

IMPROVING STUDENTS' WRITING RECOUNT ACHIEVEMENT THROUGH PICTURE WORD INDUCTIVE MODEL (PWIM)

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Abstract

This research attempts to improve students' writing recount achievement by using Picture Word Inductive Model (PWIM). The result showed the improvement of students' writing recount achievement. It was found that the mean of the students' scores in every test was improved. In the first test, the mean was 53.8 and there was 8.3% of the students who got up 70 points (Minimum Completeness Criteria), in the second test, it was 68.7 and 50% of the students who got up 70 points, and in the last one, the mean was 78.4 and there was 97.2% of the students who got up 70 points. The result of the research showed the progress of achievement scores. Based on the diary note, observation sheet, questionnaire sheet and interview sheet it shows that the students felt enthusiastic, enjoyable, and active in learning recount text through Picture Word Inductive Model (PWIM). It can be concluded that Picture Word Inductive Model (PWIM) gives contribution to improve students' writing recount achievement.

Keywords: Achievement, Writing, Recount, Picture Word Inductive Model (PWIM)

INTRODUCTION

In this globalization era, students are claimed not only to be able to speak but also to write in English. Writing skills are specific abilities which help students put their thoughts into words in a meaningful form and to mentally interact with the message. (<http://www.sil.org>)

As one ways of communication, writing is very important for students to be learned because they use their writing skill throughout life for the academic and occupational purposes. Beside that, the curriculum called Educational Unit-Oriented

Curriculum (Kurikulum Tingkat Satuan Pendidikan) requires students to be able to write various kinds of texts, one of them is recount text.

In fact, after doing an observation in SMA Negeri 1 Binjai, the researcher concluded that the first grade students of the school school had problems in writing which led to the low achievement of students' writing, especially in writing recount text. The writer found that the teacher taught her students only by explaining the material from the textbook. That makes students become not interested in learning writing and bored. The consequence is many of the students failed to achieve writing skill. It is concluded that students' low achievement in writing is caused by inappropriate teaching model used by the teacher.

Therefore, based on the explanation above, the researcher would like to apply Picture Word Inductive Model (PWIM) in teaching learning process as one of ways in improving students' writing recount achievement.

Picture Word Inductive Model (PWIM) is a model of study that uses the picture and words to stimulate students' thinking inductively, from the specific thinking (see the pictures and words) to general thinking (make the words that available become paragraph). On the other hand, Picture Word Inductive Model (PWIM) is used to guide the students to develop their imagination and idea to make a paragraph.

It is expected that students' achievement in writing will be improved if the students are taught by using Picture Word Inductive Model (PWIM), especially in writing recount text.

Research Question

Based on the background of the study, the research question is formulated as follows:

Is students' writing recount achievement significantly improved if the students are taught by using Picture Word Inductive Model (PWIM)?

REVIEW OF LITERATURE

Students' Achievement

Hornby (2000:11) defines "achievement" as (1) a thing that somebody has done successfully, especially using his own effort and skill (2) the act or process of achieving something.

Yelon, Weinstein, & Wiener in <http://hmsofyanisnianspd.blogspot> state that achievement is an indication of the success by the individual.

Concisely, students' achievement is a thing done successfully by students with their own efforts and skills.

Writing

Writing is a means of communicating ideas and information. Troyka (1987:3) in <http://teachingenglishonline> states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express oneself, provide information for her readers, persuade the readers to do something as proposed in the writing, and create a literary work. Hyland (2002:34) states that the concept of writing as interaction between writers and readers adds a communicative dimension to write by explaining composing decisions in terms of the writer's projection of the understandings, interests and needs of a potential audience.

Recount Text

According to Gerot and wignel (1994:120) in <http://repository.upi.edu> stated that recount is a text which retells an event. By this view, recount tends to use past tense, material process and particular participants.

Generic Structure of Recount Text

Every text has specific structures that differentiate one to others. Gerot and Wignel (1994:194) in <http://repository.upi.edu> stated that the generic structure of recount text is orientation, events and re-orientation.

- a) Orientation : provides the setting and introduces participant
- b) Events : Tell what happened in sequence
- c) Reorientation : (optional) closure of events and stating the personal comments

Language Features of Recount Text

Based on <http://understandingblogspot.com> stated that the language features of recount text include:

- a) Introducing personal participant: I, my family, etc
- b) Using time conjunction: then, first, next, etc
- c) Using action verb: look, go, change, etc
- d) Using simple past tense
- e) Using adjectives
- f) Using adverbs and adverbs of phrases: in my house, cheerfully, etc.

