

A Study on The Implementation of Picture Word Inductive Model Teaching Writing

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Abstract

The study employs a library research design by collecting and analyzing data from previously published sources. It aims to describe the steps in implementing the Picture Word Inductive Model (PWIM) strategy for teaching writing and to explain its effectiveness in improving students' writing skills. Primary data were obtained from Emily F. Calhoun's book (1999), while secondary data were gathered from six journal articles published between 2017 and 2021 on PWIM's implementation in teaching writing. The study identifies 10 steps in implementing the PWIM strategy: selecting and identifying pictures, creating a picture-word chart, reading and reviewing the chart aloud, reading and classifying words, spelling words, adding words, creating titles, generating sentences and paragraphs, and reviewing sentences and paragraphs. However, variations in these steps were observed in the reviewed studies, with adaptations made to accommodate students' age, knowledge, and learning environment. All studies reported an improvement in students' ability to write descriptive texts when using PWIM. Its effectiveness is attributed to the use of engaging pictures that stimulate inductive thinking and motivate students to actively participate in the learning process. The study has several implications. Teachers should be creative in selecting pictures as learning media to optimize PWIM's impact. For schools, PWIM can support effective teaching and learning activities. At the student level, the strategy is applicable across educational levels for teaching writing skills. Regarding writing itself, PWIM provides visual stimuli that enhance students' achievement. In conclusion, the study highlights the significance of PWIM as an effective strategy in teaching writing, offering insights into its potential for improving students' writing skills.

Keywords: picture word inductive model; writing strategy

Introduction

Writing is an essential skill in language acquisition (Rajesh, 2017). Writing is a fundamental component of language, as it enables students to combine their thoughts and knowledge to create unique meanings (p. 4). As a result, many students find writing the most challenging skill to master, particularly when compared to other skills like listening, speaking, and reading (Nabila & Wibowo, 2022). In fact,

most students tend to be least proficient in writing when acquiring a new language (Tuan, 2010).

Writing plays a crucial role in the development of language skills. When students engage in the writing process, they must organize their thoughts and develop their ideas, which enhances their critical thinking abilities (Carroll, 2023). Furthermore, writing helps students improve their vocabulary and grammar mastery as they learn to express themselves more effectively (Rajesh, 2017). Additionally, writing fosters critical thinking skills by enabling students to analyze, interpret, and think more deeply. By learning to write, students become more adept at reading comprehension, as they can better evaluate and understand the material they read (Nabila & Wibowo, 2022).

In the Indonesian senior high school curriculum (2013), students are expected to master various types of writing, including narrative, recount, procedure, analytical exposition, hortatory exposition, and descriptive texts. To achieve this, students must learn to compose texts that align with their social function, generic structure, and language features (Fadilah et al., 2020). For instance, when writing a descriptive text, students need to use the correct text structure, such as identification and description. Additionally, they must employ simple present tense, specific participants, and adjectives to effectively describe a particular person, thing, or place (Chicho, 2022). However, teaching writing English in Indonesia is challenging due to students' limited vocabulary and difficulties in developing their ideas into written form. While they can express ideas verbally with ease, it is more difficult for them to transfer these ideas into a cohesive and well-structured text. As a result, many students struggle to write with a logically related idea.

To effectively teach writing skills to students, teachers should provide activities that support their development as writers. One approach is to utilize various teaching strategies, such as descriptive writing models like SFV, imagery strategies, guided writing strategies, visual and cooperative learning strategies, and the Picture Word Inductive Model (PWIM) (Badini et al., 2018). Among these strategies, PWIM is particularly effective because it boosts students' willingness to learn descriptive text writing by providing them with a text outline that guides their writing development (Qoyyimah, 2019).

