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Picture Word Inductive Model (PWIM) On Writing: Patterning Words Into Sentence

Putri Novitasari[1*], Siti Nafi'yah[2]
[1,2]Program Studi Pendidikan Bahasa Inggris, Universitas Wahidiyah
Email: princess.putrinovita@gmail.com[1*]

Abstract

The main focus of this study was to find out whether there was significant corelation or impact of picture word inductive model (PWIM) on students's writing comprehension. The picture word inductive model (PWIM) was one of teaching strategy to teach students sentence structure and content simultaneously. By, using this teaching strategy researchers willing to bring an impact on students' written communication in case of producing meaningful sentence. By this research, researchesr aplied PWIM to boost students' comprehension in writing descriptive sentence of certain place. Quantitative research was implemented as the research design. The sample was students of eleventh grade which contained of 41 students. They were given pre-test and post-test. The impact of PWIM can be seen from the mean scorte of the students. The mean score before given treatment by implementing PWIM was 68. 41. Meanwhile, the mean score after given treatment was 93.04. In addition, the increasing of mean score proved that there was improvement on students' writing comprehension in producing sentence by applying picture word inductive model (PWIM) for teaching and learning proccess.

Keywords: *Picture word inductive model (PWIM), Sentence, Word, Writing*

INTRODUCTION

Having good comprehension in producing proper sentence of English was not an easy way to be acquired. That can be challenging or even struggling in a time. Especially students, it needs a continued activity that stimulate them to produce meaningful sentence. Giving a stimulus to the students can be started by teaching them using specific context. So that they can activate their mapping of mind to create sentence then writing it. By reading and writing English sentences we could acquire new information and able to share it to others, by talking or even writing (Putri and Jenny, 2025). Through writing, students express their ideas, feelings and desires to others. In school, the student learns how to write English easier because there were teachers and friends who can be their facilitators and pairs to practice English.

Teachers, as facilitators of knowledge bear the responsibility of nurturing and developing students' writing abilities as stated by Graham & Alves (in Amri, 2023). So, writing is ability of people to communicate with other people by using written language. It consists of producing systematic verbal utterances to convey meaning. 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).

Writing can be defined as one of complex skill that make students sometimes

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feel reluctant to start it. They need longer time even just to find an appropriate word related to the topic when they have to compose sentence. It such that in the context of English language learning writing is often considered the most complex skill, as it requires students to organize their ideas and express them coherently in written form Wahyuningsih (in Himami and Siti, 2025). Rismadewi (2021) also discovered that students‘ writing tend to have errors due to some factors, confirming that writing was an effortful process that involves a complex series of steps in its execution. To address these challenges, effective teaching strategies are necessary to support students in developing their writing skills in a structured and engaging manner (Yarmi *et al*., 2024).

In writing there were some aspects that should be required by students in order to have good sentence writing. Students should able to write sentences using correct grammar, spelling, punctuation, and coherent ideas, as stated by Rahajeng, et.al. (in Putri and Jenny, 2025). It is in line with Enre (1988) who states that writing also called as a process of thinking systematically, so that what is being written can be easily understood. English Writing is considered difficult by students because they are worried about the use of punctuation, spelling, pronunciation, grammar, vocabulary, structure, and other influential factors (Syifa et al., 2022). As a teacher, we should select an appropriated strategy in teaching writing to make students’ more enthusiast in learning it.

To teach writing effectively, 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 (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).

Picture Word Inductive Model (PWIM) was developed and defined as an inquiry-oriented language arts strategy that used pictures containing familiar objects and actions to elicit words. In other word, Picture Word Inductive Model (PWIM) is strategy that use a picture to stimulate students to think inductively or reasonable. The word inductive here means that it involves the process in which the students seek patterns and use them to identify their broader meaning and significant. 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).

PWIM is a process of teaching language involving basic moves from identifying the pictures, looking for new words, hearing the new word pronounced correctly, and watching the teacher model how to use the vocabulary on a variety of levels. Thus, this is an effective strategy for all ages of learners for learning a second language because students have an

opportunity to learn from authentic materials (McDonald, 2010). In a simple way the process of teaching writing using picture word inductive model could be described into some steps. Those steps firstly started by the teacher selects the picture for the learners. Next was asking the students to identify what they see in the picture. The third step, teacher labeled the picture by drawing a line from the identified object or area, said the word, wrote the word, asked students to spell the word aloud and pronounce it. Soon after that, the students are asked to find as many words as possible to develop their ideas. The next step is lead the students into creating a title for the picture word chart. Then, the students are asked to create sentences using the words they gain from the picture word chart.

Picture word inductive model also focuses on the children studying various pictures and then "shake out" the words they have seen. The word "shake out" means that the children will discover the English words which describe the objects or actions in the picture (Li, X., 2011). Furthermore, this strategy also designed to capitalize on the children's natural ability to play with words in building phonetic and structural analysis, in observing and analyzing words within the context of content area themes, in thinking inductively, and in making generalizations about the meaning of words, ideas, and concepts represented by the picture (Colon & Martinez, 2013).

