



Pengaruh Model Induktif Kata Bergambar (PWIM) terhadap Penulisan Kalimat Deskriptif

Nia Dwi Peggi Indriani, Wahyu Taufiq*

Universitas Muhammadiyah Sidoarjo

Abstrak : Penelitian ini bertujuan untuk melihat pengaruh model terhadap hasil siswa dalam menguasai kalimat deskriptif pada keterampilan dasar menulis dalam bahasa Inggris. Metode penelitian yang digunakan adalah kuantitatif dengan menggunakan uji t komparatif yang dilakukan pretest dan posttest pada 1 kelas di SMP Nurul Huda. Dari hasil penelitian terlihat bahwa model induktif kata bergambar (PWIM) memang dapat membantu siswa dalam memahami kalimat deskriptif, hal ini dibuktikan dengan data yang menunjukkan adanya peningkatan nilai siswa dari pretest hingga posttest. Penelitian ini menunjukkan bahwa pengajaran menulis dengan model induktif kata bergambar (PWIM) dalam kalimat deskriptif, terbukti siswa lebih aktif dan termotivasi dalam pembelajaran. Diharapkan kedepannya penelitian ini dapat dilanjutkan untuk membantu siswa dengan mudah memahami kalimat deskriptif, khususnya keterampilan menulis.

Kata Kunci: Kalimat deskriptif, Model Induktif Kata Bergambar, Menulis

DOI:

<https://doi.org/10.47134/jpbi.v1i4.693>

*Correspondence: Wahyu Taufiq

Email: wahyutaufiq1@umsida.ac.id

Received: 11-06-2024

Accepted: 12-06-2024

Published: 18-06-2024



Copyright: © 2024 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Abstract: This research aims to see the effect of the model on students' results in mastering descriptive sentences in basic writing skills in English. The research method used was quantitative using a comparative t test which was carried out pretest and posttest in 1 class at SMP Nurul Huda. From the research results, it can be seen that the picture word inductive model (PWIM) can indeed help students understand descriptive sentences, this is proven by data showing an increase in student scores from pretest to posttest. This research shows that teaching writing using the picture word inductive model (PWIM) in descriptive sentences has proven that students are more active and motivated in learning. It is hoped that in the future this research can be continued to help students easily understand descriptive sentences, especially writing skills.

Keywords: Descriptive Sentence, Picture Word Inductive Model (PWIM), Writing

Introduction

English is an international language used in countries around the world. Therefore, this language must be taught to anyone, including students in Indonesia. "In the current era of globalization and instant, children from elementary school age, even kindergarden, have been forced to compete in English courses," (Trisnawardana et al., 2021). In other words, if a child in elementary school is left behind in English topics, it will cause problems for children, who will grow lack of confidence, isolated from his friends, and so on. So, students

should be motivated to be able to compete in learning English. At Nurul Huda Middle School, found students were still quite difficult in English writing skills (Candra et al., 2023).

Before I conducted this research, I made observations with English teachers regarding students' progress in learning English at Nurul Huda Middle School. And I know that many students experience difficulty in composing words and even sentences in English because sentences are the highest level grammatical unit (TABEL & GAMBAR, 2022). So, to compose sentences we need an English description to define what is considered a grammatical sentence in English. The most important thing that students must understand because it will reflect the meaning of writing (Masnan & Ibrahim, 2023). Therefore, many students face many problems and often make mistakes, especially in writing. And as a student from the English education study program, I am interested in helping the English teacher at Nurul Huda Middle School by implementing this research (Handayani & Sofyan, 2022).

The skill of writing descriptive sentences in English is a very important skill for students. Writing descriptive sentence sentences requires students' ability to develop ideas and understand them in a clear and structured manner (Herpindo et al., 2023). However, many students at SMP Nurul Huda experience difficulties in writing descriptive sentences due to a lack of skills and strategies needed in writing (Aedi & Amaliyah, 2017). Based on the results of this research, it can be concluded that the use of the inductive model of picture words can have a positive effect on students' ability to write descriptive texts in English at Junior High School (Mustafa et al., 2022). Therefore, further research needs to be carried out on the effectiveness of using the inductive model of picture words in learning to write descriptive texts in English at Junior High School (Herpindo et al., 2023).

