic year at a significant level.

**THANK-YOU NOTE**

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