

**THE EFFECT OF PICTURE WORD INDUCTIVE MODEL (PWIM)
ON STUDENTS' WRITING SKILL
AT SEVENTH GRADE STUDENTS OF SMPN 14 BENGKULU CITY**

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ABSTRACT

Writing skills are one of the basic competencies that are important for students, but there are often difficulties that become challenges for students. This research aims to determine whether there are significant differences in students' writing skills using the Picture Word Inductive Model (PWIM) in class VII students at SMPN 14 Bengkulu City. PWIM, as stated by Calhoun (1999), is designed to teach reading, writing and language system skills in an integrated manner by utilizing pictures and words as teaching aids. This research method uses a quasi-experimental approach to assess the significance of using PWIM in improving students' writing skills. This research involved two groups, namely an experimental class taught using PWIM and a control class taught using conventional methods, and was carried out in the 2023/2024 academic year. The results of the analysis show that there is a significant average difference between the two groups, where students taught with PWIM show better improvement in writing skills than students taught with conventional methods. Based on these results, it can be concluded that PWIM is effective in improving the writing skills of class VII students at SMPN 14 Bengkulu City.

Keywords: : Students', Writing Skill, Picture Word Inductive Model (PWIM)

ABSTRAK

Keterampilan menulis merupakan salah satu kompetensi dasar yang penting bagi siswa, namun seringkali terdapat kesulitan yang menjadi tantangan bagi siswa. Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan keterampilan menulis siswa dengan menggunakan Picture Word Model Induktif (PWIM) pada siswa kelas VII SMPN 14 Kota Bengkulu. PWIM sebagaimana dikemukakan Calhoun (1999) dirancang untuk mengajarkan keterampilan membaca, menulis, dan sistem bahasa secara terpadu dengan memanfaatkan gambar dan kata-kata sebagai alat bantu pengajaran. Metode penelitian ini menggunakan pendekatan eksperimen semu untuk menilai signifikansi penggunaan PWIM dalam meningkatkan keterampilan menulis siswa. Penelitian ini melibatkan dua kelompok yaitu kelas eksperimen yang diajarkan menggunakan PWIM dan kelas kontrol yang diajarkan menggunakan metode konvensional, dan dilaksanakan pada tahun ajaran 2023/2024. Hasil analisis menunjukkan terdapat perbedaan rata-rata yang signifikan antara kedua kelompok, dimana siswa yang diajar dengan PWIM menunjukkan peningkatan keterampilan menulis yang lebih baik dibandingkan siswa yang diajar dengan metode konvensional. Berdasarkan hasil tersebut dapat disimpulkan bahwa PWIM

efektif meningkatkan keterampilan menulis siswa kelas VII SMPN 14 Kota Bengkulu

Kata Kunci: Siswa, Keterampilan Menulis, Picture Word Model Induktif (PWIM)

A. Introduction

Writing is a form of communication using letters and symbols to form words or sentences. By writing, someone can convey ideas, thoughts, share information, express feelings, and build communication with other people. Writing is a skill in which we express ideas, feelings and thoughts which are arranged into words, sentences and paragraphs using the eyes, brain and hands (Raimes, 1983). Writing allows students to communicate their thoughts, opinions and information by producing text. Apart from that, writing is also a form of communication that allows students to express their thoughts, ideas and feelings in well-constructed texts which also strengthen their learning, thinking and reflection on the language they have learned (Ermita et al., 2019). When writing text, we must pay attention to vocabulary, spelling and sentence structure because they are the most important aspects of writing.

Writing is very important for students to learn because by writing

students can develop their critical thinking skills because in writing, someone needs to compose and organize words, starting from the main idea, title, sentence, paragraph, and writing again into good writing. When starting to write, the writer needs to collect and express his thoughts or ideas, write his paragraphs, revise them, and write them again with good composition. So, students can practice writing, which helps them remember the language they have learned (Rachel, R., & Samban, M., 2022). Therefore, by having good writing skills, students will more easily open the door to opportunities to continue their education and even in their careers when they are able to convey their thoughts clearly and convincingly.