The Picture Word Inductive Model (PWIM) strategy was first proposed by Emily F. Calhoun in her book "Teaching Beginning Reading and Writing with the Picture Word Inductive Model" (1999). This approach is commonly used in teaching descriptive texts, particularly place descriptions. According to Calhoun (1999), PWIM helps students develop a frame of mind for writing by providing real-life pictures as stimuli. To achieve the learning objectives, PWIM involves several steps. First, the teacher presents a picture to students, who then identify the words they see in the image. The teacher labels these identified words, reads them aloud, and

helps students pronounce and write them correctly. Next, students classify the words based on their observable properties. Finally, they use these classified words to create sentences and even paragraphs.

The Picture Word Inductive Model (PWIM) strategy is an effective approach for teaching writing skills because it enables students to develop vocabulary word concepts, sentence structures, and paragraph organization. By using PWIM, students can start with the basics, such as vocabulary, and build their writing skills from there. This strategy is particularly powerful in English language teaching, especially when focusing on writing skills (Faraj, 2015). Research has shown that PWIM can be beneficial in several ways. For example, Sepyanda (2013) found that PWIM helped students become more familiar with the vocabularies they identified from pictures and introduced them to new words. Additionally, a study by Yuniyarsih and Saun (2014) demonstrated that PWIM is an effective strategy for improving students' writing skills, boosting their confidence, and encouraging them to participate actively in classroom activities.

Method Research

The researcher employed a qualitative approach, which involves collecting written data. Qualitative research typically uses four methods to gather information: participation setting, direct observation, interviewing, and documents and material analysis. In this study, the researcher utilized the last method, analyzing documents to gather information about the use of the Picture Word Inductive Model (PWIM) strategy in teaching descriptive writing. The data collection process involved examining records, specifically articles from journals. A total of six secondary data sources were used, consisting of journals by Jernih(2017), Meliasari (2018), Yulizar (2018). Berutu (2019), and Beniarjo((2021).

Result and Discussion

The Picture Word Inductive Model (PWIM) relies heavily on students' visual interest, particularly in pictures, to increase their willingness to write. By associating words with images, students can easily construct a framework for their text. In line with this approach, Sesrica (2019) found that using pictures as a teaching medium is effective because it helps teachers integrate material more efficiently. With PWIM, teachers require less effort to explain the material, as the pictures facilitate student understanding.

PWIM has a strong connection to constructivist theory, as suggested by Bruner (1960) noted that PWIM embodies principles strongly related to Bruner's theory, including the role of structure in learning, the spiral curriculum, and the discovery of learning. In terms of structure, PWIM enables students to identify objects in the picture, allowing them to recall existing vocabulary and add new

vocabulary related to the image. The PWIM process involves a cycling and recycling process, which Bruner referred to as part of the spiral curriculum. By using PWIM in learning, students employ their memory and past experiences to discover new information related to the picture. As a result, learners are more likely to remember concepts and knowledge they discover on their own.

The Picture Word Inductive Model (PWIM) was developed by Emily F. Calhoun in 1999 as a strategy for teaching reading and writing to young learners. As such, the teaching process involves a combination of both skills. Teachers can adapt the PWIM strategy to suit the needs of their students, selecting the steps that best fit their level of ability. A review of six studies presented reveals that researchers have implemented PWIM in different ways when teaching descriptive writing. While Sinurat (2019) followed the original procedure outlined by Calhoun (1999), other researchers modified the steps by simplifying or omitting certain elements.

Discussion

How did the researcher apply Picture Word Inductive Model (PWIM) strategy in teaching writing?

Monika (2017) implemented the Picture Word Inductive Model (PWIM) with eighth-grade students at SMP Negeri 8 Pontianak during the 2016/2017 academic year, demonstrating its effectiveness in improving students' writing skills. This was evidenced by the students' higher post-test scores compared to their pre-test scores. Additionally, the PWIM strategy was particularly effective during the pre-writing stage of teaching descriptive text. It helped students generate ideas by identifying words from parts of a picture before beginning to write. These identified words were then incorporated into their descriptive writing. The effectiveness of the approach was further confirmed by the treatment's effect size (ES) of 2.30, which exceeds 1.00 ($ES > 1.00$), categorizing it as a strong effect size.