Picture word inductive was a strategy which uses the advantage of the picture as the learning media in teaching and learning process. Picture word inductive was a process of teaching language which is started by identifying the pictures, acquiring new words, hearing the new word pronounced correctly, and arranging the vocabulary on a variety of levels. By observing and labeling picture or image, students able to relate what they have learnt and their real-life. It was a supported by Maria, et.al. (2025) that PWIM is effective in developing vocabulary and writing skills, as students are encouraged to construct logical and creative texts based on visual input.

When the students got the visualization of certain image or picture, they would be asked to label the image or picture by some words based on the word classes. They classified into noun, verb, adjective, or adverb. After got all the words, the students should arrange them into sentence based on teacher instruction. That is why picture word inductive model can be used to improve students' writing comprehension. Joyce & Calhoun (2009) asserted that the Picture Word Inductive Model (PWIM) is a teacher-facilitated process, in which teachers lead children to discover words from a picture, increase the number of words in their sight-reading and writing vocabularies, formulate phonetic and structural principles, and finally apply observation and logical thinking analysis to their writing. This strategy is used to guide the students to develop their idea during the initial process of writing.

Related to the goal of this research, the implementation of picture word inductive model (PWIM) took the field of senior high school field. 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 as stated by Fadilah (in Andi Mutmainna, 2025). This approach was commonly used in teaching descriptive texts, particularly place descriptions. According to Emmyly Calhoun (1999), PWIM helps students develop a frame of mind for writing by providing real-life pictures as stimuli. It was in line with Peter and Juneth (2022) who stated that picture word inductive model is a strategy which is used to stimulate students to think inductively by looking at the selected pictures and the identified words. It means that the students identify things or objects they seen in the picture. By this strategy students hope that they could describe certain place related to their daily life.

The reason of using picture word inductive model for teaching students' writing comprehension could not be separated from its advantages. Eventhough the main point of this strategy was not only about picture stimulation but also students' mapping for starting their writing activity. The Picture Word Inductive Model offers a dynamic and structured strategy to teaching writing by engaging students through visual stimuli and interactive labeling (Yuniarsih & Saun, 2014).

As Calhoun (1999) and Meifira and Syarif (2019) describe, this model encourages students to examine pictures and identify objects, labeling them with words or phrases. This process not only expands their vocabulary but also gradually guides them from forming simple sentences to constructing well-developed paragraphs. 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).

Researches had shown that picture word inductive model (PWIM) had several benefits from its implementation. 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 (Andi Mutmainna, et.al., 2025). Moreover, (Jauza et.al., 2024) also found that picture word inductive model brought significant effect on students writing to the students at SMPN 1 Banjarmasin. The improvement ostudents' writing can be seen from their average post-test score which was increase from 61.2 at pre-test to 97.5 at post-test or after had been taught using picture word inductive model (PWIM).

Moreover, the use of the Picture Word Inductive Model in teaching writing at SMPN 6 Situbondo demonstrated strong alignment between theory and classroom practice. PWIM proved to be an effective strategy for developing students' writing skills through its emphasis on inductive learning, visual support, and structured collaboration. The approach successfully addressed common challenges in writing instruction, such as students' fear of making mistakes and

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difficulty organizing ideas (Himami and Siti, 2025). The result of two cycles of classroom action research did by Nurul Hakimah (2024) which found that research observational data and testing across two cycles demonstrated significant advancements by Cycle II, with a mean posttest score of 85 and 80.95% of students meeting the success criteria, indicating a substantial improvement in descriptive text writing skills. A specific result also showed by a result from (Rahayu et.al., 2018), it showed that the mean score of the students who were taught by using PWIM (78.15) is higher than the mean scores of the students taught by using CWS (75.15). It can be inferred that picture word inductive model is more effective than controlled-writing strategy to teach writing.

RESEARCH METHODS

The researchers employed quantitative approach to explore the implementation of picture word inductive model (PWIM) for students' writing comprehension on descriptive sentence, especially for describing place. The sample for this research was 41 eleventh students of senior high school. The researchers acted as teachers who taught writing descriptive sentences using picture word inductive model (PWIM). This strategy used to know or measure the impact of PWIM to the student's improvement of writing after they had been taught by it for their treatment. Data were collected by conducting pre-test and post-test. The significancy can be seen from the increase of their writing score. After all the data had collected, they analyzed using t-test to determine the mean score. From the comparison of mean score the researcher got the answer of research problem and proved the hypothesis. The process started with students had pre-test at the beginning and had pot-test at the end of teaching and learning.

The implementation of the research divided into pre-test, treatments, and post-test. Pre-test was given to get the information about pre-condition of writing skill. In the pre-test, students were asked to share their knowledge about descriptive text and their experience on describing a place. At this activity students also asked to make sentences about describing place, that was "a playground." They should write ten sentences about playground, its facilities, and activities on it using their own language or words. The teacher gave command to start writing without new writing strategy applied. In the treatment stage, firstly, researchers gave explanation about how did a descriptive sentence write using the steps of picture word inductive model. Then, the researchers showed a picture of "city garden" to the students. By using that picture researchers asked the students to label and mention words consist of noun, verb, and adjective. Then, researcher wrote some starting sentences bellow the picture. The researchers explained about what was those sentences for and how to use it for writing meaningful sentence related to the picture. That was the concept of picture word inductive model.