In the process of learning English, learning to write is not easy. Developing writing skills requires a considerable amount of time, study, and practice. Writing requires time and energy, it is a long process (Rahmatika, 2020). Students need to engage in the process of honing their abilities to express thoughts, ideas,

and experiences effectively on paper. The difficulty associated with mastering writing skills often leads to a lack of interest among students. Writing, being a skill that demands thoughtful expression and coherence, can be perceived as a daunting task. Students may become lazy or less motivated to learn writing due to the perceived complexity and challenge associated with the skill. Students spend a lot of time thinking about what they should write.

Many students cannot obtain and produce their own ideas, then some students have ideas but cannot express them in their own sentences (Sari, 2020). The hesitation to tackle the difficulty of expressing oneself in a written form may hinder their overall interest in studying English. Consequently, the reluctance and decreased interest in learning to write can be attributed to the inherent challenges students face in translating their thoughts into written words, highlighting the need for supportive and engaging teaching methods to encourage proficiency in English writing.

Apart from that, Lack of knowledge of the structure of the text they will write is also a reason that

causes difficulties for students in writing. Students spend a lot of time thinking about what they should write. Many students cannot obtain and produce their own ideas. Apart from that, some of the problems students face in mastering this skill are when they try to create sentences, paragraphs or texts. They also have difficulty expressing ideas, thoughts or experiences in written form (Hanafiawi et al., 2020). Some students have thoughts or ideas but cannot express them in their own sentences and cannot compose sentences well so that the text they compose is less clear.

Then the problem that is also faced in writing is a lack of knowledge about English vocabulary. Vocabulary is an important part of learning to write. Many students find it difficult to write because the English vocabulary they understand is very poor. Many of them also do not understand how to make sentences with the correct structure and do not master English vocabulary. One example of influencing writing skills is a lack of vocabulary, motivation, understanding of grammar, and the inability to construct sentences with the correct language elements (Maulidya, R.,

2023). As we know, text is an arrangement of words that form sentences or text, therefore if students have little vocabulary knowledge then their ability to write will also be disrupted.

To find out the problems at the seventh grade students of SMPN 14 Kota Bengkulu, researchers conducted preliminary research by conducting interviews and observations. The results of interviews with students show that students still lack knowledge about English vocabulary. They said this for the reason that when they were in elementary school they did not learn English and there were also those who studied it but only occasionally. And also based on this, students feel reluctant and at least don't like learning English when they are asked to write, they prefer to be asked to learn to read and listen. One of the English teachers at the seventh grade students of SMPN 14 Bengkulu City also said a similar thing, that when they started wanting to test or ask students to write, the students would immediately refuse and ask for other alternatives.

Then the author also saw that when they were in class, students

tended to be passive, they looked less enthusiastic and looked bored when learning English. They considered that learning English was very boring and the teacher's way of teaching was also less interesting because they only explained what was in the. Therefore, the author concludes that to improve students' writing skills at the seventh grade students of SMPN 14 Kota Bengkulu, other teaching strategies are needed that can develop students' vocabulary knowledge so that it is easier to write, and that can make students enthusiastic about learning English, especially writing.

Picture Word Inductive Model (PWIM) is a teaching strategy created by Calhoun in 1998. PWIM is a strategy facilitated by the teacher, where the teacher directs students to find words from a picture, increases the number of words in vocabulary and then invites students to write. PWIM is a learning approach that uses an integrated language arts approach to teach beginning readers and writers the component skills of structural analysis, phonetic analysis, mechanics and spelling (Calhoun, 1999).

PWIM is very suitable if used as a strategy for learning to write, because PWIM really helps students think for themselves about what to write. This strategy makes teaching and learning activities more interesting, meaningful and students become more active and motivated in learning (Kurniawati & Khhomariyah, 2018). Because PWIM itself is a detailed image and whatever is in the image is very easy to decipher, therefore students are expected to be able to easily describe the image. Based on the explanation above, the researcher wants to conduct research entitled "The effect of *Picture Word Inductive Model (PWIM)* on Students' Writing Skill at at the seventh grade students of SMPN 14 Bengkulu City.