As for one way to apply Picture Word Inductive Model (PWIM) in the form of animal images, objects, and views. Writing strategies in descriptive sentences can increase student vocabulary memorization in English through Picture Word Inductive Model (PWIM). The picture word inductive learning model can be used to improve students' ability to write descriptive sentences in English (Rohmah, 2017). This model combines pictures or illustrations with words to help students understand certain concepts or topics. However, there is still a lack of research regarding the effect of using the inductive word-picture model in writing English descriptive sentences in junior high school (Harfiani et al., 2021).

Several previous studies have shown that the use of inductive word picture models can improve students' ability to write descriptive sentences in English in junior high school. P.A Sama said that the use of the word picture inductive model can improve students' ability to write descriptive sentences in English in junior high school (Sama, 2017). The results of this research show that the inductive word picture model can help students organize ideas and develop ideas in writing descriptive sentences (Nafsika & Huda, 2021).

PWIM is an inductive inquiry language arts strategy, which focuses on early literacy (Jiang & Perkins, 2013). Thus, PWIM is a media that uses images in written form for learning. Apart from that, other research conducted by M. Liza and Refnaldi also shows that the use of the picture word inductive model can improve students' ability to write descriptive sentences in English at Junior High School (Liza & Refnaldi, 2013). The results of this research show that the inductive model of picture words can help students develop vocabulary and understand the structure of descriptive sentences (Nurazizah, 2022).

Methodology

The method used in this research is quantitative using the comparative T test. In 1 class, 2 tests will be carried out, namely Pre-test and Post-Test. Before carrying out the post test, the researcher will provide material to help students understand what was given during the pre test. Descriptive sentences become questions/parameters for students' understanding scores (Nurazizah, 2022).

The use of assistance strategies in learning to write descriptive sentences using the picture word inductive model and implemented at Nurul Huda Middle School for two weeks. The first day (Monday), January 16 2023, carried out introductions at school and teacher introductions at Nurul Huda Middle School. The second day (Wednesday), January 18 2023, go to class and greet the students to give practice descriptive questions (pre-Test) as promised at the previous meeting. The third day (Tuesday), January 23 2023, revised the questions and assessed students' pre-test questions, as well as continuing the learning material about descriptive texts (distributing material grid sheets) and showing what PWIM is. Fourth day (Wednesday). On January 25, students were given individual post-test questions and answer sheets. On January 27 2023, researchers came to school to give souvenirs to Mrs. Anita (English teacher) and Nurul Huda Middle School teachers as a thank you. And gave a gift of thanks to class 7B, totaling 18 students, for diligently working on questions and listening to researchers provide English language material in the form of descriptive sentences. The prize that gets the most is the highest score (Muaroifah & Kurniawan, 2023).

1. The following are the stages of conducting research at Nurul Huda Middle School;
2. Arrive at school at 07.00 in the morning, and do recitation (reading the Koran) every morning before starting lessons.
3. At 08.10 Enter class 7B, class one consists of three classes (A, B, C).
4. Greet students and introduce yourself.
5. The first day of introductions to students and teachers at Nurul Huda Middle School lasts 90 minutes.

6. On the second day, students were given individual pre-test questions in the form of pictures of animals (cats) and objects (study tables) accompanied by keywords (material, size, color, weight, texture, age, condition, title, characteristic, type, opinion, function) as a stimulus to students to make it easier to write. Students are given 2 hours.
7. The third day, giving student question scores (pre-test) and revising the questions together, as well as learning about descriptive texts and what PWIM is. Prepare a laptop and the teacher shows one of the pictures in Word (PWIM) to the students and explains grammatical writing techniques in descriptive text with a duration of 2 hours
8. On the fourth day, students were given post-test questions and individual question answer sheets (no keywords), in the form of pictures of rabbits and Banyu Meneng beach. And students must describe the picture with their ideas in the form of sentences with vocabulary. The hope is that students can create correct descriptive texts.
9. Collect completed assignment sheets given 2 hours.

