

## Investigating Basic Writing Course: The Practices and Perceptions of Students at University Level

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### Abstract

Basic writing as the first stepping stone in learning English writing skills needed to be taught properly. The method currently used at the university level in teaching basic writing was using the Picture Word Inductive Model (PWIM). However, this method had not been implemented comprehensively. Therefore, this study attempted to collect primary data from students regarding their practices and perceptions for basic writing courses with the current method. The purpose of this study was to find out how the process of learning basic writing using PWIM and to analyze how students perceived the basic writing learning course and to describe the effectiveness of learning basic writing using PWIM. Respondents were 50 students of English education study programs at the university level who took basic writing courses in the third semester. They were selected from four basic writing classes using a purposive sampling technique. This study used a mixed method in which a qualitative descriptive method was used to find out and analyze the learning process and perceptions of students in basic writing classes based on the results of semi-structured interviews conducted and also based on the results of questionnaires distributed to 50 students. While the experimental method with a pretest-posttest design was carried out to determine the effectiveness of learning basic writing using PWIM. Before the data was processed, the researcher conducted an assumption test in the form of a normality test. After that, a paired t-test was conducted. The results of the study indicated that the learning process with this approach still needed to be improved, especially regarding the consistency of using this PWIM approach. Then, regarding student perceptions of basic writing courses, it also needed to be considered as feedback for better basic writing learning. Furthermore, the results of statistical calculations illustrated that this approach had an influence on the implementation of effective basic writing classes. The results of this study were expected to be a reference for further research, especially those related to basic writing skills.

### Keyword

Basic writing; Practices; Perceptions; University level

### Investigasi Kelas Penulisan Dasar: Praktik dan Persepsi Mahasiswa di Tingkat Universitas

### Abstract

Menulis dasar sebagai batu loncatan pertama dalam mempelajari keterampilan menulis bahasa Inggris perlu diajarkan dengan benar. Metode yang digunakan saat ini di tingkat universitas dalam mengajarkan menulis dasar adalah menggunakan Picture Word Inductive Model (PWIM). Namun demikian, metode ini belum diterapkan secara komprehensif. Oleh karena itu, penelitian ini mencoba mengumpulkan data primer dari mahasiswa mengenai praktik dan persepsi mereka untuk kursus menulis dasar dengan metode saat ini. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana proses pembelajaran menulis dasar dengan menggunakan PWIM dan untuk menganalisis bagaimana persepsi mahasiswa dalam kursus pembelajaran menulis dasar dan untuk menggambarkan efektivitas pembelajaran menulis dasar menggunakan PWIM. Responden adalah 50 mahasiswa program studi pendidikan bahasa Inggris di tingkat universitas yang mengambil kursus menulis dasar pada semester ketiga. Mereka dipilih dari empat kelas menulis dasar dengan menggunakan teknik purposive sampling. Penelitian ini menggunakan metode campuran di mana metode deskriptif kualitatif digunakan untuk mengetahui dan menganalisis proses pembelajaran dan persepsi mahasiswa di kelas menulis dasar berdasarkan hasil wawancara semi-terstruktur yang dilakukan dan juga berdasarkan hasil kuesioner yang disebarkan kepada 50 mahasiswa. Sedangkan metode eksperimen dengan pretest-posttest design dilakukan untuk mengetahui keefektifan pembelajaran menulis dasar dengan

menggunakan PWIM. Sebelum data diolah, peneliti melakukan uji asumsi berupa uji normalitas. Setelah itu dilakukan uji t berpasangan. Hasil penelitian menunjukkan bahwa proses pembelajaran dengan pendekatan ini masih perlu ditingkatkan terutama mengenai konsistensi penggunaan pendekatan PWIM ini. Kemudian terkait persepsi mahasiswa terhadap mata kuliah menulis dasar juga perlu diperhatikan sebagai umpan balik terhadap pembelajaran menulis dasar yang lebih baik. Selanjutnya hasil perhitungan statistik menggambarkan bahwa pendekatan ini memiliki pengaruh dalam pelaksanaan kelas menulis dasar yang efektif. Hasil penelitian ini diharapkan mampu menjadi acuan bagi penelitian selanjutnya terutama yang berhubungan dengan keterampilan menulis dasar.

