

**EXPERIENCING PICTURE WORD INDUCTIVE MODEL (PWIM) FOR
TEACHING RECOUNT: HOW IS IT IMPLEMENTED IN CLASSROOM ACTIVITY?**

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ABSTRACT

This study aims to investigate how Picture Word Inductive Model (PWIM) strategy is applied to improve students' skills in writing recount text. 32 tenth graders were involved during the process of this study. Mixed methods were applied to obtain first, the portrays of PWIM implementation in teaching recount text, and second, how this strategy helped studennts improve their skills in producing recount text. In getting the data, observations, tests, and questionnaire were done to students. The results of this study show that there is an improvement in scoring from the pretest and post test. It was 76.18 to 83.06. This indicated that the application of Picture Word Inductive Model (PWIM) aiding students to improve the writing skills of recount texts in class X3 students of SMAN 2 Kendal. The Picture Word Inductive Model (PWIM) strategy was applied in a structured manner during the learning process.

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

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki bagaimana strategi Picture Word Inductive Model (PWIM) diterapkan untuk meningkatkan kemampuan siswa dalam menulis teks cerita ulang. Sebanyak 32 siswa kelas sepuluh dilibatkan dalam proses penelitian ini. Metode campuran diterapkan untuk mendapatkan, pertama, gambaran implementasi PWIM dalam pengajaran teks recount, dan kedua, bagaimana strategi ini membantu siswa meningkatkan keterampilan mereka dalam memproduksi teks recount. Dalam mendapatkan data, observasi, tes, dan kuesioner dilakukan kepada siswa. Hasil dari penelitian ini menunjukkan bahwa ada peningkatan skor dari pretest dan post test. Yaitu dari 76,18 menjadi 83,06. Hal ini menunjukkan bahwa penerapan Picture Word Inductive Model (PWIM) dapat membantu siswa untuk meningkatkan keterampilan menulis teks recount pada siswa kelas X3 SMAN 2 Kendal. Strategi Picture Word Inductive Model (PWIM) diterapkan secara terstruktur selama proses pembelajaran.

Kata Kunci: Menulis, Teks recount, Picture Word Inductive Model (PWIM)

A. Introduction

In English there are four basic skills that are important to develop; they are listening, reading, speaking,

and writing. Writing is the most difficult language skill to learn among the four skills taught in school. According to Westwood (in Alma,

2013: 9) said that "Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistics, and psychomotor processes". Writing does not produce results instantly, like speaking does. Writing needs capacity to communicate the writers' opinions or thoughts clearly and efficiently. Writing involves more than words, ideas to be arranged into sentences and put on paper; it also involves some great details to make the sentences developed well, meaningful, and coherent. Writing is regarded as the most difficult skill for EFL students to master for it has complexities (Meliasari, Ngadiso, and Marmanto, 2018:248)

In schools students learn how to write english texts. There are several texts that must be learned by students in senior high school such as descriptive texts, recount texts, report texts, narrative texts, and procedural texts. Recount text is one of the materials in English learning that must be mastered by tenth grade high school students.

Recount text is a type of text that is intended to narrate events to inform or entertain (Maysusi et al., 2019). Students frequently encounter challenges when it comes to composing a recount text. Students struggle to generate ideas and invest significant time in the process, seek clarification on constructing sentences with accurate spelling and tenses, and also requiring more mastery of vocabulary. The situation above initiated the researchers to apply new strategy named Picture Word Inductive Model (PWIM) for teaching recount. Based on Calhoun (1999), Picture Word Inductive Model (PWIM) is a method that employs a comprehensive language arts approach for instructing early reading and writing, and it encompasses the essential skills of phonetic analysis, structural analysis, spelling, and mechanics. Picture Word Inductive Model (PWIM) is an inquiry-based language learning using picture. The items depicted in the images should be items that students recognize to facilitate their learning of English vocabulary.

Investigations on PWIM have been done by several researchers

before. Desy Oktafiani and Hendra Husnussalam (2021) did research entitled *Improving Students Writing Skills in Descriptive Texts Using Picture Word Inductive Model (PWIM) Strategy*. It is Classroom Action Research (CAR). The objective of the study is to provide the students treatment and make the students easy in learning process of writing descriptive text, therefore to improve the students writing skills in English by using PWIM strategy with the pretest, field notes and posttest as data collection. The results show that the PWIM strategy can improve students' abilities in writing descriptive texts. Research from Joanne Echalico-Bermillo and Emelda Roma-Remollo (2022) entitled *Picture Word Inductive Model (PWIM) on Students' Vocabulary Achievement and Attitude* investigated how PWIM affected the vocabulary achievement and attitude of the grade 8 students, quasi-experimental as the method, and data were obtained from the results of pretest, posttest, retention test, and questionnaire. The results show that the PWIM strategy is effective in increasing students' vocabulary attainment as well as in improving

