THE USE OF PWIM IN TEACHING WRITING DESCRIPTIVE TEXT AT SMKN 2 BANJARMASIN

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Abstract

Using Picture Word Inductive Model (PWIM) is chosen as a selection way for one of the English skills in Indonesia nowadays; writing, which is lectured by the tenth leaners' English teacher at SMK Negeri 2 Banjarmasin. This purpose of research was to investigate the divergence on learners' writing skills between were applied by Picture Word Inductive Model (PWIM) and conventional model on the text of descriptive. This research implemented a calculable method with the non-randomized design. Hence, the research's people were tenth-grade learners of SMK Negeri 2 Banjarmasin for taking a samples were involved 55 learners of Social Worker X-A and X-C through the recommendation of English teacher. Writing test was aimed for the tool of data collection. As the result, this research findings showed the signify point of pre-test was 57.13 and the post-test was 68.51. Moreover, the output of t-test 5.58 is higher rather than t value 1.67. It proved that Picture Word Inductive Model (PWIM) in descriptive text successfully gave the strong effect to English learners' writing skill. As the solution, it made an impression for the English teacher for applying Picture Word Inductive Model (PWIM) in their teaching writing descriptive text than a conventional model.

Keywords: Writing Skill, Picture Word Inductive Model (PWIM), and Descriptive Text

INTRODUCTION
Research Background

Language is literary used as the point of communication or learning in guiding the members of a society in this era of globalization. It refers to the one of the tools in human-to-human communication that conveys a certain meaning (Rafiek, 2010, p.21). Moreover, language in communication relates to several functions as following: 1) showing to the general ideas what you think; 2) telling in the condition of communication; 3) sending emotion and feeling by its user (Mu'in&Mariani, 2007, p.8). Moreover, Pastika (2012, p.142) told that the most language used as a global language in making easy and understand to communicate in all around the world is English. It should be allowed as a foreign language in Banjarmasin and it becomes one of the involved subjects in Vocational High School (SMK). Hence, it is stated in the curriculum 2013 revision 2018 that single of the productive competences that notable to be ruled by English learner is writing skill.

As usual, writing in English to the teacher and learner is used at school. Writing is a skill and it uses the letter or message literary to explain, refine, and express the ideas clearly and confidently in making a text or sentences to others. It supposes to build the ideas and capturing the expression of knowledge (Jozsef, 2001, p.1). Furthermore, based on Widiasworo (2017, p.114) refers that the significance way in writing to the learners'

knowledge such as motivating the learners more actively, encouraging the learner to create their ideas in writing text, and creating a fun situation in their classroom. Meanwhile, the learners develop their writing skill involving the teacher support (Kisworo, 2016, p.71). In writing skill, one of the functional texts in English that ought to be acquired by the learners in their classroom was the text of descriptive. Based on the syllabus of the curriculum 2013 revision 2018 in the initial semester of the tenth grade leaners mentions all of them are requested to be able to write a text of writing in case captures, reveals, involves, pays close attention the features of people in detail based on the its actual situation (Richardson, 2006, p.1). This descriptive text concentrates to learn about the introduction for introduces the character and description which describes the character well.

To improve the learners' writing skill of SMK Negeri 2 Banjarmasin academic year 2019/2020 in descriptive text, one of the recommended ways to do is applying Picture Word Inductive Model (PWIM). This model aids the learners' stimulus for writing language experiences activities with familiar words and objects, therefore, they can see the vocabularies directly by the picture (Calhoun, 2015, p.21). As well as, it supports the learners to develop their ideas during the writing process. Then, the teacher expects the learners to be able to classify the words or vocabularies and write the sentences into a simple descriptive text in detail according to the picture inductively. In line with this, the picture in descriptive text allows the learners to express the places, people, or situation that never seen directly due to the limitation factors in time, cost, and distance. (Yunus, 1981, p.49). Hence, the learners in the classroom are really helped out by Picture Word Inductive Model (PWIM) in expressing their ideas on writing descriptive text, so they can enjoy learning to be a participant in class activities.

Research Problem

Formed on the background above, the research problem is focused as follow:

"Is any divergence on the learners' descriptive handwriting skill among those who taught by applying Picture Word Inductive Model (PWIM) and conventional model at the tenth grade of Social Worker program of SMK Negeri 2 Banjarmasin?"

Research Objective

The main purpose of this goal is to investigate if there is a divergence on the learners' descriptive writing skill among those who handling by Picture Word Inductive Model (PWIM) and conventional model in the tenth grade Social Worker program of SMK Negeri 2 Banjarmasin.

Research Significances

The benefits of this research are expected to:

1. Theoretical Significance is to confirm the theory of teaching writing, particularly on the learners' skill in writing by wearing Picture Word Inductive Model (PWIM).
2. Practical Significance is useful for:
    a. The Teachers
        This research is anticipated to explain the appropriate method in descriptive text for writing skill, especially about Picture Word Inductive Model (PWIM).
    b. The Learners

This research is expected to assist the learners in appreciating the usage of the Picture Word Inductive Model (PWIM) in this writing skill.

    c.   The Future Researcher

The result is counted as the guide of further studies. This research can help them in conducting related research.