In the face-to-face learning process, researchers showed students descriptive pictures of animals with English vocabulary that lasted less than two minutes. The researcher asked students if they had any questions about the material explained. Next, the researcher gave 1-4 direct questions to students to test whether students understood. This is also adjusted to the teacher's teaching time limits during teaching and learning activities. And researchers distributed post-test questions to find out students' final scores on the understanding that had been explained or taught by the teacher (Renti et al., 2023).

The researcher applies it to one class only, this class is called the experimental class, while the sample taken by the researcher is in one class and this class is also applied, called the control class. The implementation of learning images is carried out after being distributed or before being distributed, in this case the purpose of distributing pre-test questions before distributing post-test questions before conducting research on students is to find out the analysis of student learning outcomes (Yamin, 2023). English language learning needs and what the student's initial grades are. -student final test and posttest scores (Yunitasari et al., 2023). The distribution of student question scores before and after the pretest and posttest questions was carried out with instructions from the teaching teacher (Mrs. Anita).

The researchers distributed the scores and practice questions for the pre-test to grade 1 students on January 23 2023 at 08.00 -10.00 (2 hours) (Mustafa et al., 2022). The researchers distributed student scores and post-test practice questions to class 1 students on January 25 2023. Researchers only conducted school observations for 2 weeks to collect data and photos. On January 16 – January 27 2023, 06.00 – 12.00 noon. To test the results of the learning methods and media used, researchers used test instruments used in their research, in this case using the independent T test (Bahri et al., 2022).

In the Independent T-Test, the data used in this test are test results, both from control and trial class tests. The purpose of the T Test is to see whether there is a difference in the average value between the two groups. As for the results obtained from the significance value (2-tailed) of $0.761 < 0.05$, then based on the basis of decision making in the Independent Sample T-Test it can be concluded that H_0 is rejected and H_a is accepted, which means there is a difference in the average student learning outcomes experimental class with control class (Handayani & Sofyan, 2022).

Result and Discussion

A. Results

Based on research conducted using the comparative quantitative T test method, the following results were found (Meiryani, 2021).

Table 1. T-test Results				
The Name of Students		Pre-Test	Post-Test	
G.P.A		90	80	
D.A		50	91	
D.K.k.n		68	83	
M.R.H		63	92	
I.R.A		69	89	
D.A.A		45,5	65	K
	60		60	
K.A		44	58	
M.L		51	98	
S.R		36	78	
N.D.A		2	17	
L.A		27	73	
S.R		21	43	
A.R		15,5	35	
N.S.A		35	78	
M.E.A.H		55	65	
P.R.R.W		20	25	
M.A.F		45	53	

The Number of Average			Correlation	Value (t)	
Students (n)		Value	Coefficient (r)		
Pretest	18	44,333	0,761	-5,763	Posttest
18		65,889			

Based on Table 3.1 and Table 3.2, the results of calculations using SPSS explain that the significance value obtained (2-tailed) is $0.00 < 0.05$, so it is influential because the results are smaller than 0.05. And based on the decisions taken in the independent sample

T-Test, it can be concluded that H_0 is rejected and H_a is accepted, which means that there is a difference in the average learning outcomes of experimental class and control class students (Masnan & Ibrahim, 2023).

Rubrics are generally divided into two types, namely analytical rubrics and holistic rubrics (Erviana, 2020). This research uses a type of analytical rubric that is used by teachers to measure performance or products from various aspects and then each value is added up to become a total value. This rubric is also often used in formative assessments because it plays a more important role in providing feedback for teachers and students (Nasir & Rahmawati, 2022).