**Kata Kunci**

Menulis dasar; Praktik; Persepsi; Tingkat universitas

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## Introduction

Basic writing learning is the first step in learning writing skills at the undergraduate level of universities, especially in English education study programs through learning process. The theory of learning itself is defined as a method that describes how a person carries out the learning process (Hilgard, 2020). Educators agree that learning should be scientific in nature and use valuable methods to teach language knowledge content including basic writing skills for students of all ages as well as providing opportunities for small groups or entire classes to build scientific knowledge socially (Peters, 2010). Therefore, basic writing learning is usually packaged in the form of courses that must be taken by third semester students.

The approach used in implementing proportional basic writing learning must have good quality standard criteria and accepted by the students because learning at the undergraduate student level is different from the student level in high school. At the university level, collaboration between course teachers or lecturer and linguists is beneficial for the learning of students from both sides. Both figures as teachers and linguists must be contained in the lecturer so that students' knowledge and language skills can be significantly improved (Li Jiang et al., 2019). Qualified teachers and enthusiastic students are seen as mutually supportive, especially at the undergraduate level (Gidman et al., 2011). Students need an approach that gives them the motivation to be able to learn and find out more deeply independently. This is different from a lower level of education. Therefore, lecturers at basic writing courses must also have a good strategy so that the learning created provides good and significant results to writing skills, especially basic writing. The main objective of teaching practice is the achievement and application of these skills to guarantee some level of technical expertise in the classroom (Caires et al., 2012). Today basic writing learning still uses a traditional teaching system where lecturers explain and students hear after those lecturers give exercises and assignments to students. Traditional classroom lectures are still commonly used in basic writing learning at the undergraduate level of English education.

The approach used in basic writing learning uses PWIM or Picture Word Inductive Model. Although lectures are conducted using PWIM or Picture Word Inductive Model, lectures still take place traditionally. Based on the results of initial observations, in basic writing learning at the undergraduate level of higher education using teaching materials

based on the PWIM approach has not been implemented perfectly. This approach is only used in exercises and assignments, while the process of learning basic writing skills with teaching materials based on this approach has not been seen and still uses traditional and conventional methods where lecturers provide explanations and students listen. In addition, in the 2021/2022 school year, the learning system implemented using a virtual or online system is either synchronous and asynchronous. Moreover, student involvement in online courses may be more ambiguous, and complex to understand than in a face-to-face classroom setting (Cole et al., 2019). The instructor feedback and relevant course content both positively impact student perceptions of an online course (Litterio, 2018). But another fact reveals that the online learning satisfaction survey found that learners are generally satisfied with many aspects of the redesigned course, including the timeliness of instructor responses, instructor attitudes towards technology, online courses, flexibility, technology quality, internet quality, perceived usability, perceived ease of use, and perceived satisfaction of online learning, while students feel that interaction with others is not very satisfactory (Li et al., 2015). This results in online learning must meet the above criteria with some considerations that must also be considered during online learning. On the other hand, the results of the study showed that most students make good use of internet and electronic mail facilities in campus. However, the proportion of students who agreed or disagreed that computers could be accessed by them whenever needed on campus proved to be the same (Ravichandran, 2014). But this condition is not the same when online learning that conditioned the online distance learning system took place.

The teaching and learning process that occurs in basic writing learning using PWIM requires evaluating the extent of effectiveness produced in this course. It also requires observation and evaluation of basic writing classes. In addition, students' perception of this learning also needs to be taken into account because they are the object of this learning. Effectiveness in the use of PWIM approach to basic writing learning must be done so that this course gets input so that it can be better in the future. Learning activities also require good and critical feedback. In some cases the quality of feedback was felt more positively by teachers than students, and English teachers reported higher levels of facilitation of feedback use than students (Van Der Kleij, 2019). But on the other hand, surveys show that students who are aware of learning goals perceive teacher feedback as more useful (Vattøy & Smith, 2019). In addition, teacher feedback is shaped by the desire to see students write in a disciplinarily approved way, but rarely supports students towards this goal (Hyland, 2013). On the other hand there are also conditions where much of the teacher's feedback is not recognized by the student, and that when the feedback is recognized it is often not considered as the teacher intended (F. Van Der Kleij & Adie, 2020). Therefore, with teacher and contextual supports, writing evaluation systems can be taken as important sociocultural artifacts mediating the integration of learning experience as a new object of teacher feedback activity in writing classrooms (Lianjiang Jiang et al., 2020)