Research Scope

This research's scope comes in contact with the tenth grade learners of SMK Negeri 2 Banjarmasin in academic year 2019/2020. It organized to the learners' writing skill for descriptive text by handling Picture Word Inductive Model (PWIM).

METHODOLOGY

Research Design

Experiential research in quasi-experimental were used by this research, so that it occurred a fact about the cause-effect of research among independent class and dependent class and involved the learners who have already placed in some classes by the school non-randomly (Frankle, 2012, p.265). The researcher sensed the pre-test and post-test into two classes: they were experiential class or independent class at Social Worker X-C and command class or dependent class at Social Worker X-A. The pre-test was provided to investigate the learners' handwriting skill in advance of getting a treatment. This research in experiential class was handling Picture Word Inductive Model (PWIM), while in command class was training by conventional model. Then, the post-test was delivered for checking out the result of treatment.

Research Subject

Population

According to Gay (2012, p.130) notices in quantitative research, for having the population that shows all comprehensive bunches possessed by the subject or object which is able to be investigated for getting the desired results. In this research, the population were 432 of tenth-grade learners of SMK Negeri 2 Banjarmasin in academic year 2019/2020.

Table 1 The Table of Tenth Grade Learners

No.	Class		Total of Learners
1	**Social Worker**	X-A	28
2		X-B	29
3		X-C	27
4	**Computer Network Engineering**	X-A	31
5		X-B	32
6		X-C	32
7	**Multimedia**	X-A	30
8		X-B	31
9	**Broadcasting**	X-A	30
10		X-B	31
11	**Software Engineering**	X-A	34
12		X-B	34
13	**Chemical Industry**	X	33

14	**Interior Design**	X	30
	Total of Learners		**432**

Samples

The sample is found in small groups of population and it is selected or judged the individuals in the level or area its-self nonrandomly, thus, it depends on a specific purpose by the researcher such as the limitation of time's efficiency (Sukardi, 2013, p.64). Using intact classes as the subjects' researcher such as the Social Worker learners of X-C, X-B, and X-A were already formed by the school and applied in a quasi-experimental design (Cresswell, 2012, p.310). The subjects were found on the recommendations of the English teacher and those classes were undertaken by the same English teacher, the similar English material and books, the same level, and the identical characteristic in standard score since the researcher focused at Social Worker X-C as experiential class by applying Picture Word Inductive Model (PWIM) was 27 learners, besides the member of Social Worker X-A as command class in conventional model was 28 learners.

Table 2 The Sample of Research

Class	**Group**	**Learners**
Social Worker X-C	Experiential	27
Social Worker X-A	Command	28
Total		**55**

Instrumentation

Test is the one of fairly notable instrument in collecting the data. It investigated to evaluate learners' skills as effectively as possible and physical quantity (Heaton, 1989, p.7). In this investigation, the researcher sensed a pre-test to experiential class and command class. After the pre-test given, the teacher has instructed the learners in experiential class about a text of descriptive handwriting in formed by handling Picture Word Inductive Model (PWIM), whilst the commad class applied conventional model. After doing the healing, the researcher offered the post-test to both classes to find out the effect of Picture Word Inductive Model (PWIM) and conventional model on the learners' writing skills. Using the test of writing descriptive text was to depend the investigation on how the outcome the usage of Picture Word Inductive Model (PWIM) and conventional model. It required the learners to choose the picture provided. Then, they classified the words in the picture. After that, they developed the topic into a descriptive text containing about at least 100 words. The allocated time to do writing test was 45 minutes.

Validity and Reliability

To produce the result of validity, the researcher applied the content validity by constructing the test materials in referencing the school syllabus. The test must have the content validity if the sample investigation must cover all relevant materials to be measured. Then, it verified with the two expert English teachers of the tenth grade

learners. The first expert named (Alm.) M. Fahmi Rizaldi, S.Pd., M.Pd., and the second expert validator named Abdul Fakih, S.Pd. The first expert validator delivered a suggestion which was to add some more identification words. The second expert validator also offered the suggestion that the picture must be clear so the learners can see the picture in detail. In this investigation, the researcher tried to achieve the content validity in test by referring English syllabus for the tenth-grade learners of SMK Negeri 2 Banjarmasin.

At reliability, as Wang (2009, p.39) said that it refers to the level of how reliable whether or not get the score agreement similarity in using the test among raters. When the learners' writing got the similar or close score from the raters under consistent conditions, it meant the test is reliable. There were two raters in this research: the first rater was the English teacher from SMK Negeri 2 Banjarmasin named (Alm.) M. Fahmi Rizaldi, S.Pd.,M.Pd., and the second rater was the researcher. To get the reliability for the instrument, the researcher tested the instrument on Social Worker X-B class as the try out class. This class was not chosen by the researcher, neither as the experiential or command class. The test was held on Monday, September 9th, 2019. The results from the test were rated by the first marker and the second marker. Resulting for the r-value was 0.98 which showed that the r-value was above 0.80 by using Windows SPSS 21. Thus, the instrument for this research had high reliability.