Table 2. T-test Results

Paired Sample Test					
	Differences	Paired	T	Df	Sig (2-tailed)
Result	Pretest- Posttest	-13,66467 -5763	17		0,00

Hypothesis testing can be said to be significant when the t-test value is greater than 1.96, if less then it is considered not significant (Sama, 2017).

1. If the t-test significance value is > 0.05 then H_0 is accepted and H_a is rejected. It means that there is no influence between the independent variables on the dependent variable.
2. If the t-test significance value is < 0.05 then H_0 is rejected and H_a is accepted. It means that there can be an influence between variables (Jiang & Perkins, 2013).

So, the t-test result of 0.00 shows that the independent variable has an influence on the dependent variable. In this way, the PWIM model has the effect of helping students' learning activities to make it easier for them to understand the English material they receive and has a good impact on students' grades (Valentie, 2019).

B. Discussion

From the students' responses to the pretest questions distributed by the researchers, initially they felt that they were difficult and the impact on students' grades after filling in the questions, the average score was below the minimum standard for completeness criteria, namely 70. It was much different after the posttest questions were given to students, which were essentially the same as during the pretest. and the results

were that students gave different answers, where the second question or posttest gave significant results compared to the previous one. This means that the student's answer value has increased from the previous value (Puspitasari et al., 2024).

In this case it can be called that the applied by the researcher through learning media in the form of images containing descriptive sentences of English vocabulary in learning activities for class VII students at SMP Nurul Huda is considered effective in increasing students' memorization of English vocabulary (Hidayat, 2023). This can be seen from the research results that have been explained. The aim of learning to master memorizing English vocabulary is several things, including: Being able to introduce students to vocabulary that they don't yet know. have heard, memorizing vocabulary can also provide training for students to understand and remember English vocabulary well (Erviana, 2020).

From this description, it can be seen that the PWIM media in this study provided a significant level of success in increasing students' memorization of English vocabulary (Erviana, 2020). It is the same as what was stated in Endang's study, that PWIM is a strategy that has positive results in improving English writing skills (Erviana, 2020). And previous research stated that PWIM in descriptive text succeeded in having a strong influence on writing skills. This is also supported that picture and video learning media can have a positive impact on students because they increase their mastery of English vocabulary (Waruwu, 2023).

Conclusion

Based on the explanation above, it can be concluded that learning English in writing and even memorizing vocabulary is a necessity to improve the quality of learning, and teachers as educators and instructors must also be able to utilize technology for educational purposes because it will have a positive impact on student learning outcomes (Prasetyo, 2021). And it is known that this research uses a Descriptive learning method based on the Picture Word Inductive Model where in the pictures there is an understanding of English vocabulary that is sung or adapted to the material practiced in class 1 specifically to support success.

Based on the results of calculations using SPSS, it has been explained that the significance value obtained (2-tailed) is $0.00 < 0.05$ so it is influential because the results are smaller than 0.05. And based on the Independent Sample T-Test, it was concluded that H_0 was rejected and H_a was accepted, which means there is a difference in the average learning outcomes of experimental class and control class students. So the t test result of 0.00 shows that the independent variable has an influence on the dependent variable. In this way, the

PWIM model has the effect of helping students' learning activities to more easily understand the English material they receive and has a good impact on students' grades.

In general, there is a positive influence of the picture inductive model (PWIM) on descriptive sentences in helping Nurul Huda Middle School students improve their English writing skills. It is also hoped that future researchers can develop this research on other English subject materials to make it easier and more enjoyable for students to learn English.