their attitudes towards vocabulary learning. A similar-topic research was also done by Meylita Eka Prastiwi and Eva Nur Mazidah (2024), it entitled *The Effectiveness of Using Comic Strips Towards Students Skill in Writing Recount Text for The Tenth Graders at MA Assa'idiyah Tanggulrejo*. They conducted research aimed at helping students in preparing text structures using simple past tense through the media of comic strips. This study applied a pre-experimental design with a quantitative method with post-test pre-test as instruments. The final results show there is significant impact on the use of comic strips as a medium to improve students' writing skills especially in recount text. Next, a research written by Wahyuni Putri (2021) entitled *The Application of Picture Word Inductive Model in Enriching Learners Ability in Writing Narrative Texts at The First Grade of SMA PMDS Palopo*. This research aims to obtain data to prove whether there is significant differences in writing narrative texts among class X high school students at PMDS Palopo High School which applies the Picture Word Inductive Model (PWIM) techniques and those who do not

apply them. Pre-experimental was applied and written tests used as instrument. The final results of the research show that there is an increase in skills in writing narrative texts for students who use PWIM. Those previous researches only focus on the improvement on writing skill using PWIM, while the implementation of PWIM in the teaching and learning process has non been portrayed in any research so far. To fill this gap, this present study aims to seek answers on how PWIM strategy helps students to improve their skill in writing, and portray how PWIM is applied in teaching and learning process.

B. Method (Metode)

This study employed a mixed-methods approach that combines both quantitative and qualitative methods. Quantitative data is utilized to assess the efficacy of the PWIM strategy in enhancing students' skills in writing recount texts. Qualitative data is gathered to explore how PWIM is applied in the teaching and learning process and what difficulties the tenth-grade students encountered in composing recount texts.

There are three instruments in this research, namely tests, questionnaires, and observation. This research employed two types of tests; pre-test and post-test. A pre-test is an initial assessment carried out before giving treatment to students by researchers. The purpose of administering the pre-test to students was to assess and evaluate their basic writing proficiency in recount text before receiving any instructional intervention. Meanwhile, a post-test is a type of assessment given to students after receiving therapy or treatment. A post-test was given to assess students' proficiency in composing recount text using the PWIM strategy. These two tests are to obtain quantitative data.

Qualitative data was obtained through observation and questionnaires. According to Creswell (2009, p. 166) observation is among the essential methods for gathering data in qualitative research. This study utilized an observation sheet to collect descriptive data. The descriptive data is referred to as field notes. Based on Phillippi and Luderdale (2018) said that field notes are frequently advised in qualitative

research as a method for recording essential contextual details. The purpose of doing observations is to gather a comprehensive amount of data regarding the researchers teaching and learning process in the classroom. During this session, the researchers utilized a camera to capture images of the process of teaching and learning of English recount text. They documented the entire lesson by writing a detailed account from start to finish. This research also uses a questionnaire, as one of the instruments used. According to Sugiyono (in Afriansyah et al., 2021) Questionnaire is a data collection method that is done by giving a series of questions or written statements to respondents to answer. The questionnaire is used as supporting data to find out the reasons for PWIM, either strategy is effective or not. It is consisted of various questions about students' perceptions in using PWIM as a strategy when writing recount texts, and included all information related to the use of the PWIM strategy. The questionnaire sheet was in the form of closed-ended questions and was given to students at the end after the post-test was carried out.

This research was conducted at a leading public high school located in Kendal, Central Java, Indonesia. A total of 32 students were selected to take part in the class action. The participants were tenth grade students. The research eligibility criteria required participants to be between 16 and 17 years old and to have received and completed recount text subjects. The participants were selected using nonprobability sampling.

Data Analysis

Data analysis techniques are used to analyze both quantitative and qualitative data. Quantitative data was obtained from the pre-test and post-test. The data collected from writing tests were scored using Brown and Bailey's scoring technique which was cited by Brown (2004, pp. 244-245). Then the data obtained will be analyzed using excel, to compare the results of the pre-test and post-test and to find out whether there is an increase or not. The aspects of scoring writing skill are organization, content, grammar, punctuation and style. Each category had a score rating ranging from 1 to 20 points. For qualitative data was analyzed

according to Milles and Hubberman (1994:16) in (Kurniawan, 2018) process Qualitative data analysis is carried out in 4 stages: 1) data collection 2) data reduction 3) presentation of data and 4) drawing conclusions. The data obtained from the questionnaire was calculated by calculating the data in percentage form using excel.

C. Findings and Discussion

This study was carried out from November 11, to November 29, 2024, in class X3 of SMA Negeri 2 Kendal during the 2024/2025 academic year. To seek answers of questions posed in the previous discussion, the researchers underwent five primary activities : first carrying out observations, second administering pre-tests, third giving instructions, treatments, and practices, fourth performing post-tests, and fifth delivering closed questionnaires.

The initial topic that will be addressed in this section is the writing results of the students. In this case, students are administered two writing assessments referred to as the pre-test and post-test. The

intention behind administering these two tests is to assess the enhancement of students' writing capabilities in recount texts.

Initially, the researchers conducted a pre-test to the students prior to providing the treatment. The findings from this pre-test indicated that 14 students did not achieve the KKM, out of a total of 32 students who participated in the pre-test. This means that a significant number of students were unable to attain the minimum score of 75. The combined score of all students from the pre-test was 2,438. Therefore, it can be concluded that the average score is 76.18.