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excludedª	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.978	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted
RATER 1	60.14	112.552
RATER 2	61.79	111.527

Table 3 The Level of Reliability

R	Level of Reliability

$0,00 < r \leq 0,021$	Not Reliable
$0,21 < r \leq 0,40$	Less Reliable
$0,41 < r \leq 0,60$	Reliable enough
$0,61 < r \leq 0,80$	Reliable
$0,81 < r \leq 1,00$	**Very Reliable**

Data Collection

This research sets the test, documentation, observation sheets to capture the process of measuring data or quality evidence that seeks to answer of all the information to the research problem.

Initially, the test quantified the learners' writing skills. The test was allowed to the learners of the experiential class by handling Picture Word Inductive Model (PWIM), while the learners' command class was training by the conventional model. In both classes, the learners are requested to write out a text of descriptive allowing on the topic specified by the teacher. The learners were taken the pre-test on September 11st, 2019 to assess their knowledge before they get the treatment by applying Picture Word Inductive Model (PWIM) and conventional model. Then, the post-test on October 6th, 2019 was set to quantify their writing skill toward by the aids. In addition, there were some elements of good writing text that the researcher applied as the guidance in scoring writing: content of the text, language usage, organization, vocabulary, and mechanics.

Documentation helps assure an act of collecting data in a form of documents or things such as letters, photography, and memos. The researcher applied documentation in this research to gather data about the syllabus, lesson plan, and material that the teacher practiced in teaching writing in the tenth grade and took some photographs on the teacher performances.

Observation sheet or structured observation in checklist was happened because the researcher wanted to record the actual data in natural situation or condition through the course of teaching and learning in the classroom. It was to monitor whether the teaching was based on the lesson plan or not. In this research, only the observer was the researcher.

Data Collection Procedure

To refer on usage of Picture Word Inductive Model (PWIM) and conventional model, the researcher applied a handwriting test for gathering the data. First, the researcher chose samples were Social Worker X-C as experiential class and Social Worker X-A class as command class at the tenth-grade learners of SMK Negeri 2 Banjarmasin by lottery. Second, the researcher administered the pre-test in both classes to assess their writing knowledge before they get the aids. Third, the teacher implemented Picture Word Inductive Model (PWIM) twice because of factor limitation in instruction of writing descriptive text and the command class by conventional model. Moreover, the researcher observed the situation or condition whether the process of teaching-learning based on the lesson plan on both classes. Fourth, the researcher presented the post-test on both classes. Last, the teacher and the researcher calculated the result as stated by on the scoring tool and evaluated the mean result of learners in experiential class and command class. Then, a researcher directed to the evaluation of data.

Data Analysis

Data analysis summarized the effort process of evaluating useful data accurately by the researcher. This research wore quantitative data which was taken by the writing test. The

first rater was an English teacher of SMK Negeri 2 Banjarmasin named (Alm.) M. Fahmi Rizaldi, S.Pd., M.Pd, and the second rater was the researcher. It detailed by the researcher by:

1. Specifying the reliability of the test. These two raters counted the result of try out instruments. If it is reliable, two raters were found the same outcome in learners' writing score.
2. Rating pre-test and post-test as claimed by the pointing rubric. After assessing learners writing test based on the scoring rubric, then each score interpreted as below:

Table 4 Score Interpretation in SMK Negeri 2 Banjarmasin

Category	Range of Score
80 – 100	Superior
70 – 79	Great
60 – 69	Average
50 – 59	Terrible
< 50	Lack

3. Having t-test for test of hypothesis. Researcher applied a t-test to test the hypothesis. The formula can be seen below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\dfrac{\sum(X_1 - \bar{X}_1)^2 + \sum(X_2 - \bar{X}_2)^2}{n_1 + n_2 - 2}} \times \sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:
$\bar{X}_1$: Mean of difference in experiential class
$\bar{X}_2$: Mean of difference in command class
X_1 : Individual difference scores of experiential class
X_2 : Individual difference scores of command class
n_1 : Samples of experiential class
n_2 : Samples of command class

4. Contrasting the t-test and t-table and the degree of freedom (df) df = (N1 + N2) – 2. Thus, in this research was df = 27 + 28 – 2 and level of significant was 5% or 0,05. After the researcher resumed the hypothesis below:
   a. If the t-test > t-table, the Void Hypothesis (H$_o$) has eliminated and Selection Hypothesis (H$_a$) was received. So, it deduced that there is a divergence on the learners' descriptive writing skill among those who was training by Picture Word Inductive Model (PWIM) and conventional model at the tenth grade Social Worker program of SMK Negeri 2 Banjarmasin.
   b. If the t-test > t-table, the Selection Hypothesis (H$_a$) was declined and Void Hypothesis (H$_o$) was approved. Indeed, it was not any divergence on the

learners' descriptive writing skill among those who was treating by Picture Word Inductive Model (PWIM) conventional model at the tenth grade Social Worker program of SMK Negeri 2 Banjarmasin.