References

- Aedi, N., & Amaliyah, N. (2017). *Manajemen Kurikulum Sekolah*. Gosyen Publisying.
- Bahri, A., Damayanti, C. M., Sirait, Y. H., & ... (2022). Aplikasi tiktok sebagai media pembelajaran bahasa inggris di indonesia. *Jurnal Indonesia* <https://jiss.publikasiindonesia.id/index.php/jiss/article/view/525>
- Candra, I. S., Asbari, M., & Rozikin, P. R. (2023). Konsep Eksosistem Pendidikan Merdeka: Perspektif Filosofis dan Praksis Najelaa Shihab. *Journal of Information Systems and* <https://jisma.org/index.php/jisma/article/download/839/143>
- Erviana, D. D. (2020). Senior High School Students' Perception on the Use of English Song to Help Students Memorize Vocabulary at the Tenth Grade Students of SMA N 1 Tuntang. IAIN Salatiga.
- Handayani, T., & Sofyan, F. A. (2022). Analisis Model Pembelajaran Blended kelas V di SDN 22 Tanjung Batu. *ULIL ALBAB: Jurnal Ilmiah* <http://journal-nusantara.com/index.php/JIM/article/view/144>
- Harfiani, R., Mavianti, M., & Setiawan, H. R. (2021). Model Manajemen Pembelajaran Pada Masa Pandemi. *Seminar Nasional Teknologi Edukasi Sosial*
- Herpindo, H., Astuty, A., Ekawati, M., Arvianti, G. F., & ... (2023). Pembelajaran Dan Pengajaran Tata Bahasa Berdasarkan Korpus. *Risenologi*. <https://scholar.archive.org/work/udm77acmorhfzhs3trg3gnnh6q/access/wayback/https://ejurnal.kpmunj.org/index.php/risenologi/article/download/497/286>
- Hidayat, F. (2023). Penggunaan Media Gambar Dan Pemodelan Dalam Meningkatkan Keterampilan Menulis Karangan Deskripsi. *Jurnal Cahaya Mandalika ISSN 2721-4796* <https://www.ojs.cahayamandalika.com/index.php/jcm/article/view/1887>
- Jiang, X., & Perkins, K. (2013). A Conceptual Paper on the Application of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory. *Interdisciplinary Journal of Teaching and Learning*, 3(1), 8–17.
- Liza, M., & Refnaldi. (2013). Using Please Strategy in Teaching Writing a Descriptive Text. *Journal of English Language Teaching*, 1(2), 436–444.
- Masnan, S., & Ibrahim, M. (2023). Analisis Kesulitan Belajar Bahasa Arab bagi Mahasiswa Lulusan SMA & SMK di Prodi PBA FAI Unismuh Makassar. *ULIL ALBAB: Jurnal Ilmiah* <http://journal-nusantara.com/index.php/JIM/article/view/1685>
- Meiryani. (2021). Understanding the T Test in Linear Regression. BINUS University. <https://accounting.binus.ac.id/2021/08/12/memahami-uji-t-dalam-regresi-linear/>

