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by 16 Perpustakaan UMSIDA

Submission date: 13-Feb-2024 11:04AM (UTC+0700)

Submission ID: 2293508525

File name: Artikel_nia_sidang_skripsi_terbaru_2_ngerjain_malam.docx (33.68K)

Word count: 2466

Character count: 12950

2 THE EFFECT OF IMAGE WORD INDUCTIVE MODEL (PWIM) ON WRITING OF DESCRIPTIVE TEXTS

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ABSTRACT

The research aims to see the effect of a model on student outcomes in a chapter (descriptive text) to help master basic skills in English (reading, writing, speaking). The research method used was quantitative using a comparative t-test which carried out a pretest and posttest in 1 class at SMP Nurul Huda. From the results of the study it can be seen that the image inductive model (PWIM) can indeed help students understand the material, especially story/event material, this is evidenced by data showing the increase in student scores from the pretest to the posttest. This research is still limited to one chapter. It is hoped that in the future this research can be continued to see the results of other chapters that can help students to more easily understand material in English lessons.

³
Keywords : *Writing, Descriptive Text, Picture Word Inductive Model (PWIM).*

I. INTRODUCTION

"In the era of globalization and instant now, kids starting from elementary school age, even kindergarten, have been forced to compete in English courses," according to [1]. In other words, if a child in primary school falls behind in English topics, it will cause a problem for the child, who will grow less confident, isolated from his or her peers, and so on.

According to a [2], The skill of writing descriptive text in English is a very important skill for students. Writing descriptive text requires students' ability to develop ideas and understand them in a clear and structured manner. However, many students experience difficulties in writing descriptive texts due to a lack of skills and strategies needed in writing.

The picture word inductive learning model [3] can be used to improve students' ability to write descriptive texts in English. 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 texts in junior high schools.

Several previous studies have shown that the use of inductive word picture models can improve students' ability to write descriptive texts in English in junior high school. For example, research conducted by Calhoun in [4]. Found that the use of the word picture inductive model can improve students' ability to write descriptive texts in English in junior high school. The

results of this research show that the inductive word picture model can help students organize ideas and develop ideas in writing descriptive texts.

¹³ PWIM is an inductive inquiry language arts strategy, which focuses on early literacy [5]. Thus, PWIM is a media that uses images in written form for learning.

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Apart from that, other research conducted by [6] also shows that the use of the picture word inductive² model can improve students' ability to write descriptive texts in English at Junior¹² High School. The results of this research show that the inductive model of picture words can help students develop vocabulary and understand the structure of descriptive text.

¹¹ Based on the result³ 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 texts⁷ in English at Junior High School. 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.

Uses the help strategy in teaching writing descriptive text and is applied at Nurul Huda Middle School, namely :

1. Prepare the laptop and the teacher shows one of the pictures in Word (PWIM) to the students and explains the material about descriptive text and writing techniques
2. After that, students look at the picture and describe it on the answer sheet."
3. Images can be in the form of inanimate objects or living objects such as objects, people, natural landscapes, animals and so on."
4. Observe and describe the picture and write according to what the students observe
5. If they don't understand, they ask.
6. Students can compose stories using their own vocabulary according to the description of the pictures they observe.

II. METHOD

The method used for this res⁸rch was quantitative using a comparative T test [3]. In 1 class there will be 2 tests, there are 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 text becomes a question/parameter for students' understanding scores [7].

RESULTS AND DISCUSSION

Based on research conducted using the comparative quantitative T test method, the following results were found [8].

Tabel 3.1 Hasil Uji-t

Nama Siswa-Siswi	Pre-Test	Post-Test
Grace Pratriya A	90	86
Daffa Aldiansyah	50	91
Dwi Kamila k.n	68	83
M.Reza Hasan	63	92
Isnaini Rizki Aulia	69	89
Dzulikar Ali Akbar	45,5	65
Kotijah	60	60
Khairul Anam	44	58
M.Lutffi	51	98
Silvana Rahma	36	78
Ninis Dwi Ariyanti	2	17
Lina Arkani	27	73
Syahrul R	21	43
Abdul Rohman	15,5	35
Nishfi Shouma Aji	35	78
Moch Evan Adi H	55	65
Pangestu Raja Rama Wijaya	20	25
M.Aldiano Fahri	45	53

	Jumlah Siswa (n)	Nilai rata-rata	Koefisien kolerasi (r)	Nilai (t)
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

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Tabel 3.2 Hasil Uji-t

Paired Sample Test					
		Paired Differences	T	Df	Sig. (2-tailed)
Hasil	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 [4].