RESEARCH FINDINGS AND DISCUSSION

The Description of the Subject

This place investigation was practiced at SMK Negeri 2 Banjarmasin, Jl. Brig. Jend. Hasan Basri No.6, Sungai Miai, Kec. Banjarmasin Selatan, South Kalimantan. The point subject was the tenth grade learners of SMK Negeri 2 Banjarmasin academic years 2019/2020. 14 classes were the population of this research: Social Worker X-A X-B X-C, Computer Network Engineering X-A X-B X-C, Multi Media X-A X-B, Broadcasting X-A X-B, Software Engineering X-A X-B, X Chemical Industry, and X Design Interior. All of tenth grade of SMK Negeri 2 Banjarmasin was 432 learners.

Two classes of that population were carried as the sample in this research. They are Social Worker X-A was 28 learners and in X-C was 27 learners. To specify the class to be experiential and command class, researcher applied random sampling by lottery. The researcher got Social Worker X-C as the experiential class which have the Picture Word Inductive Model (PWIM) and Social Worker X-A as the command class was managed by conventional model.

The Description of Teaching and Learning Process

Exploring the teaching and learning process, these experiential and command classes were handled by the tenth-grade English teacher of SMK Negeri 2 Banjarmasin named (Alm.) M. Fahmi Rizaldi, S.Pd., M.Pd. The teacher also offered the researcher like the syllabus, lesson plan, and materials as documentation.

Teaching and Learning Process in Experiential Class

Observing the experiential class or Social Worker X-C, the teacher was handled the learners by using Picture Word Inductive Model (PWIM). This parted into three phases those were pre-action, while-action, and post-action.

At the pre-action, the teacher greeted the learners, checked the learners's present list, prepared the learners physically and psychologically, told the topic's lesson, and told the steps of how to write a descriptive text easily by applying Picture Word Inductive Model (PWIM). After that, teacher told a objective lesson, divided the group that consisted of 6 people. The learners paid attention very well.

In the while-activities, the learners observed the picture that was related to the topic of Prapinya Manoban or Lalisa Manoban displayed by the teacher─stimulated the learners in brainstorming ideas. The learners read the information of descriptive text in their book. Then, they observed, identified, and label what they see in the picture. The word or phrases are put in a stripe which links to the point of picture part. The learners noticed the keywords loudly. After that, the learners created a title and wrote the sentences into a descriptive text about Prapinya Manoban or Lalisa Manoban. Hence, for the exercise, each group had written a descriptive text related to the picture of Barack Hussein Obama or Barack Obama, while in meeting II for Pevita Cleo Eileen Pearce or Pevita Pearce. Afterward, the teacher and some groups discussed and presented their answer together.

In the post-activities, the learners resumed the lesson. Thereafter, they were assigned for creating a new descriptive text in evaluation test individually. After the time was over, the learners collected their work to the teacher and closed the class performed

by Picture Word Inductive Model (PWIM) was done two times. This class's schedule can be shown as here:

Table 5 Schedule of Experiential Class

No.	Date	Material	Treatment
1.	September 11st, 2019	Pre-Test	-
2.	October 23rd, 2019	Descriptive Text about Barack Hussein Obama or Barack Obama	PWIM*
3.	October 30th, 2019	Descriptive Text about Pevita Cleo Eileen Pearce or Pevita Pearce	PWIM*
4.	November 6th, 2019	Post-Test	-

*PWIM = Picture Word Inductive Model

Table 5 represents the pre-test for this class has held on Wednesday, September 11st 2019. The first treatment was conducted on Wednesday, October 23rd, 2019, while the second treatment was given on Wednesday 30th, 2019. After that, on Wednesday, November 6th, 2019, the post-test was made by this class.

Teaching and learning Process in Command Class
Monitoring command class or Social Worker X-A, the teacher has taught by using conventional model. In this class, the similar topic was trained with experiential class. At the pre-activities, teacher greeted the learners, checked the learner's present list, prepared the learners physically and psychologically, and told the topic's lesson. After that, the teacher told the objective of the lesson and told the steps of lesson's activities. The learners paid attention to the teacher.

Within the while-activities, the teacher firstly motivated the learners to centre on the lesson. At the point, he clarified about descriptive text, the function of descriptive text, general system, and dialect usage of text on the whiteboard. Thereafter, teacher told steps on how to make descriptive text from the case of Prapinya Manoban or Lalisa Manoban. Once more, the teacher told them to identify or organize the identification and description of that text. When he explained the lesson, the learners fair tuned to him and made a note about the descriptive text. Another, teacher asked the learners to write their descriptive text about Barack Hussein Obama or Barack Obama, where as in meeting II about Pevita Cleo Eileen Pearce or Pevita Pearce in their work out. Afterward, they displayed their answer to the teacher, and the teacher assessed their score of work out. Finally, they collected the test to the teacher.

