



**THE APPLICATION OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO
IMPROVE THE STUDENTS' ACHIEVEMENT IN SPEAKING 2 CLASS OF ENGLISH
DEPARTMENT VICTORY UNIVERSITY**

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi pengetahuan peneliti. Subjek penelitian ini adalah mahasiswa semester II Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Victory Sorong. Penelitian ini menggunakan penelitian tindakan kelas yang dilakukan mulai dari Pre Test hingga siklus kedua. Teknik pengumpulan data dilakukan observasi, tes, dan analisis dokumentasi. Teknik analisis data setelah pengumpulan dilakukan adalah data kuantitatif yang digunakan statistik uraian. Implementasi menggunakan Model induktif kata bergambar dalam mengajar berbicara pada mahasiswa semester dua di Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Victory Sorong, dilakukan dalam pre test, Siklus I, Siklus II, Partisipan penelitian ini adalah 12 mahasiswa yang ditunjukkan bahwa dengan menggunakan penerapan model induktif kata bergambar dalam pengajaran berbicara memiliki peningkatan dalam tes awal skor rata-rata siswa adalah 65,16, pada siklus pertama skor rata-rata siswa adalah 69,75 dan pada siklus kedua adalah 78,75. Ini berarti menggunakan model induktif kata bergambar dapat meningkatkan keterampilan berbicara siswa

Kata Kunci; Model Induktif Kata Bergambar, Keterampilan Berbicara.

ABSTRACT

The aim of this study is to explore the researcher knowledge. Subject of this research are the students at Second Grade of English Department, Faculty of Teacher Training and Education Science, Victory University of Sorong. This study using the classroom action research that was



done begun from Pre Test until the second cycle. Technique of analyzing data after collecting done is the quantitative data were used description statistic. The implementation of using The Application Picture Word Inductive Model in teaching speaking in the second grade students at English Department Faculty Teacher Training and Education at Victory University of Sorong was conducted in the Pre Test, Cycle I, Cycle II, The participant of this study was 12 students was shows that using the application of picture word inductive model in teaching speaking has improvement in the pre test the students average score were 65,16, in the first cycle the students average score were 69,75 and in the second cycle were 78,75. It means using the application of picture word inductive model can improve students speaking skill.

Key Words; *The Application of Picture Word Inductive Model, Speaking Skill*

1. INTRODUCTION

Nowadays we are in the era of Asia Economic Society in one hand and free trade at the other hand. These are becoming the reasons why does English language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak has been one essential skill in the professional world. Learning English in university is important. Why not, as university students we have to get the more chances in practicing our speaking skill during the class of the lecture's teaching. According to Brumfit (2001:35) states English is an international language that it is the most widespread medium of International communication. We have to get more the time to practice our tongue because we are not native speaker. Preparation as the process of learning should become a habit by the lectures (English program around this beloved campus Victory).

As one of the basic skill of English, speaking has an important role in language learning process. According to Glenn Fulcher (2003:24) states that speaking is the verbal use of language to communicate with others. Nurokhma in her book *Elicitation Technique Used in Teaching Speaking* (2009:183) states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

In this case, the students must study hard to master it and the lecturer should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English while having assignment. They are afraid of making mistakes, do not know how to start a speaking and having lack of vocabulary, grammar, and do not know how to start a speech. The

students also think that learning English is not interesting, this is because the method or strategy that is used less attract students learning has focus on the teachers and put the listener.

The objective of the research was to find out whether there was a significant influence of using Picture Word Inductive Model (PWIM) to improve the students' Achievement in Speaking 2 class, English Department of Victory University.

That is why, Picture Word Inductive Model is a model of approach which is used to stimulate students to think inductively by looking at the selected pictures and the identified words to speak in the class. The sequence of lessons by using PWIM strategy 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 see in the picture interpret it by speaking in front of the class.

2. REVIEW OF RELATED LITERATURE

Based on the discussion in chapter I, in this chapter, the researcher describes some theories related to the speaking ability, action learning strategy, and conceptual framework.

A. The Definition of Speaking

According to David Nunan (2003:48) Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson it can be sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson. That is what is saying by Watkins (2007:27).

B The definition of Picture Word Inductive Model

According to Calhoun, Picture Word Inductive Model is an inquiry oriented language art strategy to teach reading and writing in which teacher provides picture with the familiar objects and activities to elicit words from children's listening and speaking vocabularies. Another definition according to Jiang and Perkins, PWIM is a method that intends to capitalize on children's ability to think inductively and generalize the basis of structural and phonetic analysis.

C. Teaching Speaking Using Picture Word Inductive Model

In applying PWIM, there are some steps that must be followed. Those steps are modified based on the context and students' need. Those steps are:



1. To Select the Picture

The teacher must decide the picture that he or she wants to show to the students. The picture should suit the students' age and relate to their knowledge. It also should match students' need as stated in syllabus.

