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The Implementation of Picture Word Inductive Model (PWIM) in Writing Recount Text of The Eleventh Grade Students at SMA NU Gombengsari in The Academic Year 2024/2025

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ABSTRACT

This study aims to investigate the effectiveness of implementing the Picture Word Inductive Model (PWIM) in enhancing students' skills in writing recount texts. Conducted at SMA NU Gombengsari in the academic year 2024/2025, this pre- experimental study applied a one-group pretest-posttest design with 17 students as the respondents. Students were assessed on their ability to write recount texts before and after receiving instruction through PWIM. The data collection method utilized writing tasks scored via a standardized rubric, and data analysis was performed using a paired sample t-test. The results revealed a significant improvement in students' writing scores after the intervention. The mean posttest score (73.82) was higher than the pretest score (58.82), with a t-test value of 7.63 exceeding the t-table value of 1.74 at a 5% significance level. The findings indicate that PWIM positively influences students' abilities in composing recount texts by enriching their vocabulary, improving structure, and enhancing engagement.

Keywords: *PWIM; Recount Text; Writing; Vocabulary; EFL Instruction.*

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INTRODUCTION

In the current globalization era, the demand for high-quality education has increased significantly, particularly in the area of English language learning at the senior high school level. English, as a global language, plays a crucial role in equipping students with the skills necessary to communicate effectively across cultures and to access knowledge in various academic and professional fields. The Indonesian curriculum emphasizes the development of four essential language skills: listening, speaking, reading, and writing.

Among these, writing is recognized as the most complex and challenging to master because it not only requires the ability to generate ideas but also to organize and express them clearly and coherently using appropriate vocabulary, grammar, and structure. Writing is also a productive skill, meaning that it demands students to produce language rather than simply comprehend it, which makes the task cognitively demanding. Despite its importance, writing often receives less attention in classroom instruction, and as a result, students' performance in written communication remains low compared to their abilities in other skills such as reading or speaking.

At SMA NU Gombengsari, preliminary classroom observations highlighted significant challenges faced by students in writing, particularly when composing recount texts. According to Gerot and Wignell (1994), a recount text is a text used to retell events with the purpose of providing information and entertaining the reader or listener (Andriani, 2015). Recount texts, which aim to retell past experiences or events in chronological order, are a fundamental genre in senior high school curricula because they allow students to narrate and reflect on personal or historical experiences. However, many students struggle to master the conventions of this genre. Their difficulties range from limited vocabulary, poor grammatical accuracy, to an inability to organize events coherently into a structured narrative. For instance, students often misuse verb tenses, especially the simple past tense, which is a key linguistic feature of recount texts. Furthermore, their vocabulary limitations prevent them from expressing experiences in detail, while their lack of awareness of text structure leads to disorganized narratives that are difficult to follow. Teachers, on the other hand, frequently rely on conventional methods of instruction that emphasize the final product rather than the process of writing. Students are typically given examples of texts and instructed to produce similar ones without sufficient scaffolding or opportunities to develop their ideas step by step. This approach tends to reduce writing to a mechanical task rather than an engaging process of idea exploration and expression.

This challenge echoes Harmer's (2004) assertion that effective writing instruction should focus not merely on the written product but also on the writing process. Students need to be guided through stages such as brainstorming, organizing ideas, drafting, revising, and editing. Without such guidance, learners are left to struggle with writing on their own, leading to frustration, reduced motivation, and poor learning outcomes. Therefore, there is a need for innovative teaching strategies that make writing more accessible, interactive, and engaging for students, particularly in the context of recount text composition.

One promising instructional approach to address these issues is the Picture Word Inductive Model (PWIM). PWIM is a visual-based learning model that begins with the use of pictures and gradually leads students to generate vocabulary, construct sentences, and eventually produce coherent paragraphs. Developed by Calhoun (1999), PWIM draws on the principles of inductive learning, where students move from specific observations—such as identifying objects in a picture—to broader generalizations, such as composing complete written texts. This approach is particularly powerful in language learning because it combines visual stimuli with linguistic tasks, enabling students to associate words with concrete images. Such associations not only improve comprehension and retention but also make abstract language concepts more tangible.

PWIM also provides contextualized input, as students are encouraged to use vocabulary that is directly linked to meaningful situations illustrated in the pictures. This contextualization enhances vocabulary mastery and encourages student engagement, as learners are more likely to participate actively when lessons are visually stimulating and personally relevant.

According to (Gaskins, 2013), The Picture Word Inductive Model (PWIM) utilizes visual aids to facilitate students' comprehension of new language concepts. By incorporating relevant and captivating images, PWIM enables students to link words with clear visual depictions directly. The example of the PWIM can be seen in this picture below.