In the post-action, teacher reviewed the study. Then, teacher asked the learners do an evaluation test individually. After the time was over, the learners collected their work and the teacher closed the lesson. This class process by using the conventional model was done two times. The schedules in the command class as below:

Table 6 Schedule of Command Class

No.	Date	Material	Treatment

1.	September 11st, 2019	Pre-Test	-
2.	October 23rd, 2019	Descriptive Text about Barack Hussein Obama or Barack Obama	Conventional Model
3.	October 30th, 2019	Descriptive Text about Pevita Cleo Eileen Pearce or Pevita Pearce	Conventional Model
4.	November 6rd, 2019	Post-Test	-

From Table 6 above provides the pre-test in this class has held on Wednesday, September 11st, 2019. The first treatment arranged in command class on Wednesday, October 23rd, 2019 while the second treatment was given on Wednesday 30th, 2019. After that, on Wednesday, November 6th, 2019, the post-test has still made by this class.

The Result of Documentation
Accordingly, the syllabus has been applied as a lesson-by-lesson reference in making of lesson plans. The lesson plans were created in four forms: two forms were experiential class and two for the command class. Therefore, each classroom had two meetings in which each meeting was held for 3x45 minutes. However, there is a divergence among the lesson plans for both classes since the experiential class handled by Picture Word Inductive Model (PWIM), whilst in command class was applying conventional model only.

The Result of Observation
Observation sheets for the teacher's activities were worn by the researcher in both the experiential and command classes. In making an observation sheet, the lesson plan was applied as the guidance. The observation sheet of the teacher's activities was checked by monitoring whether the activity was carried out by the teacher or not.

Experiential Class
First Meeting
First observation of Social Worker X-C class was at the first meeting on October 23rd, 2019 with the material of descriptive text about the person who the teacher was taught the learners by the usage Picture Word Inductive Model (PWIM). Teaching-learning in the first meeting ran well. There were three stages of activities in the observation sheet. They are pre-action, while-action, and post-action.

For the pre-activities, as usual, teacher greeted the learners, checked the learner's present list, prepared the learners physically and psychologically, told the topic's lesson, and told the steps of how to write a descriptive text easily by applying Picture Word Inductive Model (PWIM). Then, teacher told an objective lesson, divided a group that consisted of 6 people. The learners paid attention very well to the teacher.

In the while-activities, the learners viewed the picture that was related to the topic of Prapinya Manoban or Lalisa Manoban from selecting by teacher ─stimulated the learners in brainstorming ideas. The learners read the information of descriptive text in

their book. Then, the learners observed, identified, and labeled what they see in the picture. The word or phrases are put in a stripe which links to the point of picture part. The learners read and reviewed again the keywords aloud. Next, the learners created a title and wrote the sentences into a descriptive text about Prapinya Manoban or Lalisa Manoban. Hence, for the exercise, each group wrote a descriptive text related to the picture of Barack Hussein Obama or Barack Obama. After that, the teacher and some groups discussed and presented their answer together.

In the post-activities, the learners reviewed the lesson. Later on, they are assigned for creating a new text of descriptive in the evaluation test individually. After the time was over, the learners collected their work to their teacher and closed the class.

Second meeting

This second observation was at the second meeting on October 30th, 2019 with the material of descriptive text about the person who the teacher was carried the learners by training Picture Word Inductive Model (PWIM). This class's teaching-learning in second meeting also ran well.

Firstly in the pre-activities, teacher greeted the learners, checked learner's present list, prepared the learners' physically and psychologically, told the topic's lesson, and told the steps of how to write a descriptive text easily by wearing Picture Word Inductive Model (PWIM). After that, teacher told an objective lesson, divided the group that consisted of 6 learners. They paid attention very well to their teacher.

In the while-activities, the learners looked at the picture that was related to the topic of Prapinya Manoban or Lalisa Manoban from selecting by teacher ─stimulated the learners in brainstorming ideas. The learners read the information of descriptive text in their book. Then, the learners observed, identified and label what they see in the picture. The word or phrases are put in a stripe which links to the point of picture part, the learners read and review again the keywords aloud. After that, the learners created a title and wrote the sentences into a descriptive text about Prapinya Manoban or Lalisa Manoban. Hence, for the exercise, each group wrote a descriptive text related to the picture of Pevita Cleo Eileen Pearce or Pevita Pearce. Afterward, the teacher and some groups discussed and presented their answer together.

To the post-activities, learners summarized that lesson. Then, learners assigned in creating a new descriptive text in evaluation test individually. After the time was over, the learners collected their work to the teacher and the teacher closed the lesson.

Command Class
First Meeting

The first observation in Social Worker X-A class was at the first meeting on October 23rd 2019. The material was about describing people in a form of text, as similar topic in the experiential class.

Pre-activities classroom, teacher as usual greeted learners, checked learner's present list, prepared the learner physically and psychologically, and told the topic's lesson. After that, the teacher told the objective of the lesson and told the steps of lesson's activities. The learners paid attention to the teacher.

Foe while-activities, teacher explained about the function, general structure, and dialect usage of descriptive handwriting in whiteboard. Teacher told in steps on how to make descriptive text from the example of Prapinya Manoban or Lalisa Manoban. After

that, the teacher told them to find the identification and description of that text. He also explained the language use of it. During on teacher's explanation, the learners listened his explanation and wrote some notes about that text. Next, teacher asked the learners for writing the descriptive text about Barack Hussein Obama or Barack Obama in their exercise. Finally, they checked their answer to the teacher, he took their score of exercise, and the learners collected the exercise to him.