Picture Word Inductive Model (PWIM)

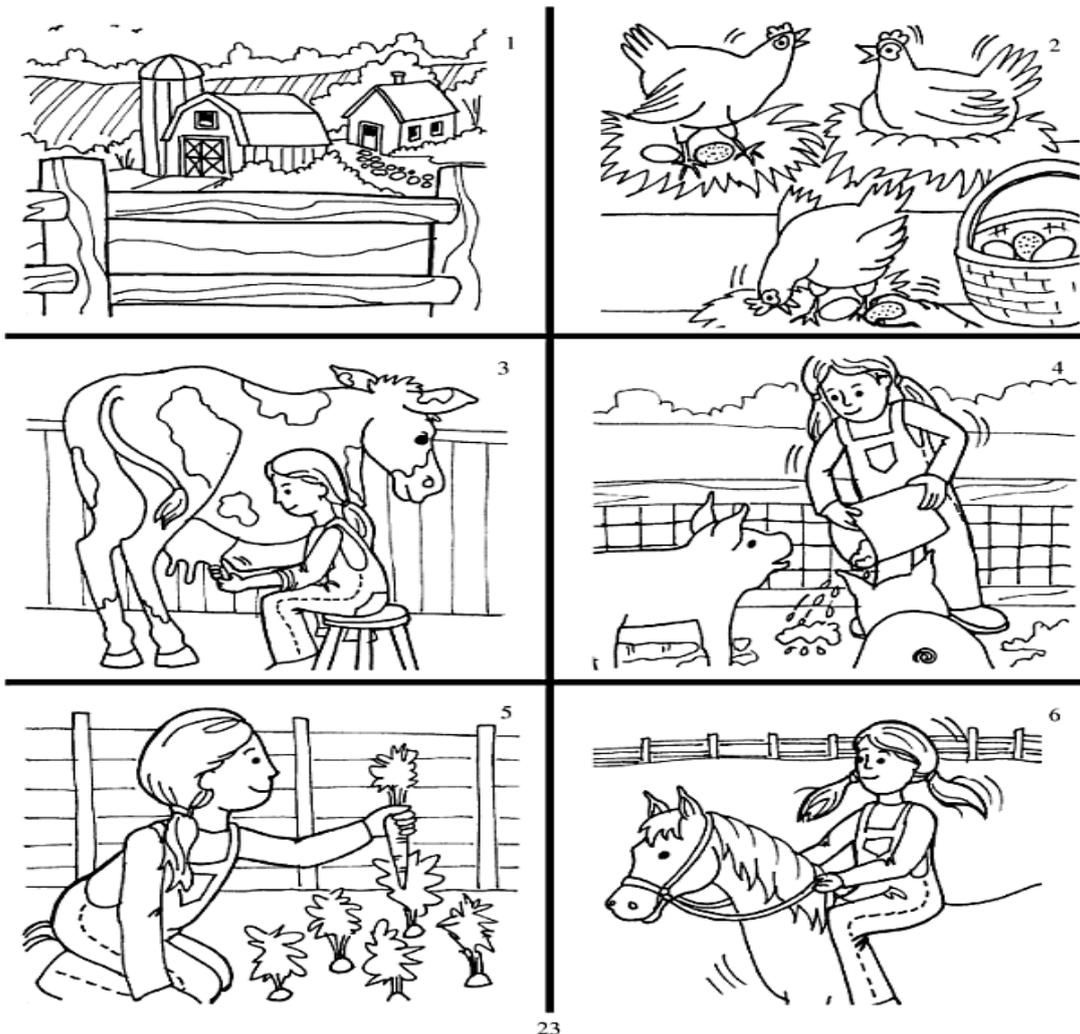
Calhoun (1999:21) stated that Picture Word Inductive Model (PWIM) is as a model of teaching that uses picture and words to stimulate students' thinking inductively, from specific thinking (see the pictures and words) into general thinking (make the words that available become paragraph).

Picture Word Inductive Model (PWIM) is used to make student interested in following teaching-learning process, guide the students to develop their imagination and idea to make paragraph. This strategy can be used with a whole class, small groups, pairs, or individually to lead students into inquiring about words.

There are two basic material in Picture Word Inductive Model (PWIM), picture and word chart. The using of picture is very useful to attract and stimulate students' thinking in learning process. The using of word chart is very useful as reference to enable students to write paragraph easily. By applying Picture Word Inductive Model (PWIM) in writing recount, students will get the great and interested experience in following the learning process.

In this study, the writer chose picture that is appropriate to teach recount text which shows some events chronologically. The example of picture can be seen as follows:

TITLE: _____



23

Bahan dengan hak cipta

Picture 2.1: Picture for applying PWIM

Picture Word Inductive Model (PWIM) Procedure:

There are five steps for applying Picture Word Inductive Model (PWIM), they are:

1) Select picture

Teacher must decide what kind of picture that she wants to distribute to the students. Teacher selects the pictures that are related to students' knowledge or interest.