After gave explained the concept of PWIM, gave treatment, and example of writing sentence by labelling the picture, researcher asked the students to start writing sentences. The researchers helped students to

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write or compose sentence by combining words. The picture of "city garden" was labelled based on the word classes of noun (people, tree, flower, fountain, air, bench, pond, butterfly, sky), some verbs (see, sit or sitting, run, fly, and play) and adjectives (fresh, big, tall, green, beautiful, shiny, yellow, red, blue) And, the starting sentences like "That is …. ", "There are … ", "The …. is …", "In the garden … usually ….", and "People usually …." Researcher and students labelling the words used different colour or marker. Those words listed as a colourful word chart. It could help students differentiate and understand the word classes. Next, the researchers gave some examples of sentences used those words and clue. Those sentences such as; *That is a big tree. There are four benches, The flowers are yellow and red, That is a big pond, That sky is shiny and blue, People usually sit and play in a city garden, Children also can play and see a lot of butterflies flying above the flowers.*

For having post-test, researchers gave a new picture of "Kawah Bromo." In this step, students did the same process as like treatment. They labelled every object on that photo or picture based on the word classes of noun, verb, and adjective. They should use red marker for noun (mount, sand, sky, cloud, horse, jeep, horse rider, food stall, tourists, jacket, boot, temple, dried flower, *etc*.) green marker for verb (walk, ride, sell, buy, eat, drink, enjoy, *etc*.), and the blue one for adjective (beautiful, cold, blue, big, hot, dark brown, wide, *etc*.). They wrote sentences used the clue sentences had given by researcher. Those clues were; That place is …; In Kawah Bromo we can see … ; We can do … ; We can ride … ; The scenery is …. The sentences examples or their probability sentences were; That place is Kawah bromo.; In Kawah Bromo we can see high mountain, wide sand or "gumuk pasir", and wide plateau.; We can do horse riding in Kawah Bromo.; We can ride jeep on jeep touring,; and The scenery is beautiful and the sky is blue. Those were the examples that can be written by the students. They could combine and create their sentence using some combination of labelled words. But the point was on their starting sentence, vocabulary used, and grammatical structure.

RESULT AND DISCUSSION

In this part, the researcher calculated the data to test the hypothesis that there was significant impact on students' writing of descriptive sentences in 41 students which used picture word inductive model to learn writing. The result of pre-test and post-test was in form of students' score. Both scores analysed using t-test then compared the mean score and t-table. The researchers calculated the data using t-test formula and two classes were compared.

After getting the data from 41 samples, the researchers got pre-test and post-test score. Based on the two hypotheses that proposed before, the purpose of this research was to find out the significant impact of picture word inductive model to the students' writing of descriptive sentence. Firstly, researchers counted the degree of freedom (df) that was df = N-1 = 40. It used to check the critical value standard when makes comparison between t-score and t-table. The

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computation result of mean score can be seen by this following table and description.

Table 1. Statistical analysis results using the *t*-test

df (N-1=41-1)	Mean score		Score	t-table	Significance	
	pre	post			H0	Ha
40	68.41	93.04	17.59	1.68	Rejected	Accepted

The calculation of mean score for pre-test or $\overline{X1}$ was 68.41. That was the students' mean score before they taught using picture word inductive model (PWIM) strategy. Meanwhile, students' score after taught using picture word inductive model had significant improvement. Students' score after post-test or $\overline{X2}$ was 93.04. By using 40 as the degree of freedom and 0.05 for the significancy level, the value of t-table was 1.68 and the calculation of t-score was 17,59. When it compared with t-table, the result would be significant because t-score was higher than t-table (17,59>1,68). It means that the research question answered by there was significant influence or impact of picture word inductive model strategy to the students' writing comprehension on writing descriptive sentences. It also means that alternative Hypothesi (H_a) accepted while Null Hypothesis (H_0) rejected.

CONCLUSION

Based on the data calculation, the researchers got that the value of t- score was higher than the value of t-table at the significancy level of 0,05. The calculated t-score of 17,59 was higher than the value of t-table, that was 1,68 at the level of significance 0,05 and the degree of freedom was 40. According to this result, the conclusion can be drawn that the research question was clearly answered. There was significant influence between picture word inductive model strategy and students' writing comprehension of descriptive sentences, especially for describing place. It means that, the independent variable influenced the dependent variable.

Furthermore, when its drawn back to the hypotheses, the research result revealed that the alternative hypothesis (Ha) was accepted. In which there was significant influence in teaching writing using picture inductive model to the students' writing comprehension. In the other hand, based on the t-score and the value of t-table, it can be revealed that Null Hypothesis (H0) was rejected. This impactful result may also be influenced by other factors like new vocabulary and knowledge about certain place which gave turn to the students to compose their own sentence but still related to the given topic and picture.

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