Calhoun shares tips for selecting the pictures as follows:

- a) The content should be rich, so that the opportunities for students to develop and expand the words will increase. So the teacher must select that he or she thinks students can relate to.
- b) The picture should be larger, so it can be presented on the board in front of the class
- c) Give enough space to write down the name of the object around the pictures.
- d) Place the pictures at eye level for the students to aid their exploration

2. Ask the students to identify and label what they see in the pictures (draw a line from the identified object or area, say the word aloud, write down the word, ask the students to spell the word and then pronounce it). There are also some tips for labelling the pictures as follows:

- a. Write the words in large enough size so that the students at the furthest distance from the pictures will be able to read them clearly.
- b. If the students give more than one accurate label for the same object, write all labels.
- c. Read and review the picture word chart. The students can add words and develop their ideas. The teacher spells aloud the words correctly and let the students hear the words pronounced correctly many times.
- d. Lead the 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.
- e. Generate all the words collected that are available in the word chart into sentences and paragraphs.
- g. Read and review the paragraphs. Then recount text is done by applying PWIM.

In conclusion, PWIM is a strategy of teaching reading and writing that uses the combination of pictures and words as the main point of the learning process. Then, with teacher's guidance, the provided pictures will be identified by the students. The purpose of this activity is to know all of the objects in the pictures so that it helps them in the writing stage. After the words are collected, the students drill the words by reading all the collected words. This activity is to improve students' pronunciation, spelling, listening, and speaking ability. And it also helps students to increase their vocabulary mastery. After knowing and understanding all the labels of the pictures, the students begin to write recount text with the word chart as guidance.

3. RESEARCH METHOD

The type of this research is Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a

research aimed to improve the quality of learning speaking practice, that focus on the process of students' performance in front of the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.

In collecting the data, the writer used the following technique:

1. Observation.

Observation is a monitoring and recording systematically to the phenomenon that is investigates. Its mean that observation is a data. collection strategy in which the activities of subjects are visually examined. The purpose of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them.

2. Test.

In this research the writer used test as data collection method to measure both of variables. The test was using students' speaking. The test was about speaking test using Picture Word Inductive Model. In this research there are two kinds of test, they are pre-test and post-test. The material in pre-test and post- test are different but have same difficulties. The type of the test is speaking test.

a) Pre test

Pre-test was administered before treatment was given to know how far the students speaking ability, especially for Power Word Inductive Model would be taught by the writer in this research. The researcher gave the students pretest by giving the students a picture so students describe it.

b) Post-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. This step was done after the treatment to know the improvement of students' speaking by using Picture Word Inductive Model (PWIM). The test was similar to pre-test where the students were asked to describe a given picture in the post-test and it was different with in the pre-test. They must be more critical in describing and should be more logically.

3. Field Notes

The writer used field notes to record activities during the process of speaking through Picture Word Inductive Model (PWIM) in the classroom. Including description of classroom atmosphere, students' attitude, and teacher's creativity in presenting the materials of speaking. Analysing the study, it applies the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the teaching process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking through action learning strategy. The qualitative data was analyzed from the instrument. The quantitative

data was analyzed to see the improving of students speaking ability.

Beside setting the data from the result of pre-test and post-test the researcher would analyze the data based on the limitation of the problem and objective of the research. To know whether there was any improving or not for the students speaking ability by using Picture Word Inductive Model. After the students was given treatment. Then, the results were matched with the minimum mastery criteria (KKM) in the school. At the class 2 English department, Victory University, the minimum mastery criterion (KKM) for English subject is 70.

If some students were not successful in cycle 1, the researcher continued to conduct the cycle 2. In cycle 2 the students were successful, so the cycles stopped because the students had achieved the minimum mastery criteria. its mean that, in cycle 2 all of the students were successful. It was not continuing to other cycle. To found the average score, the data was analyzed by using (Donald, Ary (2010:108):

$$X = \frac{\sum x}{\sum N}$$

Pattern 1. Average Score

Explanation:

X = Mean or avarage score

$\sum N$ = The total number of the cases

$\sum X$ = The number of student

4. RESULT AND DISCUSSION

4.1 Pre Test

Pre test is a preliminary test to determine the ability of students to understand the material that will be given or commonly called the student's initial ability test

The pre test conducted by the researchers in this study was to ask students with a simple motion and also the researcher asked a motion close to their daily live, when the implementation was carried out on April 04, 2022 at 6 p.m on the zoom online meeting.