So many complex and situational conditions in the learning process. But the results of the learning process carried out by students and lecturers can be seen from the exercises and assignments given. University teachers or lecturers must provide assessment and feedback on each activity performed. In the context of this study, the extent to which the results of assessment and feedback on exercises and tasks with learning using this PWIM approach can be effectively and efficiently applied in basic writing classes. However, there are times when there are problems that consider that widespread feedback is central to student learning, but students across the higher education sector usually report dissatisfaction with the feedback they receive. In fact, academics often feel they provide quality and informative feedback (Mulliner & Tucker, 2017). That is why basic writing learning with the approach used now needs to be evaluated and investigated.

PWIM or Picture Word Inductive Model is a learning model approach designed by Calhoun. PWIM is known as a teaching approach by using images containing objects, actions,

or familiar events to provoke students to issue words from their own vocabulary during the learning process. This strategy is designed to help students practice their inductive thinking skills. The word image inductive learning model (PWIM) can be applied classically, small groups, in pairs, even individually. Students are then guided to be independent about the words they find from pictures, both about the addition of their vocabulary treasury, to the preparation of sentences and paragraphs.

Students' perception of basic writing learning is also quite significant to discuss starting from introduction, learning and assessment. According to Robbins (2020), perception is a process taken by each individual to organize and interpret the impressions of the senses you have in order to give meaning to the surrounding environment. There are many factors that can influence a perception, ranging from the perpetrator of the perception, the object perceived and the existing situation. The point of view of basic writing classes according to students is a basic writing learning model that is attractive and desired by students so that they can create meaningful and not boring classes. University teacher practices that are the basis for students' perceptions of the educational experience they should receive, many of which relate to student assessments, include using multiple assessments that apply the same performance standards to all students (Gordon & Fay, 2010). In addition, students' perspective on this ideal basic writing class can also add consideration and input to more effective and interesting learning. Based on the explanation above, the problem formulation of this study is: (1) How the process of the basic writing learning using PWIM, (2) How students perceive basic writing learning classes, (3) How effective basic writing learning is with this approach.

Previous studies relevant to the topics of discussion in this study include the research conducted by Cumming et al., (2018) through a study entitled "Students' practices and abilities for writing from sources in English at universities in China". The survey analyzed the practices and abilities of 103 students at 4 Chinese universities to write from sources in English. . The research shows that students in China learn, at varying degrees, to write from sources in English in university programs involving some medium-English teaching. The practice and ability of students documented in the context of this clear foreign language is basically similar to that documented in other writing studies from sources by various other student populations internationally in second language programs and academic programs. Then, Mulliner & Tucker (2017) has researched the perceptions of academics and students with respect to preferences for different types of feedback, timeliness of feedback, student involvement and interest in feedback, quality feedback, and satisfaction with current practice through research entitled "Feedback on feedback practice: perceptions of students and academics".

From the relevant previous research, the peculiarity in this study lies in how the current basic writing class that uses the PWIM approach is analyzed in depth both in terms of its effectiveness, the perception of its students and the teaching and learning process. This peculiarity is what is considered nil in previous studies. Therefore, the focus raised in this study is Investigating basic writing course: the practices and perceptions of students at university level.

## **Research Methods**

The basic writing learning approach that is now used at the undergraduate level of universities uses PWIM or Picture Word Inductive Model. However, based on the results of initial observations, this approach model is only used in the exercises and tasks and has not been implemented thoroughly in the learning process. Therefore, this study will use mixed methods to conduct investigations into learning in basic writing courses at the undergraduate level of universities with the methods now used. This investigation covers how the basic writing class process takes place, and reveals how students perceive basic

writing classes, as well as measuring the effectiveness of basic writing learning using this PWIM approach.