Sinurat (2017) followed the entire PWIM procedure proposed by Calhoun (1999). She asked students to identify pictures, label parts of the pictures, read and review the picture word chart aloud, classify words into groups, read and review the picture word chart again, add words to the chart, create titles, and finally create sentences, paragraphs, and read and review them.

Meliasari (2018) adapted the Picture Word Inductive Model (PWIM) strategy in teaching descriptive text to eighth-grade students at MTS Aswaja Pontianak. They skipped steps five and six of the PWIM procedure, which are creating a title for the picture word chart and reading and reviewing the sentences and paragraphs, respectively. Instead, they focused on developing students' writing skills. The researcher selected a picture as a media and asked students to identify the objects they saw. Next, students created a picture word chart and spelled the words aloud. They then asked students to find as many words as possible to develop their ideas. After that, students created sentences from the words in the picture word chart and

arranged them into a good paragraph. Finally, the teacher asked students to read and review their own paragraphs.

Yulizar and Cariyanti (2018) simplified the PWIM steps into four: seeing the picture, finding key words, reading it, and creating sentences using the words. They did not ask students to classify words because the picture word chart consisted mainly of nouns and adjectives, making it easy for students to identify the word class. They also skipped the step of reading aloud the picture word chart (spelling process) and the final step of reading and reviewing sentences and paragraphs.

Berutu (2019) conducted classroom action research to evaluate the effectiveness of the Picture Word Inductive Model (PWIM) in teaching eighth-grade students at SMP MULIA PRATAMA Medan during the 2017/2018 academic year. The study utilized both quantitative and qualitative data. According to Burns (2010:2), action research is a method used to explore and address a 'problematic' situation or issue identified by participants—such as teachers, students, administrators, or parents—as worth investigating more thoroughly and systematically. Kemmis and McTaggart (as cited in Burns, 2010:7) explain that action research generally follows a four-phase cyclical process. This cycle may repeat in an iterative spiral until the intervention achieves satisfactory results, at which point the researcher decides to conclude the process. Each cycle consists of three meetings, and subsequent cycles are conducted to refine and improve upon the actions of the previous cycle.

Beniarjo (2021) implemented the Picture Word Inductive Model (PWIM) strategy to teach descriptive text to eighth-grade students at SMPN 2 Gunuang Omeh. The students engaged in writing descriptive texts by searching for objects and actions related to the picture online, identifying elements within the picture, verbalizing the words, and incorporating them into sentences and paragraphs. This approach encouraged students to reflect on their learning and apply it in real-world writing activities, while also assessing their understanding of the lesson. Additionally, the strategy provided a platform for students to collaborate with partners, seek and offer assistance, and actively participate in the learning process. This made the writing activities more engaging and enjoyable. In applying this strategy, students worked in groups, assuming roles as authors and readers.

Initially, PWIM was designed for elementary school students to improve their reading and writing skills. However, it has been adapted for higher-level students as well. Calhoun (1999) first introduced PWIM for native English-speaking students in the USA. Over time, teachers have modified the procedure based on factors such as student age, knowledge level, and learning environment.

Why Picture Word Inductive Model strategy is effective in improving students' writing skills?

The researchers' opinions on the effectiveness of Picture Word Inductive Model (PWIM) in teaching writing descriptive text differ. Amanah (2018) attributes

the increased student willingness to learn writing descriptive text to PWIM's engaging learning process. This approach encourages students to think creatively about vocabulary, which is essential for producing a well-written text. The picture word chart plays a crucial role in guiding students to construct ideas by providing a visual representation of the topic. Evans (2012) agrees that using visual aids like graphs, pictures, and videos enhances students' writing skills by helping them understand and explain complex information. These aids also provide a structural framework, enabling students to stay focused on their thoughts and ideas.