2) Identify event sequence from the picture and write the words identified in the word chart

Teacher ask student to identify event sequence from the picture. The students could develop their idea in identifying the picture. Next, the teacher guide students to write the words in the word chart.

3) Create the title

Lead students into create the appropriate title by observing the information in the word chart

4) Generate words in the word chart into paragraph

Ask students to generate all the words that available in the word chart into paragraph.

5) Review Paragraphs

Ask students to review their paragraph.

The procedures of teaching recount text through Picture Word Inductive Model (PWIM) can be seen as the following:

Table 2.1 Teaching and Learning Activities

Teacher's Activities	Students' Activities
Explaining about recount text (social function, generic structures, and language features: past tense).	Listening and paying attention to teacher's explanation
Giving a recount text to students.	Identifying generic structures and language features of the text given by the teacher and discussing the content of the text
Give a picture	Look and observe the picture given
Asking student to identify event sequence from the picture and write the words identified in the word chart	Identifying event sequence in the picture and write the words identified in the word chart
Asking students to create a title	Creating the appropriate title
Asking students to generate the words that available in the word chart into paragraph	Generating words into paragraph
Asking students to review their paragraph	Reviewing the paragraph

THE METHODOLOGY AND DISCUSSION

This study is conducted by applying Classroom Action Research (CAR). Action research is an investigation conducted by the person or the people empowered to take action concerning their own actions, for the purpose of improving their future actions (Richard Sagor, 2005:4).

Ernest Stringer (2007:1) stated that Action Research is a systematic approach to investigate that enables students to find effective solutions to problems they confront in their learning. Zuber-Skerritt (2001:14) in <http://scribdassets.com> describes action research as critical in the sense that practitioners not only look for ways to improve their practice within the various constraints of the situation in which they are working, but are also critical change agents of those constraints, and of themselves. It is reflective in that participants analyze and develop concepts and theories about their experiences.

Based on the explanation above, it can be concluded that action research is a research which aims to solve educational problems and improve the educational practice by doing reflection.

Action research takes place in the teacher's own classroom and involves a cycle of activities namely planning, acting, observing and reflecting.

The procedures of action research illustrated as follows:

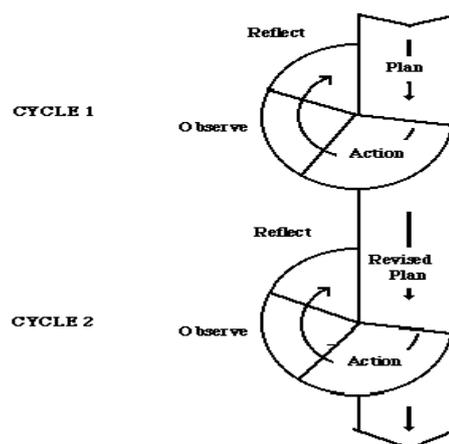


Figure 3.1 Action Research Model by Stephen Kemmis

The researcher used writing test, diary note, interview sheet, observation sheets and questionnaire sheet as the instruments of data collection.

Results and Discussion

The result of research indicated that there was an improvement of students' writing recount achievement which was taught by using Picture Word Inductive Model (PWIM). It was proved by the data, which showed that the mean of the students in Test III (78.4) was higher than in Test II (68.7). It was also proved from the percentage of the students who got score up to the standard score (70) that the percentage in Test III (97.2%) was higher than in Test II (50%).

Diary note indicated that the situation of teaching and learning process was better from the first to the second cycle. The students were interested, enthusiastic, and active when teaching learning process was running. They paid full attention and did the writing test seriously.

Interview sheet showed that students enjoyed in writing recount text by applying Picture Word Inductive Model (PWIM) and the teacher like this teaching model.

Observation sheet showed that there was significant progress that was shown in every meeting, especially in the second cycle, the students were more enthusiastic, active and interested in studying. Their attention became better and their writing recount was very good.

Questionnaire sheet showed that all of the students strongly agree that the application of Picture Word Inductive Model (PWIM) had helped them in writing recount easily.

Based on the results of the data, it was found that the application of Picture Word Inductive Model (PWIM) had successfully improved students' writing recount achievement.

CONCLUSION

After analyzing the scores, it was found that students' writing scores improved from the cycle I until the cycle II. The improvement was shown by the mean of the students' scores from the first test (orientation test) 53.8, the second test (in the last meeting of cycle I) 68.7 and the last test (in the last meeting of cycle II) 78.4. The students' scores continuously improved in each writing test. The percentage of the students who were competent in writing recount text was also improved, where in Test I, there was 8.3%, in Test II 50% and in Test III, the percentage was improved to be 97.2%.

From the data, it can be concluded that students' writing recount achievement had significantly improved through Picture Word Inductive Model (PWIM).

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APPENDIX