Respondents to this study consisted of 50 students in the English education study program who took basic writing courses offered in the third semester of the 2023/2024 school year. Respondents were selected from four basic writing classes by using purposive sampling techniques. Descriptive qualitative methods were used to explain the results of analysis of the basic writing learning process whose data is taken from semi-structural interviews and questionnaires filled by respondents. Semi-structural interviews are conducted during data collection by listening to answers from students and recording them. The interview was conducted after the respondents finished following basic writing learning so that the data obtained would be thorough and comprehensive. After that, the findings data will be designed and analyzed. The results of the data analysis will use thematic analysis, which is generalized into three discussions, namely pre-learning activities, and teaching and learning activities, as well as evaluation activities. On the other hand, students' perception of basic writing learning taken by data through questionnaires will be described comprehensively. Questionnaires that have been filled by respondents will be grouped using the Likert scale, namely strongly agree, agree, doubt, disagree and strongly disagree. Then the results of the questionnaire are designed and analyzed and then will be displayed through tables and charts.

As for measuring the effectiveness of basic writing learning with the current method, it will use experimental methods with pretest and posttest design. This means that before treatment given, respondents will follow a pre-test at the beginning and after the treatment given to the respondents, they will also take a post-test so that basic writing learning results are obtained before and after treatment. The assumption test in the form of a normality test and homogeneity test were carried out before the data is processed. After that, a paired sample t test will be applied. So that the results will be obtained whether this PWIM approach is effectively implemented in basic writing learning at the undergraduate level in university students.

## **Results and Discussions**

The results and discussions of this study can be described into three major division as stated in the problem formulation. They are basic writing learning process, student's perceptions of basic writing learning and effectiveness of basic writing learning.

### ***Basic Writing Learning Process***

Based on the results of the semi-structural interview, a description of the basic writing learning process was found using the PWIM approach which was divided into 3 themes, namely pre-learning activities, teaching and learning activities and evaluation activities.

Pre-learning activities are a series of activities in the form of interaction between lecturers and students before entering teaching and learning activities. This activity is carried out in the form of greetings and warming up activities. Greeting is carried out to greet the students and conduct attendance activities. Lecturers called the names of students one by one and greeted them by asking for news and so on. While warming up activities are carried out by asking about tasks or homework and repeating and reviewing the material of previous meetings.

Teaching and learning activities are carried out by teacher-centered learning methods where lecturers become the focus in this activity. Lecturers provide materials and explain matters related to topics according to syllabus. Then the lecturer gives students the opportunity to ask questions and comment. After that, lecturers will provide exercises and tasks to be done by students in the remaining meeting time in each session. Teaching and learning activities are carried out in synchronous using google meet or zoom meeting and

asynchronous using whatsapp group. PWIM's approach to teaching and learning activities has not been fully carried out by lecturers who teach basic writing courses. The PWIM approach is only applied when working on tasks and exercises. Conventional methods feel very dominant in this teaching and learning activity where the teacher-centered learning method becomes the major activities in the learning basic writing.

Evaluation activities are activities carried out to provide assessment and measurement of how high the level of understanding of students to the material and topics of basic writing learning given. Evaluation activities are applied by providing quizzes, mid-term tests and final term exams to students. Lecturers of basic writing courses prepare questions that are used to measure and assess students' understanding. After giving questions for quizzes, mid-term tests or final term exams, there are several lecturers who discuss the question again but there are also in some classes, lecturers do not discuss the quizzes, mid-term tests or final term exams given to students. The accumulation of measurements and assessments of student understanding will later be illustrated from the final result in the form of an index of the achievement of this course.

After exposing the result of the data findings, it can be seen that PWIM approach as the current method in basic writing learning seem to be applied not in the whole learning process which still use teacher-centered learning where the lecturers become the person who give explanations and teach the lessons during the learning process. While students are positioned as listeners who are able to respond to the explanation given after the lecturers finished talking. The PWIM approach is only applied in doing exercises and tasks. Nevertheless, the learning process still run smoothly. Most of students have a well understanding regarding the lessons. The learning process which can be assumed as the processes that are carried out intentionally and give rise to changes to previous circumstances. Generally after learning a person tends to make self-changes for the better (Hilgard, 2020). Here, the changes occurs after following the learning process. The evaluation done by the lecturers showed that most of the students answer the questions in the very clear explanations.