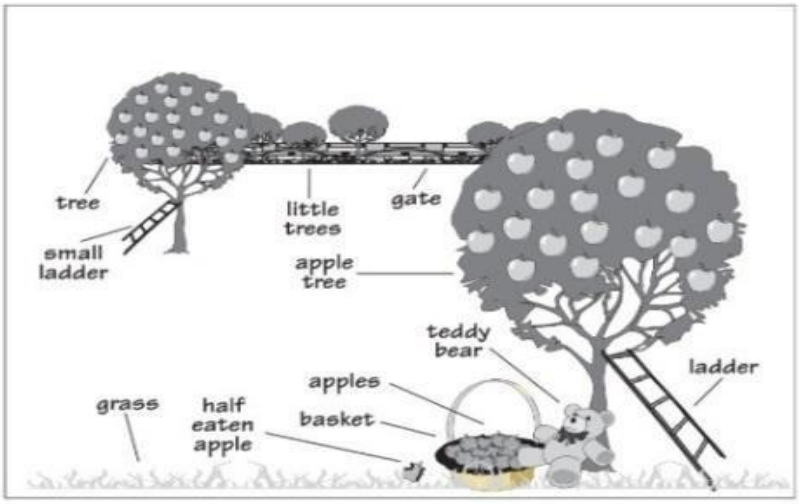

Figure 1. The Example of Picture Word Inductive Model

The sentences:

1. Some apples are under the tree.
2. The apple tree bears a lot of fruit.

The effectiveness of PWIM in language classrooms has been supported by several previous studies. For example, Sutra (2023) demonstrated that the use of PWIM improved descriptive writing skills among vocational high school students, showing gains in vocabulary use, sentence structure, and text organization. Similarly, Wahyuningsih (2020) reported that PWIM successfully increased the motivation of junior high school students to engage in writing activities, as the use of images made the learning process more interactive and enjoyable. These findings suggest that PWIM is a versatile instructional strategy with potential benefits for various levels of learners. However, the majority of existing research has focused on descriptive texts or younger learners, leaving a gap in its application to more complex genres such as recount texts at the senior high school level.

Recount texts, unlike descriptive texts, demand not only vocabulary mastery but also an understanding of temporal sequencing, narrative coherence, and grammatical accuracy in the past tense. This makes recount writing a more challenging task that requires explicit instructional support. Addressing this gap, the present study seeks to examine the implementation of PWIM in teaching recount text writing to eleventh-grade students at SMA NU Gombengsari. By using a pretest–posttest design, the research investigates whether PWIM significantly improves students' performance in writing recount texts. The approach provides empirical evidence by comparing students' writing ability before and after the intervention, thus offering measurable insights into the effectiveness of the model.

Beyond the empirical findings, this study aims to contribute practically to the field of English language teaching. It offers teachers an alternative instructional strategy that shifts the focus from teacher-centered lectures to student-centered

learning, where learners are actively involved in constructing meaning. The visual and inductive nature of PWIM has the potential to bridge the gap between students' limited vocabulary and their need to produce coherent texts, thereby reducing their anxiety toward writing tasks. Additionally, by engaging students in a step-by-step process of generating and organizing ideas, PWIM aligns with the principles of process writing and fosters the development of both linguistic competence and creativity.

The objective of this research, therefore, is to determine whether the implementation of the Picture Word Inductive Model (PWIM) has a significant effect on the writing recount text skills of eleventh-grade students at SMA NU Gombengsari in the 2024/2025 academic year. By addressing this objective, the study not only enriches the theoretical discourse on effective writing instruction but also provides practical implications for teachers and curriculum developers in designing more engaging and effective English writing lessons for high school students.

RESEARCH METHOD

This research employed a pre-experimental design, more specifically the one-group pretest–posttest design. This design was considered appropriate because it allowed the researcher to measure the effectiveness of the treatment by comparing students' writing performance before and after the implementation of the Picture Word Inductive Model (PWIM). Although this design does not involve a control group, it is useful in providing preliminary evidence of the effect of an instructional intervention within a limited classroom context (Creswell, 2012). The absence of a control group was justified by the relatively small class size and the practical constraints of the school setting, yet the design still provided sufficient information to identify whether there was a significant difference in students' writing scores after receiving the treatment.

The study was conducted at SMA NU Gombengsari, Banyuwangi, during the 2024/2025 academic year. The participants of the study were students of class XI A, totaling 17 learners. The selection of participants was carried out through purposive sampling, as the researcher intended to focus on a class that had demonstrated relatively low writing achievement based on teachers' reports and classroom observations. Purposive sampling is a technique used to select data sources based on specific criteria or considerations (Sugiyono, 2017).The use of purposive sampling ensured that the sample represented the population most in need of intervention, thereby increasing the relevance of the findings to the specific context of the school.