B. Research Method

In this research, researchers used a Quasi-experimental design approach to find the significance of using the picture word inductive model (PWIM) on the writing skills of seventh grade students at SMP Negeri 14 Bengkulu City in the 2023/2024 academic year. Quasi Experimental is a development form of design from True Experimental which has a control group but does

not fully function to control external variables that influence the implementation of the experiment (Verma, 2024). This quasi-experimental design was then divided into two forms, namely Time Series Design and Nonequivalent Control Group Design.

This research uses a Nonequivalent Control Group Design which is almost the same as the Pretest-posttest Control Group Design (Creswell, 2002). This approach uses two classes as representatives of an experiment, namely the control class and the experimental class. The experimental class will be given a pre-test, then given treatment using the Picture Word Inductive Model (PWIM), and after that given a post-test. Both classes were given the same pre-test and post-test, but the control class was not given treatment using the picture word inductive model (PWIM).

The research instrument is writing test, the research instrument used in this research is a picture which is used to measure students' writing abilities before and after is being treated. In this instrument, the teacher prepares a picture showing an object, place or person. Then

students are asked to observe and identify what they see in the picture.

The teacher instructs students to identify the pictures presented and look for vocabulary related to the pictures. The students were then asked to look for relevant vocabulary and record them in notebooks. This activity aims to increase students' understanding of the topic being studied through the introduction and mastery of new vocabulary.

After students succeed in finding vocabulary related to images, they are directed to develop the vocabulary into a text that is in accordance with the teacher's instructions. In this process, students are invited to apply the vocabulary they have learned and integrate it into more complex written forms. This is intended to train students' inductive thinking abilities and their writing skills using newly acquired vocabulary.

Data collection is a step that must be carried out in research. This study uses a data collection method in the form of a test, which usually involves tasks that must be completed by the subject to produce scores as a measuring tool. This research consists of three stages,

namely pre-test, treatment and post-test.

Pre-test is a test carried out before treatment is given. The aim is to measure students' writing abilities before receiving treatment. In the pre-test stage, students are asked to write report texts about animals and plants. The results of this pre-test will be used as a basis for evaluation for the experimental class and control class before treatment is given.

The teacher starts by explaining a little about the descriptive text they will study. Then invite students to look at the picture and observe the picture that has been given. Then the teacher invites students to identify the image and then search for and write vocabulary related to the content of the image in groups. After that, the teacher asks students to develop the vocabulary they have found into sentences and turn them into descriptive text.

After students receive treatment appropriate to their respective groups, a post-test is carried out. The results of this post-test will be used to evaluate whether there are changes in students' writing abilities after being given treatment using the Inductive Picture Word Model

(PWIM). In addition, the scores from the post-test will be used to compare the experimental class and the control class to identify differences that arise after implementing different treatments

C. Result and Discussion

The results of the statistical analysis of students' writing skills from both the experimental and control classes will be used as a basis for the minimum and maximum scores, mean and standard deviation of the two classes. The results can be seen in the table below.

Table 4.7
Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pre-Test Experiment	28	45	55	49.43	3,120
Post-Test Experiment	28	50	73	61.25	4,797
Pre-Test Control	28	40	58	49.54	4,367
Post-Test Control	28	48	63	55.21	3,625
Valid N (listwise)	28				

Based on the table above, the number of experimental class students is 28 students. The minimum Pre-Test and Post-Test scores in the Experiment class are 45

and 50. Meanwhile, the maximum scores obtained in the Pre-Test and Post-Test are 55 and 73. Meanwhile, the mean itself is the Pre-Test and Post-Test scores in the class. The experimental score was 49.43, while the post-test obtained a mean score of 61.25. For Standard Deviation, the Pre-Test got 3.120 while the Post-Test got 4.797.

In the control class, the number of control class students was 28 students. The minimum scores on the Pre-Test and Post-Test are 40 and 58. Meanwhile, the maximum scores obtained during the Pre-Test and Post-Test are 58 and 63. Meanwhile, the mean itself, the Pre-Test score obtained is 49.54. Meanwhile, in the Post-Test, the score was 55.21. For Standard Deviation, Pre-Test obtained 4.367. Meanwhile, the Post-Test obtained 3.625.