### ***Student Perceptions of Basic Writing Learning***

There are many factors that can influence a perception, ranging from the perpetrator of the perception, the object perceived and the existing situation. Here, the perpetrator of perception are the third semester students of basic writing course, then the object perceived is basic writing subject while the existing situation is basic writing learning process. These three components met in the form of questionnaires. Students' perception of basic writing learning classes can be seen from the results of the questionnaires filled by respondents with statement items, namely as follows:

**Figure 1** Questionnaires

Student Perception Questionnaire Statement Items	1. I like basic writing learning
	2. In my opinion, basic writing material is difficult to understand
	3. I like to read books related to basic writing in the campus library
	4. I like basic writing material presented in teaching materials now
	5. The teaching materials I use attract my attention to learn basic writing
	6. I like the fun basic writing material.
	7. I like teaching materials that are easy to use and not complicated.
	8. I like colored teaching materials because they are not easily boring.
	9. I want to learn to use teaching materials tailored to the development of brain abilities
	10. I like to learn concepts instead of memorizing
	11. I think basic writing teaching materials should help students to learn more fun and not boring.

The eleven statement items above are students' opinions about basic writing learning classes ranging from their enthusiasm for this course, the ideal teaching materials they want to get and the tendency to feel a penchant for basic writing learning. Their enthusiasm for this course is seen in the first, second and third statements. The point of view of the basic writing teaching material they want is in the fourth, fifth, sixth, seventh and eighth statements. While the favorite tendency towards basic writing learning is found in the ninth, tenth and eleventh statements.

The presentation of the questionnaire results filled by students who take basic writing courses is as follows:

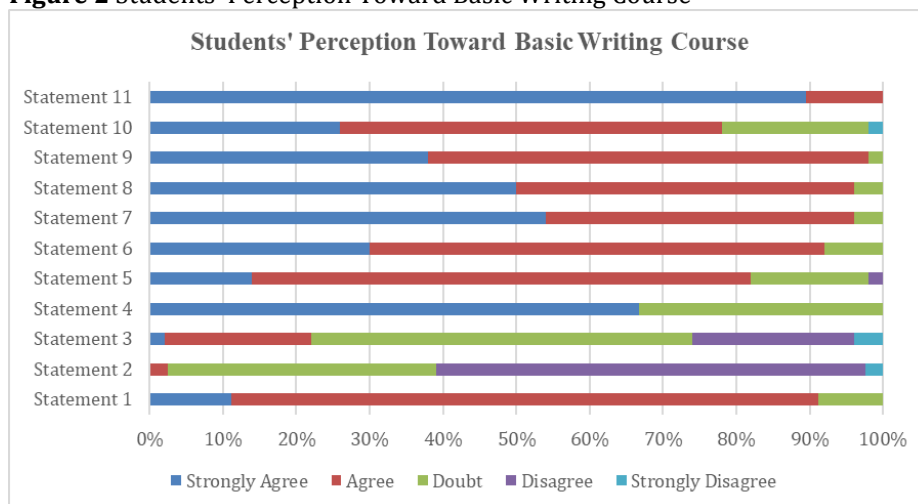
**Table 1** Result of Student Perception

No	Statements	SA	A	D	DA	SDA
1.	I like basic writing learning	20%	72%	8%		
2.	In my opinion, basic writing material is difficult to understand		20%	30%	48%	2%
3.	I like to read books related to basic writing in the campus library	2%	20%	52%	22%	4%
4.	I like basic writing material presented in teaching materials now	16%	76%	8%		
5.	The teaching materials I use attract my attention to learn basic writing	14%	68%	16%	2%	
6.	I like the fun basic writing materials	30%	62%	8%		
7.	I like teaching materials that are easy to use and not complicated	54%	42%	4%		
8.	I like colored teaching materials because they are not easily boring	50%	46%	4%		
9.	I want to learn to use teaching materials tailored to the development of brain abilities	38%	60%	2%		
10.	I like to learn concept instead of memorizing	26%	52%	20%		2%
11.	I think basic writing teaching materials should help students to learn more fun and not boring	46%	54%			