The quantitative data presented above is reinforced by qualitative data gathered from observing the teaching and learning process. The findings from these observations indicate that the teacher fails to motivate students at the start of the learning process; the teacher also does not employ engaging learning methods and media, resulting in many students displaying a lack of enthusiasm during English lessons, being inactive in asking questions, and some students engaging in chatting and

playing on cellphones. Moreover, when the teacher instructed students to write a recount text, the students did not demonstrate seriousness in finishing the assignment; they appeared confused due to insufficient ideas and vocabulary for writing.

After carrying out the pre-test, the researchers then gave treatment using the Picture Word Inductive Model (PWIM) strategy. The researchers introduced PWIM to students and taught how to use the strategy. PWIM is a learning approach where students use pictures to stimulate ideas and words related to the pictures. In this activity, students were asked to observe pictures, identify objects and related words, and compose recount texts based on their observations.

Furthermore, researchers conducted a post-test to evaluate student learning outcomes after being given treatment. The post-test results showed an increase in students' average score compared to the pre-test. With the pre-test results, the average score of students was 76.18 and the post-test, the average score of students increased to 83.06. This increasing score indicates that the

use of the PWIM strategy is effective in improving students' writing skills in recount texts. To make it clear, the researchers put the result in the diagram below.

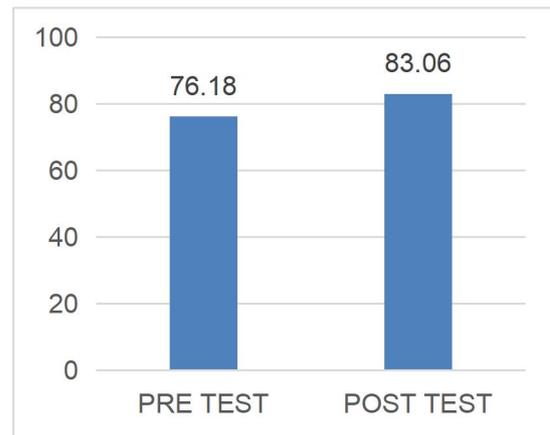


Figure 1. Improvement of Students Average Score in Two Tests

The diagram above shows the increase in students' average scores in two tests. This bar chart compares students' average scores in the tests before (PRE TEST) and after (POST TEST) a particular intervention or learning. In the pre-test, students' average score was 76.18, while in the post-test, the average score increased to 83.06. This shows an increase in average score of 6.88 points after the intervention or learning. This diagram is relevant because it illustrates the

effectiveness of the learning method or intervention applied.

Based on the questionnaire results, the majority of respondents tended to agree (S) or strongly agree (SS) with many of the statements posed. For example, 83.871% of respondents agreed with the statements asked, indicating majority support for the statements. However, some questions showed significant levels of neutral (N) agreement. For example, question 3 received 62.500% neutral responses, question 15 received 58.065% neutral responses, and question 13 received 54.839% neutral responses. This suggests that some respondents may not have a clear opinion or feel undecided about some statements. The number of respondents who disagree (TS) or strongly disagree (STS) is low, with most respondents choosing to give neutral or positive answers. For example, only 29.032% of respondents disagreed with question 6. Overall, the results of this questionnaire show that the statements were predominantly positively endorsed, although there were some questions that generated significant neutral responses. This indicates that while most topics

received agreement, there were still some areas of confusion or disagreement.

The Picture Word Inductive Model (PWIM) strategy was applied in a structured manner during the learning process. First, the researcher introduced PWIM to the students and gave an explanation on how to use pictures to prompt concepts and related words. After the introduction, students were given pictures that would be used as triggers to generate words. They were then asked to look at the pictures, find the objects in them, and list the words associated with the pictures. After students generate words from the pictures, they are asked to write a recount text based on what they see and the words they have identified. The purpose of this step is to help students enrich the vocabulary that they will use later when writing the recount text.

D. Conclusion

The results showed that Picture Word Inductive Model (PWIM) was effective in improving the writing ability of tenth grade students in SMA Negeri 2 Kendal. The method increased students' average score

from 76.18 in the pre-test to 83.06 in the post-test, showing significant progress in their writing ability after it was implemented. In the learning process, using pictures as aids not only helps students organize their ideas, but also helps them enrich the vocabulary needed to better compose recount texts.

Nonetheless, this study has limitations that need to be noted. First and foremost, the relatively small number of participants (32 students) may not be sufficient to generalize the results to a wider population. Also, since the study was only conducted in one school, the results may have been influenced by the surrounding context of the school and the unique characteristics of the students. An additional limitation is that a small number of respondents gave neutral responses on the questionnaire, which suggests that not all students fully understood or agreed with the implementation of the PWIM strategy.

To increase the external validity of the research results, a similar study with more participants from various schools should be conducted again. In addition, studies can investigate the long-term impact

of using PWIM on students' writing skills. They can also consider other factors, such as students' interest and motivation to learn. Further research can also investigate alternative learning methods or a combination of other learning methods to find out whether students' recount text writing ability is better.

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