In this study, the researcher aims to find out whether there are significant differences in students' writing abilities using the Picture Word Inductive Model (PWIM) for seventh grade students at SMPN 14 Bengkulu City. This research found a significant difference between students' pre-test and post-test scores. These findings indicate that

the application of the Picture Word Inductive Model effectively improves students' writing abilities. As stated by Calhoun (1999), the Picture Word Inductive Model (PWIM) is designed to teach reading, writing and language systems. Thus, this model can be considered as a potential learning strategy to improve students' writing achievement in the context of basic education.

As is known, based on the background created, the researcher's aim in conducting this research was to find out whether there were significant differences in students' writing abilities using the Picture Word Inductive Model (PWIM) in seventh grade students at SMPN 14 Bengkulu City. However, in the findings during the research process in the field, researchers actually found unexpected results in the research process. By using the PWIM strategy students are more able to explore their ideas and imagination in looking for vocabulary, especially when students are asked to observe and identify pictures, students are very enthusiastic in looking for vocabulary and there are even some students who question why there is

no vocabulary they think of in the picture.

This research found a significant difference between students' pre-test and post-test scores, which shows that the application of the Picture Word Inductive Model effectively improves students' writing abilities. This finding is in line with the explanation of Calhoun (1999), who emphasized that the Picture Word Inductive Model (PWIM) is a method facilitated by the teacher, where the teacher directs students to find words from the pictures provided. This process not only increases the number of words in students' vocabulary, but also helps formulate phonetic and structural principles and apply observation and analysis of logical thinking to their writing. Thus, the application of the Picture Word Inductive Model plays an important role in improving writing skills through enriching vocabulary and deeper understanding of phonetics.

In the research conducted, the Picture Word Inductive Model (PWIM) was applied in the classroom with the aim of improving students' writing skills by introducing vocabulary first. For example, when researchers use images related to the theme of the

room or place. During treatment, students are invited to classify the new words into appropriate categories and discuss their meaning in the context of the picture. The final results showed a significant improvement in students' writing abilities, as seen from the significant difference in pre-test and post-test scores. These findings support the purpose of PWIM as explained by Sari (2023), who states that PWIM helps students classify new words and build concepts that allow them to solve words they have never encountered before.

PWIM not only improves writing skills but also develops cognitive skills and increases students' vocabulary. By encouraging students to observe, identify, and classify words based on pictures, PWIM helps students build a deeper understanding of language structure and vocabulary. Overall, the results of this study suggest that PWIM is a valid and useful approach in English language teaching, with a significant positive impact on students' writing skills. This research expands the understanding of effective teaching methods and provides a basis for the development and application of

similar methods in the field of language education.

E. Conclusion

The results of this study indicate that the Picture Word Inductive Model, which integrates steps to strengthen students' critical thinking, makes a significant contribution to their ability to organize written material. In this way, the model supports the improvement of overall writing skills. Interventions using PWIM were received enthusiastically by students, who showed increased curiosity and enthusiasm for the learning process.

This research confirms the importance of PWIM in the context of learning to write, highlighting its positive impact on the development of students' writing skills. These findings show that the Picture Word Inductive Model (PWIM) strategy not only increases students' vocabulary and language comprehension, but also strengthens their ability to organize and convey ideas in a more structured manner. The success of this model in improving students' writing skills supports its application as an effective and innovative teaching method.

Based on the results of this research, researchers provide several recommendations addressed to various related parties. Researchers suggest that English teachers, in particular, integrate the Picture Word Inductive Model (PWIM) into writing lessons. Considering the importance of writing skills for students, the use of this model has proven to be very effective. In addition, researchers recommend that PWIM be used as a tool to develop students' critical thinking skills. Encouraging students to organize and convey their thoughts in paragraph form and creating an environment that supports expression are key aspects of this approach. PWIM not only provides an engaging and enjoyable learning experience but can also be adapted for application in secondary education contexts.

This research is a valuable reference source in facing the challenges of learning to write and offers effective solutions to overcome students' difficulties in writing practice. Researchers recommend that further research be carried out to explore more deeply the *Picture Word Inductive Model (PWIM)*, in order to understand the nuances and potential

for its application more comprehensively. In addition, researchers are advised to use a descriptive analysis approach in their research to gain a deeper understanding of the effectiveness of PWIM in the context of learning to write. This approach will expand knowledge about the practical implementation and benefits of the Picture Word Inductive Model

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