Monika (2017) discovered that the Picture Word Inductive Model (PWIM) is an effective learning strategy for teaching descriptive text, as it helps students generate ideas by identifying words from different parts of a picture before beginning to write. These identified words are then incorporated into their descriptive writing. The effectiveness of this approach is demonstrated by the treatment's effect size (ES) of 2.30, which exceeds 1.00 ($ES > 1.00$), classifying it as a strong effect size.

The research conducted Jernih(2017) also cited several other researchers who support the effectiveness of PWIM. Kartika (2012) found that PWIM helps students to write their own text more easily, while Colon and Martinez (2013) emphasized that PWIM teaches phonics, grammar, mechanics, and usage of Standard English. Jernih (2017) found that students enjoy using PWIM and are able to transfer their ideas into text well.

The research conducted by Meliasari, Ngadiso, and Marmanto (2018) found that the Picture Word Inductive Model (PWIM) strategy is more effective than the Controlled-Writing Strategy (CWS) in teaching descriptive writing. The PWIM strategy allows students to generate ideas from pictures, develop their own language, and convey knowledge from their own experiences. Additionally, pictures can represent things from ancient times or the future, enabling students to develop their imagination.

The use of pictures in PWIM was also found to have several benefits, including activating students' motivation (Hazanah, 2011), developing good attitudes towards writing (Wibowo, 2013), and improving interest, motivation, and attitudes towards the teaching and learning process (Saputri, 2014). Yulizar and Cariyanti (2018) found that PWIM helps students improve their writing by choosing correct vocabularies and organizing their text. Mansourzadeh (2014) added that pictures help students understand difficult words more easily.

Berutu (2019) concluded that the Picture Word Inductive Model (PWIM) yielded effective results. An analysis of the questionnaire revealed that 9.2% of students strongly disagreed, 25.2% disagreed, 38% agreed, and 27.6% strongly agreed with the use of PWIM. Despite some students showing a lack of interest in the model, their writing skills demonstrated improvement.

Similarly, Beniarjo (2021) found that students taught using the PWIM strategy outperformed those who were not, particularly in writing descriptive paragraphs at the eighth grade of SMPN 2 Gunung Omeh. The implementation of PWIM was deemed a good strategy, showing a significant positive impact on students' post-test results, even as their writing abilities varied. Overall, the research suggests that PWIM is an effective strategy for teaching descriptive writing, as it engages students' creativity, imagination, and motivation. The use of pictures in PWIM helps students develop their vocabulary, grammar, and writing skills, making it a valuable tool for language learning.

The findings suggest that using the PWIM strategy in teaching writing descriptive text has several implications for teachers, schools, students, and writing itself. When PWIM is applied, it provides visual stimuli to students, allowing them to easily recall their existing memories and learn new words that they can use to construct descriptive paragraphs. This strategy can be effectively used to teach students from elementary to higher levels. Furthermore, the findings imply that teachers need to be creative in choosing the appropriate pictures, as this is a crucial aspect of the learning process. The use of PWIM in teaching writing also supports the process of teaching and learning activities in schools, making it an effective tool for enhancing students' writing skills.

Conclusion

The Picture Word Inductive Model (PWIM) is an inquiry-based learning strategy that involves a 10-step process, including selecting and identifying pictures, creating a picture word chart, reading and reviewing the chart aloud, classifying words, spelling words, adding words to the chart, creating a title, generating sentences and paragraphs, and reading and reviewing the written text.

According to the research question, it is concluded that the implementation of PWIM involves adapting the strategy to suit the age, knowledge level, and learning environment of the students. For example, Jernih(2017) adopted the original procedures of PWIM, while other researchers modified them to accommodate their specific contexts. As an inquiry-based learning approach, PWIM requires students to take an active role in developing their own skills as learners. Teachers use students' curiosity to guide them through the learning process, which ultimately leads to an increase in students' writing achievement.

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