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 [5].

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.

CONCLUSION

Based on the research that has been conducted, it can be concluded that the influence of the picture inductive model (PWIM) has an influence on descriptive text and can help students master basic skills in English. It is hoped that future researchers can develop and continue this research for other English subject materials to make it easier for students to learn English.

The learning method used by this researcher is a Descriptive (English) method based on the Picture Word Inductie media model where in a picture there is an understanding of English vocabulary which is sung or adapted to the material practiced in class 1 specifically to support the success of English learning in memorize vocabulary. [9] also explained that in order to improve the quality of learning, teachers as educators and teachers must be able to utilize technology for educational purposes because it will have a positive impact on student learning outcomes.

According to [10]. In this case the researcher took one of the materials in the textbook. The material was adapted to images for pre-test and post-test learning used by researchers using descriptive methods. The form of implementation of this research was carried out face to face using a laptop and LCD. For pre-test questions based on media images of rabbits and views of Banyu Meneng beach to determine the initial value of students' understanding before being explained about the descriptive text by the researcher first. The researcher delivered pre-test questions and post-test questions and descriptive material. Students must first observe the image description text material when the researcher explains the description material in the form of pictures of inanimate and living objects such as pictures of people, types of weather, school equipment/home equipment and tourism.

In the face-to-face learning process, the researcher displayed images of text describing animals with English vocabulary that lasted less than two minutes to the students. The researcher asked the students if they had any questions about what the material explained. then the researcher gave 1-4 direct questions to the students to test whether the students understood. This is also adjusted to the teacher's teaching time limit during which teaching and learning activities take place. And researchers distribute post-test questions to determine students' final grades in the understanding that has been explained or taught by the teacher.

The researcher applies it to only one class, 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 the learning images is carried out after being distributed or before being distributed, in this case the purpose of distributing the pre-test questions before distributing the post-test questions before conducting research on students is to find out the analysis of students' needs for English learning and what the initial grades for pre-students are. - test and post-test student final scores. The distribution of student question scores before and after the pretest and post-test questions was carried out with instructions from the teaching teacher (Mrs. Anita).

Distribution of scores and practice questions for pre-tests to grade 1 students distributed by researchers on January 23 2023 at 08.00 -10.00 (2 hours). The distribution of student scores and post-test practice questions to grade 1 students was distributed by researchers on January 25 2023. Researchers conducted school observations for only 2 weeks to collect data and photos. On January 16 - January 27 2023. At 06.00 am – 12.00 noon. To test the results of the learning methods and media used, the researcher used the instrument test used in his research, in this case using the independent T-Test.

In the Independent T-Test test, the data used in this test are test results, both from control class tests and trials. 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 according to the basis for decision making in the Independent Sample T-Test 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 results experimental class students studied with the control class.

Looking at the description above, in this case it can be concluded that the Quantitative Research method applied by the researcher through learning media in the form of images containing descriptive text of English vocabulary in learning activities for class VII students at NURUL HUDA Middle School is considered effective in increasing students' memorization of English vocabulary. . This can be seen from the research results that have been explained by the researcher above. As according to [11] 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.

As for the students' responses to the pretest questions distributed by the researchers, initially they felt that they were difficult and the impact of the students' grades after filling in the questions was that the average score was below the minimum standard criteria for completeness, namely 70. It was much different after implementing English language learning for students and then the posttest question researchers. where the question is the same as the pretest question and the results are that students give different answers, where the second question or posttest gives significant results than before, meaning that the value of the student's answer has increased from before. From this description, it can be seen that the PWIM (Picture Word Industry Model) media descriptive text method in this research provides a significant level of success in increasing students' memorization of English vocabulary. This is also supported by [12] that picture and video learning media can have a positive impact on students because they increase their mastery of English vocabulary.

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