Data collection was conducted using writing tests administered in two stages: before the treatment (pretest) and after the treatment (posttest). In the pretest session, students were asked to write a recount text based on their personal experiences. This task was designed to reveal their initial ability to generate ideas and express them in written form without the support of visual prompts. Following the pretest, students received the treatment in the form of two instructional sessions employing the PWIM strategy. During these sessions, students were introduced to a series of pictures related to daily activities and experiences. The pictures served as visual stimuli to help students brainstorm vocabulary, label objects, and construct sentences. Through a step-by-step process, students gradually developed sentences into coherent

paragraphs. This process not only provided scaffolding but also encouraged active participation, as students were required to contribute words and ideas derived from the pictures.

In the posttest, students were asked to write recount texts based on a picture series provided by the researcher. This task mirrored the pretest in terms of length and genre but included visual support, allowing the researcher to observe whether students had improved in organizing events, using appropriate vocabulary, and applying grammatical rules, particularly the simple past tense. Both pretest and posttest responses were evaluated using an analytic scoring rubric that assessed four key components of writing: content, vocabulary, grammar, and organization. This rubric was adapted from Brown (2004) and Heaton (1990), ensuring that the scoring criteria were valid and reliable for assessing writing in the EFL context. To maintain consistency, the researcher applied the same rubric in both assessments and checked inter-rater reliability by involving a peer rater to score a subset of students' work.

For data analysis, the researcher employed a paired-sample t-test using SPSS software to determine whether the differences between pretest and posttest mean scores were statistically significant. The paired-sample t-test was appropriate for this design because it compares two related samples—the same group of students tested before and after the intervention (Gay, Mills, & Airasian, 2012). In addition, descriptive statistics, such as means and standard deviations, were calculated to provide a clearer picture of students' performance improvement across the four aspects of writing. The significance level was set at 0.05. If the p-value obtained from the t-test was lower than this threshold, the null hypothesis—that PWIM has no significant effect—would be rejected, thereby supporting the alternative hypothesis that PWIM significantly improves students' writing skills.

Overall, the methodological framework of this study was designed to systematically investigate the potential of PWIM to enhance students' recount text writing. By incorporating pretest and posttest measures, a structured intervention, and rigorous statistical analysis, the study sought to provide reliable evidence of the effectiveness of PWIM in a senior high school EFL context.

RESULT AND DISCUSSION

This section presents the results of the data analysis followed by a comprehensive discussion of the findings in relation to the research objectives and existing literature.

The data were collected from 17 eleventh-grade students at SMA NU Gombengsari who participated in a one-group pretest-posttest design. During the pretest, students were asked to compose recount texts based on personal experiences without guidance from the Picture Word Inductive Model (PWIM). The results showed that many students struggled to organize their ideas coherently, had a limited vocabulary, and made frequent grammatical errors, especially in the use of the past tense.

Table 1. The Result of Pre-test and Post-test

Student	Pre-test	Post-test

S1	35	60
S2	45	65
S3	50	70
S4	55	72
S5	60	75
S6	62	78
S7	65	80
S8	58	74
S9	70	85
S10	68	88
S11	72	90
S12	75	88
S13	55	70
S14	60	75
S15	65	78
S16	40	65
S17	50	68

Tabel 2. The Summary of The Result of Pretest and Postest

Test	Mean	Minimum	Maximum
Pre-test	58.82	35	75
Post-test	73.82	60	90

The descriptive analysis of the pretest revealed that the average score was 58.82, with the lowest score at 35 and the highest score at 75. This indicates that most students were still at the low to moderate level in their writing competence. Following the pretest, the students received instruction using PWIM over two treatment sessions. They were actively engaged with visual prompts, identifying objects, generating vocabulary, making sentences, and finally composing a complete recount text. This inductive and visual approach provided scaffolding that supported students in developing ideas and improving textual organization.

In the posttest, students were again asked to write recount texts, this time based on picture series designed by the researcher. The results showed a significant improvement, with the average posttest score increasing to 73.82, the lowest score rising to 60, and the highest score reaching 90. This demonstrates that students were better able to structure their ideas, employ more accurate vocabulary, and apply grammar more appropriately after learning through PWIM.