SA: Strongly agree, A: Agree, D: Doubt, DA: Disagree, SDA: Strongly Disagree

The recapitulation of the results of this student perception questionnaire is illustrated in the chart below, which is as follows:

**Figure 2** Students' Perception Toward Basic Writing Course



Based on Robbin's theory about perception which told as a process taken by each individual to organize and interpret the impressions of the senses you have in order to give meaning to the surrounding environment. The perceptions of students of basic writing course regarding the class describe into the percentage of the questionnaires filled. The questionnaires consist of eleven statements with each of them followed by five choices using Likert scales. They are strongly agree, agree, doubt, disagree and strongly disagree. From the first statement, it can be seen that most of the students like basic writing course with 72% agree. Then almost half of the respondents or 48% of respondents said that basic writing is not difficult to learn. Meanwhile, 52% of respondents are doubt to read books regarding basic writing in campus library. Furthermore, 76% of respondents agreed that they like basic writing material which is used now. Next, 68% of respondents agreed that the basic writing material used now attract their attention to learn basic writing. From the next statement, it seems that students tend to have a fun basic writing material. After that, more than a half of respondents or 54% of then strongly agreed that basic writing material should be easy to learn, simple and not complicated. Then 50% of respondents said that basic writing material should be colourfull so that they are not easily get bored when reading it. Next, around 60% of respondents said that they want to learn to use teaching materials tailored to the development of brain abilities meanwhile 52% of respondents agreed that learning basic writing should be through learning the concept not memorizing. From the last statement, the respondents said that basic writing teaching materials should help students to learn more fun and not boring. From the analysis of the findings on the questionnaire above, it was obtained that basic writing students mostly have sufficient enthusiasm and a good penchant for basic writing classes and teaching materials that are now used with certain notes and inputs.

### ***Effectiveness of Basic Writing Learning***

The effectiveness of basic writing learning with current approach described through the experimental study. (Lani & Hidayat, 2020) stated that experimental research is a study carried out by carrying out manipulations that aim to find out the consequences of manipulation of the behavior of the observed individuals. Here, the study used one group pre-test post-test experimental design where the results of the treatment can be known more accurately, because it can compare with the situation before being treated. Before determining the effectiveness of basic writing learning using the PWIM approach, an assumption test will be carried out as a prerequisite test of research data, namely the normality test. The normality test is used to find out whether the data is distributed normally or not. The criteria used in the normality test are using the Kolmogorov-Smirnov test, using the following hypothesis formulation and test criteria:

Hypothesis Formulation;

Ho: Data is distributed normally

Ha: Data is not distributed normally

Test Criteria;

If Sig. > 0.05, then Ho is accepted

If Sig. < 0.05, then Ho was rejected.

Calculations are carried out with the help of a computer through the SPSS 22 application program. According to the provisions of the program, the criteria for data normality are "if the p value (sig) < 0.05 then H0 is rejected", which means that the data on the sample is distributed normally. The p value (sig) is the number listed in the sig column in the table of normality test calculation results by the SPSS program.

**Table 2** Tests of Normality

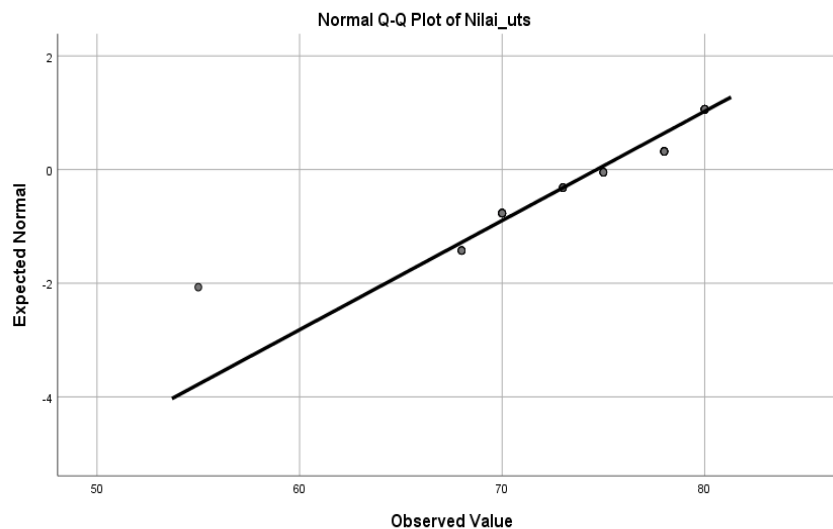
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	.210	51	.000	.847	51	.000
Post_test	.191	51	.000	.906	51	.001

a. Lilliefors Significance Correction

In the table above it can be seen that the Sig value in the Kolmogorov-Smirnov method is 0.000 or smaller than 0.05, so H<sub>0</sub> is rejected, in other words that the data from all samples in this study is normal distribution.