- Muarofah, Z. R., & Kurniawan, M. I. (2023). Game of Words for Cognitive Test Results in Class 2 Citizenship Education Learning in Elementary Schools. *Indonesian Journal of Education* <https://ijemd.umsida.ac.id/index.php/ijemd/article/view/727>
- Mustafa, P. S., Gusdiyanto, H., & ... (2022). Metodologi Penelitian Kuantitatif, Kualitatif, dan Penelitian tindakan kelas dalam pendidikan olahraga. *Insight* <https://repository.insightmediatama.co.id/books/article/view/21>
- Nafsika, S. S., & Huda, A. S. (2021). Estetika: Perspektif Semiotika dan Semantik pada film Salam dari Kepiting Selatan. *IRAMA: JURNAL SENI DESAIN DAN* <https://ejournal.upi.edu/index.php/irama/article/view/40981>
- Nasir, M., & Rahmawati, A. (2022). Penerapan Strategi Pembelajaran Induktif Untuk Meningkatkan Penguasaan Materi Mata Pelajaran Biologi Siswa SMP Negeri 3 Bolo Tahun Pelajaran 2019/2020. *JUPENJI: Jurnal Pendidikan Jompa* <https://jurnal.jomparnd.com/index.php/jupenji/article/view/81>
- Nurazizah, C. B. (2022). Analisa UI Google Classroom Sebagai Platform Pembelajaran Jarak Jauh Siswa. *IMATYPE: Journal of Graphic Design Studies*. <https://ojs.uph.edu/index.php/IMATYPE/article/view/5229>
- Prasetyo, I. (2021). Improving Descriptive Text Writing Ability Using Picture and Image Methods. *Journal of Education Action Research*, 5(4), 483–488.
- Puspitasari, S., Eliza, E., Syahrul, S., & Dewi, M. P. (2024). The Effect of Using Picture Word Inductive Model (PWIM) Strategy Toward Vocabulary Mastery of Ninth Grade Students of MTsN 6 Agam. *Jurnal Pendidikan Tambusai*. <https://jptam.org/index.php/jptam/article/view/13757>
- Renti, R., Putri, I. T., Amani, A. N., Filzatullah, R. S., & ... (2023). Pengembangan Sumber Daya Manusia Berbasis Kompetensi di Kantor Pemerintah Kota Pekanbaru. *Jurnal Pendidikan* <https://jptam.org/index.php/jptam/article/view/11721>
- Rohmah, H. L. (2017). The Effect of Using Picture Word Inductive Model (PWIM) on Students' Vocabulary Mastery to the Seventh Grade Students at SMPN 1 Balong in Academic Year 2016/2017. *IAIN Ponorogo*.
- Sama, P. A. (2017). Improving English Writing Skills Using Picture Word Inductive Model (PWIM) Learning for Class VII-D Students at SMP Negeri 1 Salapian in the 2015/2016 Academic Year. *TABULARASA*, 14(1), 34–45.
- TABEL, D., & GAMBAR, D. (2022). Format Proposal Penelitian. *Metodologi Penelitian Kuantitatif* <https://books.google.com/books?hl=en&lr=&id=0CjKEAAQBAJ&oi=fnd&pg=PA198&dq=model+induktif+kata+bergambar&ots=Fyh3djFjah&sig=QT99WkfBd3naxaFplZT0Unr205Q>
- Trisnawardana, A., Sujono, I., & Sunjoto, S. (2021). Analisis Efektivitas Belajar Siswa Menggunakan Model Pembelajaran E-Learning Berbantu Aplikasi Whatsapp pada Siswa Kelas IV SDN Tanggulkundung III *Jurnal Pendidikan Tambusai*. <https://jptam.org/index.php/jptam/article/download/1862/1641>

-
- Valentie, I. (2019). Pemahaman Konsep Pereaksi Pembatas Hasil Pembelajaran Kimia Menggunakan LKS-Induktif Pada Siswa Kelas X. Jurnal Ilmiah Kanderang Tingang. <https://www.chem-upr.education/ojs/index.php/JIKT/article/view/17>
- Waruwu, M. (2023). Pendekatan penelitian pendidikan: metode penelitian kualitatif, metode penelitian kuantitatif dan metode penelitian kombinasi (Mixed Method). Jurnal Pendidikan Tambusai. <https://jptam.org/index.php/jptam/article/view/6187>
- Yamin, M. (2023). Peningkatan Keterampilan Menemukan Pokok Pikiran Paragraf Profetik melalui Pendekatan Konstruktivisme Menggunakan LKPD. Jurnal Pembelajaran Bahasa Dan Sastra. <http://pembahas.dialeks.id/index.php/jp/article/view/251>
- Yunitasari, D., Arnyana, I. B. P., & Dantes, N. (2023). Implementasi kebijakan pendidikan dasar (definisi, aktor pelaksana, arena/konteks, jenis, dan langkah kebijakan pendidikan dasar). JPPI (Jurnal Penelitian <https://jurnal.iicet.org/index.php/jppi/article/view/2886>
-