In the post-activities, the teacher told the conclusion of the text. Then, teacher asked the learners again for completing an evaluation test individually. After time was over, the learners collected their work and the teacher closed the lesson.

Second Meeting

At the second meeting, teacher continued to the lesson by reviewing the first meeting. This second observation was on October 30th, 2019 that the teacher also used the conventional model.

In the second pre-activities, teacher always greeted the learners, checked the learner's present list, prepared the learners physically and psychologically, and told the topic's lesson. Then, the teacher told the objective of the lesson and told the steps of lesson's activities during the learners paid attention to the teacher.

At the while-activities, teacher explained in concerning the function, general design, and dialect usage of text of descriptive on whiteboard. The teacher told steps on how to make descriptive text from the example of Prapinya Manoban or Lalisa Manoban. After that, the teacher told them to find the identification and description of that text. He also explained the language use of descriptive text. During the teacher's explanation, the learners listened to his explanation and wrote some notes about it. Next, teacher asked the learners to write a descriptive text about Pevita Cleo Eileen Pearce or Pevita Pearce in their exercise. Afterward, the learners verified their answer to the teacher, and the teacher took their score of exercise. Finally, the learners collected their exercise to him.

Finally, in the post-activities, teacher reviewed again. Thereupon, the learners were asked by teacher to do an evaluation test individually. After the time was over, the learners collected their work and the teacher closed the lesson.

The Result of Test

Pre-Test

This pre-test in the experiential class (27 learners) and class of command (28 learners) were conducted at the same date on Wednesday, September 11st, 2019. The learners were requested writing in text of descriptive. This purpose of pre-test has to find out the learners' knowledge in writing before getting the aid. As maintained by the calculation, the signify point of pre-test (experiential class) has 55.78. Its outcome can be seen in Table 7. In contrast, the calculation of the outcome of pre-test (command class) showed signify of the pre-test was 58.5 on Table 8.

Table 7 The Percentage of Pre-Test Result in Experiential Class

Score	Category	Number of Learners	Percentage (%)
80 – 100	Superior	2	8%
70 – 79	Great	2	8%

60 – 69	average	2	8%
50 – 59	Terrible	16	64%
< 50	Lack	5	12%
Total		**27**	100%
Average			**55.78**

Table 8 The Percentage of Pre-Test Result in Command Class

Score	Category	Number of Learners	Percentage (%)
80 – 100	Superior	2	7.90%
70 – 79	Great	4	14.54%
60 – 69	Average	8	27.24%
50 – 59	Terrible	8	27.24%
< 50	Lack	6	23.08%
Total		**28**	100.00%
Average			**58.5**

Post-Test

This post-test has held since applying the aids. Both the experiential class and command class were conducted at similar date on Wednesday, November 6th, 2019. This post-test outcome of experiential class can be shown in Table 9 and Table 10.

Table 9 The Percentage of Post-Test Result in Experiential Class

Score	Category	Number of Learners	Percentage (%)
80 – 100	Superior	14	54%
70 – 79	Great	8	30%
60 – 69	Average	2	8%
50 – 59	Terrible	1	4%
< 50	Lack	2	8%
Total		**27**	100%
Average			**74.89**

Table 10 The Percentage of Post-Test Result in Command Class

Score	Category	Number of Learners	Percentage (%)
80 – 100	Superior	3	10.72%
70 – 79	Great	4	14.29%
60 – 69	Average	12	42.85%
50 – 59	Terrible	6	21.42%
< 50	Lack	3	10.72%
Total		**28**	100.00%
Average			**62.2**

As stated by the outcome pre-test and post-test for both classes, those can be shown the learners' writing skill by applying Picture Word Inductive Model (PWIM) in experiential class and training by conventional model in command class are improved

by after giving the treatments. This transformation can be proven by the divergence as shown in Table 11, Table 12, and Figure 1.

Table 11 The Outcome of Pre-Test and Post-Test in Experiential Class

No.	Learners	Total Score Pre-Test	Total Score Post-Test	X	X^2
1	AF	54	52	-2	4
2	AG	0	64	64	4096
3	AKR	62	90	28	784
4	AT	54	78	24	576
5	D	44	0	44	1936
6	DAFN	86	86	0	0
7	DAW	58	86	28	784
8	GNR	56	84	28	784
9	HM	78	82	4	16
10	KAR	54	70	16	256
11	MDR	62	72	10	100
12	MHP	58	86	28	784
13	MPA	42	88	46	2116
14	MR	58	74	16	256
15	MWW	46	94	48	2304
16	NMP	58	66	8	64
17	R	54	98	44	1936
18	R	58	74	16	256
19	RA	52	78	26	676
20	RW	54	82	28	784
21	S	54	84	30	900
22	SAH	46	82	36	1296
23	SNH	54	78	24	576
24	STW	78	80	2	4
25	TN	82	82	0	0
26	TN	54	40	-14	196
27	YM	50	72	22	484
	Total	**1506**	**2022**	**604**	**21968**
	Mean	**55.77777778**	**74.88888889**		