In addition to using the above methods in determining normality can also be by using the normal p-plot chart. In figure below, you can see a P-Plot chart showing that the data spread around the diagonal line and followed the direction of the histogram line towards the normal distribution pattern, in other words that the data from all the samples in the study was distributed normally.

**Figure 3** Normal Q-Q Plot



Furthermore, from descriptive analysis of pretest data obtained, the lowest score was 55, the highest score was 80, the average score was 74.67, the median was 75, and the standard deviation was 5.20. While the posttest data obtained a lowest score of 60, the highest score of 83, the average score of 76.13, the median of 78, and the standard deviation of 5.47.

**Table 3** Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre_test	51	55.00	80.00	74.6667	5.20256
Post_test	51	60.00	83.00	76.1373	5.47364
Valid N (listwise)	51				

Then, the data will be carried out hypothesis test analysis, namely as follows:

**Table 4** Paired Samples Statistics

*Paired Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	74.6667	51	5.20256	.72850
	post_test	76.1373	51	5.47364	.76646

In the table above, you can see a statistical summary of both samples. For pre-test scores have an average of 74.67 while the average post test score is 76.14. There is an increase in the average value after treatment.

Then if you look at the correlation results in the table below shows the number 0.849 with a probability value of 0.000 (below 0.050). This states the correlation between pretest scores and post test scores is very close and really related in real terms.

**Table 5** Paired Samples Correlations

*Paired Samples Correlations*

		N	Correlation	Sig.
Pair 1	pre_test & post_test	51	.849	.000

The hypothesis test is done using a paired sample T test. Using SPSS program version 22. For testing the research hypothesis that will be proven is:

H0: There is no influence

H1: There is an influence

To prove the hypothesis, the results of the calculation of probability values are used by paying attention to the values or numbers listed in column t or Sig column in the Table below.

According to the existing provisions, the basis for decision making is "if probability or Sig < 0.05 then H0 is rejected", which means that there is a significant influence of free variable X on variables bound by Y. But "if probability or Sig > 0.05 then H0 is rejected", which means that there is no effect of free variable X on variables bound by Y.

**Table 6** Paired Samples Test

*Paired Samples Test*

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	pre_test - post_test	-1.47059	2.94858	.41288	-2.29989	-.64129	-3.562	50	.001	

In the table above it can be seen that the probability value or sig is 0.001. Because the probability or sig value < 0.05, H0 is rejected, which means there is a difference between pretest and posttest, or it can be concluded that there is an influence of variable X on variable Y. From the findings above it can be seen that there is an increase after treatment. The statistical calculations above has described clearly that there is a difference achievement of score before and after treatment. From the pretest calculation and the posttest calculation, it drive to the conclusion that basic writing learning using the PWIM approach give a better achivement of students in understanding the lesson.

## Conclusion

Based on the findings and analysis of the data that has been presented above so, it can be concluded that basic writing classes at the undergraduate level at university degree that use the PWIM approach or Picture Word Inductive Model have been quite well applied but with some notes and inputs that need to be considered so that the learning carried out will run better. The learning process with this approach still needs to be improved, especially about consistency in using this PWIM approach. Then related to students' perception of basic writing learning also needs to be considered as feedback on better basic writing learning. Furthermore, the results of statistical calculations illustrate that the PWIM approach has an influence in the implementation of the effective basic writing classes. The result of this study is expected to be used by basic writing practitioners including lecturers and other researchers who want to do further study regarding writing course. Besides, hopefully, this study is enabled the practitioners to find out more appropriate way in conducting learning activities especially for basic writing.

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