Table 1. The Result of Pre Test

No	Name	Score	Category
1	C.I.U	65	Poor
2	C.A.W	60	Poor

3	C.C.D.L	62	Poor
4	I.H.Y	75	Good
5	K.H.D	60	Poor
6	K.I	58	Poor
7	J.L	75	Good
8	M.S.D	65	Poor
9	R.R	75	Good
10	R.A.R	60	Poor
11	L.A.G.L	65	Poor
12	L.H	62	Poor
Total Score		782	
Average		65,16	
Minimun Score		58	
Maximun Score		75	
Completeness of Clasical Learning		25%	

4.1.1 Cycle I

1. Cycle I

The first cycle was held 05 April 2022 at 6. p.m at room 12 in this cycle there are 12 students in the classroom. The first cycle was about teaching and learning process. The researcher implemented the application of picture word inductive model to support students' activity in expressing their speaking skill. The researcher open the class by giving greeting to the students, starts the lesson with prayer, after that checked attendance. Then, researcher gave some questions related to the learning material, convey indicators and learning objectives.

Table 2. The Result of Cycle 1

No	Name	Score	Category
1	C.I.U	70	Fair
2	C.A.W	65	Poor
3	C.C.D.L	65	Poor
4	I.H.Y	80	Good
5	K.H.D	60	Poor
6	K.I	68	Poor
7	J.L	82	Good
8	M.S.D	65	Poor
9	R.R	82	Good
10	R.A.R	70	Fair
11	L.A.G.L	65	poor
12	L.H	65	poor
Total Score		837	
Average		69,75	



Minimun Score	60
Maximun Score	82
Completeness of Clasical Learning	33%

4.1.2 Cycle 2

The second cycle was held on April, 08 2022 at 6 p.m on the zoom online meeting. The second cycle was the same with the first cycle. It was about teaching and learning process, but in second cycle the researcher will conduct an assessment of the tasks to be given. The topic is different with the first cycle.

Table 3. The Result of Cycle 2

No	Name	Score	Category
1	C.I.U	90	Excellent
2	C.A.W	75	Good
3	C.C.D.L	78	Good
4	I.H.Y	80	Good
5	K.H.D	70	Fair
6	K.I	72	Fair
7	J.L	85	Excellent
8	M.S.D	80	Good
9	R.R	90	Excellent
10	R.A.R	80	Good
11	L.A.G.L	75	Good
12	L.H	70	Fair
Total Score		945	
Average		78,75	
Minimun Score		70	
Maximun Score		90	
Completeness of Clasical Learning		100%	

4.2 Discussion

The analysis result obtained as explained in the tables are clear that the application of picture word inductive model to improve students' speaking skill at second semester English Department, Victory University of Sorong City. The first table 4.1 shows that the pre-test average score was 65,16%. This is classified as fair and the Table 4.2 shows that the test in cycle II average score is 78,75%. It is included in the good classification.

Based on research conducted by researchers, it can be obtained from the result of the pre-test and the second cycle as follows.



Table 4. The Result of Pre Test and Cycle II

No	Name	Pre Test	Cycle II
1	C.I.U	65	90
2	C.A.W	60	75
3	C.C.D.L	62	78
4	I.H.Y	75	80
5	K.H.D	60	70
6	K.I	58	72
7	J.L	75	85
8	M.S.D	65	80
9	R.R	75	90
10	R.A.R	60	80
11	L.A.G.L	65	75
12	L.H	62	70
Total Score		782	945
Average		65,16	78,75
Minimun Score		58	70
Maximun Score		75	90
Completeness of Classicl Learning		25 %	100 %

As whole the meetings well. There was some significant improvement from the pre test and cycle two. In the pre test the average result 65,16. The researcher used the application of picture word inductive model technique in the first cycle. All students joined learning process and follow the material. The next step researcher tried to make better in the next cycle then the result 78,75. Although in average score the result is lower than pre test but here the researcher looked there was improvement. It can be found from the list of score in cycle two.

5. Conclusion

The researcher conclusion is presented according with the data which have been analyzed in previous chapter. From the data analysis about using the application of picture word inductive model to improve students speaking skill a classroom action research which the second semester students of teacher training education and since at Victory University of Sorong in the academic year of 2021/2022, it can be conclude that.

1. The application of picture word inductive model has been advocated in teaching speaking process. Typically, debate is very interested to be implemented to improve speaking skill. Students have a lot of opportunity to practice speaking and have active involvement in this method. The application of picture word inductive model can make students more creative in making sentences and stories in English. Students can also learn a lot of vocabulary in English.



2. Teaching speaking through the application of picture word inductive model can be enjoyed experience for both teacher and students. In fact, students can improve their speaking skill after being taught by the application of picture word inductive model. It can be seen by student's achievement in speaking test in each cycle. In the pre test average of the student's achievement was 65,16 and second cycle the average of the students achievement was 78,75. Students speaking skill increased as well as their motivation in speaking and they were interested speaking through the application of picture word inductive model. Result of the research show that the students improve their speaking skill efficiently and effectively.

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