Table 12 The Outcome of Pre-Test and Post-Test in Command Class

No.	Learner	Total Score Pre-Test	Total Score Post-Test	Y	Y^2
1	A	74	76	2	4
2	AF	62	62	0	0
3	AH	46	62	16	256
4	AJ	22	28	6	36
5	AM	64	68	4	16
6	AR	58	68	10	100

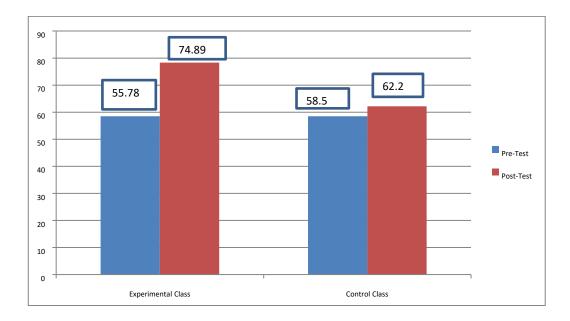| 7	AS	62	60	-2	4
8	ASA	54	70	16	256
9	AW	88	86	-2	4
10	ECP	56	62	6	36
11	FA	60	66	6	36
12	FN	22	24	2	4
13	FO	62	60	-2	4
14	FO	90	86	-4	16
15	I	56	56	0	0
16	JS	50	54	4	16
17	MA	78	76	-2	4
18	MA	50	58	8	64
19	MF	46	54	8	64
20	MGA	46	52	6	36
21	MN	42	48	6	36
22	MS	62	66	4	16
23	NAS	62	60	-2	4
24	NH	58	78	20	400
25	NY	62	64	2	4
26	S	72	54	-18	324
27	SH	58	62	4	16
28	TS	76	82	6	36
	Total	**1638**	**1742**	**104**	**1792**
	Mean	**58.5**	**62.21**		

Figure 1 The Outcome of Pre-test and Post-test of the Experiential and Command Class

According to Figure 1 is shown the learners in experiential class by handling Picture Word Inductive Model (PWIM) got average score 55.78 in the pre-test which was

categorized as a poor score. In contrast of the post-test, the average score was 74.89 which categorized as a good score. The score increased by 19.11 points. Meanwhile, the learners in command class who were trained by using conventional model got average score 58.5 in the pre-test which was categorized as a poor score, whilst in the post-test the average score was 62.2 which categorized as a fair score. The score increased as 3.7 points. It can be resumed that Picture Word Inductive Model (PWIM) becomes increase learners' writing in text of descriptive than conventional method.

Hypothesis Testing

There are two predicts will be the outcome of this experiential research, they are selection hypothesis (H_a) and the void hypothesis (H_o). The selection hypothesis (H_a) is a divergence on the learners' writing skill in descriptive text between those who handling by Picture Word Inductive Model (PWIM) and those who are training by conventional model in the tenth-grade learners of SMK Negeri 2 Banjarmasin academic year 2019/2020. On the other hand, the void hypothesis (H_o) is no divergence on the learners' writing skill in descriptive text between those who are performing by Picture Word Inductive Model (PWIM) and conventional model in tenth-grade learners of SMK Negeri 2 Banjarmasin. The calculation can be shown below:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{\sum(X_1 - \overline{X}_1)^2 + \sum(X_2 - \overline{X}_2)^2}{n_1 + n_2 - 2}} \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) x \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{22.37 - 3.71}{\sqrt{\left(\frac{8457.3 + 1405.72}{27 + 28 - 2}\right) x \left(\frac{1}{27} + \frac{1}{28}\right)}}$$

$$t = \frac{18.66}{\sqrt{\left(\frac{9863.02}{55 - 2}\right) x \, 0.06}}$$

$$t = \frac{18.66}{\sqrt{\left(\frac{9863.02}{53}\right) x \, 0.06}}$$

$$t = \frac{18.66}{\sqrt{186.09 \, x \, 0.06}}$$

$$t = \frac{18.66}{\sqrt{11.16}}$$

$$t = \frac{18.66}{3.34}$$

$$t = 5.58682$$

$$t_t = 1.67412$$

df = (Nx + Ny – 2) = 27 + 28 – 2 = 55 – 2 = 53

t value in t table for n = 55, df = 53 is 1.67412 (two tailed, significant of degree= 0,05).

t > t$_t$ = 5.58682 > 1.67412

The result of t-test (test value) has upper than t value; H_a is approved and H_o is rejected.

In this research, the result of t-test was calculated manually, then, it contrasted with t-table. It discovered the result of t-test was 5.58 with significance level 0.05 and df = (27+28-2) = 53. It has found the result of t-table was 1.67, thus, the t-test result has upper than t-table (5.58 > 1.67).

Discussions

To discover out the outcome of research objective, a few procedures had been carried out. It is begun with considering and choosing classes by lottery and as stated by on the tenth-grade English teacher's proposal. At point, researcher produced the device to try out, pre-test and post-test. Researcher gathered the data in one meeting for try-out, one meeting gave a pre-test to the learners in the experiential and command class. Then, the teacher gave them treatment in two meetings: the researcher observed the teachers' educating about descriptive text handled by utilizing Picture Word Inductive Model (PWIM) at experiential class, whilst conventional model in the command class. At last, at one meeting, researcher supplied them a post-test.

The divergence between Picture Word Inductive Model (PWIM) and conventional model were the steps of teacher used while doing the treatments. In each treatment, the learners were inquired to write a descriptive text by utilizing Picture Word Inductive Model (PWIM). Creating ideas in text of descriptive, the learners got the vocabularies from the pictures. After that, the learners sketched out the sentences that ought to the identification and description section. On drafting, the learners commenced to type as claimed on their ideas. At editing section, the learners rectified their handwriting, at that point, theirs might counsel to their bunch or teacher. Gradually, this procedure led the learners into the writing of titles, factual sentences, and text building. In differentiate, conventional model was handled by the teacher without any pictures.

Contrastingly in this command class, the lesson process has tired in a common model. Teacher wrote and explained the lesson such as the grammar, text organization, language features, and example of descriptive text in the whiteboard, whereas the learners just listened or fair tuned and took a note to type it in their book. Then, he asked the learners to type a text of descriptive as maintained by the pictures delivered on their teacher in workout and assessment test. At last, the teacher checked their scores, and they collected the test to the teacher. It seemed that the learners became detached learners so the process of teaching is not truly viable to improve the learners' writing. In other words, it shall be mentioned Picture Word Inductive Model (PWIM) was superior since each learner contributed in doing the exercise, whereas in conventional model the learners also did the exercise, but it was not effective because not every learners involved in doing the exercise.

From this research finding above, the researcher investigated the aspect that covered learners writing. First, the angle of value in the pre-test, the learners did not type a nice text of descriptive with the connected detail the topics. The improvement on the learners' typing was since the usage of Picture Word Inductive Model (PWIM). The experiential class had correct attainment in value section. Second, the pre-test in an angle of typing organization, most of the learners from both classes might not fulfill the nice text organization that deals with the identification and description. Whilst on the post-test, the organizing of the learners' writing such as the main ideas was better. Third, in the angle of dialect use, a few of learners performed the blunder on shaping the linguistics on the pre-test. Whereas in the post-test, the learners ended up with mindful of the linguistics that applied on text of descriptive. Fourth, on the pre-test in vocabulary viewpoint, researcher got various learners also performed the blunder word choice which created the confusing value. Besides in the post-test, the learners appropriated word selection as

stated on the subject. Finally, from mechanic's angle on the pre-test and post-test, researcher got the learners used erroneous capitalization such as ariel noah, north sumatera, and indonesia.

Accepting this research, the learners were handled by Picture Word Inductive Model made a noteworthy contrast as shown from the value point of pre-test was 55.78, and the average point of post-test was 74.89. Gaining the average point of experiential class among pre-test and post-test has 19.11. In the interim, the learners who were trained by conventional model made critical advancement as seen from the average point of pre-test has 58.5 and the post-test was 62.2. Total the average score increased was 3.7. It may be concluded the gained point of experiential class has upper rather than command class. Furthermore, the learners' descriptive writing skill between those who are utilized by Picture Word Inductive Model (PWIM) in teaching typing text of descriptive was viable, thus it gave a positive impact than using conventional model. By this model, it encouraged the learners to adjust their writing. However, the conventional model affected the learners in writing descriptive text, but the effect was not as good as the Picture Word Inductive Model (PWIM). The effect that might be shown by using conventional model has some learners were not involved in writing the descriptive text. In this research, hypothesis testing was calculated manually by calculating t-test. After the outcome of t-test was found, then, it contrasted with t-table was 5.58 with significance level 5% or 0.05 and df = (27+28-2) = 53. It is displayed that the outcome of t-table was 1.67; upper rather than t-table (5.58 > 1.67). As the result, this is the difference on learners' writing skill in descriptive text among those who are applied by Picture Word Inductive Model (PWIM) and conventional model.

CONCLUSION AND SUGGESTIONS
Conclusion
To sum up, the t-test of this research was upper than t-table (5.58 > 1.67). It referred to the selection hypothesis (H_a) was approved, and the void hypothesis (H_o) was declined in this research. These was appeared by the learners score in experiential class by wearing Picture Word Inductive Model (PWIM) has higher rather than command class that were taught by delivering conventional model. Moreover, Picture Word Inductive Model (PWIM) effectively influenced the learners' typing skill on the text of descriptive. Accordingly, there is the divergence on learners' typing skills in text of descriptive at the tenth-grade learners of SMK Negeri 2 Banjarmasin in academic year 2019/2020.

Suggestions
Applying of Picture Word Inductive Model (PWIM) builds the learners think inductively by seeing the picture and identifying the word and meaning of the picture. In expansion, it can be more curiously and appreciating the class activity since this model brings out the learners' consideration in learning writing by wearing Picture Word Inductive Model (PWIM). Moreover, to the further researchers who need to conduct similar or comparative research to use this research as their reference, to explore or to investigate more approximately about how Picture Word Inductive Model (PWIM) can influence the learners' writing skills on distinctive level, genres, or another dialect skill.

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