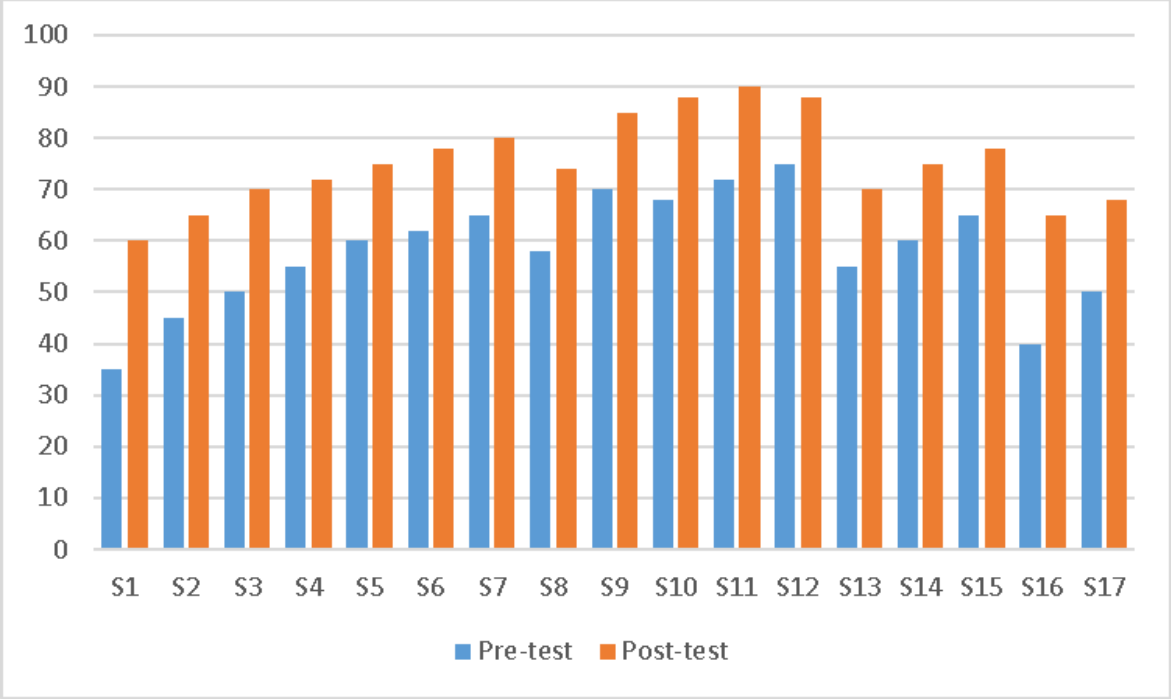

Figure 1. Comparison of Pre-test and Post-test Scores

To test the significance of this improvement, a paired sample t-test was used. The calculation results showed that the obtained t-value was 7.63, which is greater than the t-table value of 1.74 at a 5% significance level with a df (degrees of freedom) of 16. Consequently, the null hypothesis (H_0), which stated that there was no significant difference, was rejected, while the alternative hypothesis (H_a) was accepted. This means there was a significant difference between the pre-test and post-test scores, proving that the implementation of PWIM had an effect on the students' writing skills.

The findings of this study provide strong empirical support for the effectiveness of the Picture Word Inductive Model (PWIM) in enhancing students' writing performance, particularly in recount text. The substantial increase in the average scores from the pre-test to the post-test demonstrates that PWIM was successful in helping students improve multiple aspects of their writing. Students not only showed progress in understanding the generic structure of recount texts but also in their ability to expand vocabulary, apply grammatical rules, and organize ideas more coherently. This improvement suggests that the inductive and visual approach of PWIM is highly beneficial in scaffolding learners' cognitive processes during writing.

These results are consistent with previous studies. Calhoun (1999), as the original developer of PWIM, emphasized that this model is effective in linking visual stimuli to language development by encouraging learners to generate words and sentences before writing full texts. Similarly, Gaskins (2013) reported that PWIM fosters inductive reasoning and helps students transition smoothly from identifying

concrete visual elements to producing abstract written discourse. The outcomes of this study reaffirm those claims, showing that students in the Indonesian EFL context can benefit significantly from PWIM in terms of both linguistic competence and writing fluency.

The implementation of PWIM in this study also created a more engaging and interactive learning environment. Students demonstrated higher motivation levels and active participation compared to conventional writing classes. The process of labeling pictures, categorizing vocabulary, and collaboratively constructing sentences gave learners a sense of ownership and involvement. This aligns with Harmer's (2003) perspective that visual media can act as a powerful scaffolding tool in EFL classrooms, reducing cognitive load, clarifying meaning, and supporting comprehension. Through this process, students' writing anxiety decreased, and they were able to concentrate more on generating ideas and refining language features.

In addition, the use of PWIM promoted collaborative learning, as students often worked together to identify vocabulary and suggest sentences. This collaboration fostered peer learning, where students could exchange ideas and correct each other's mistakes. Such interactions encouraged learners to be more confident in experimenting with language and to develop a supportive classroom community. This outcome is particularly valuable in EFL settings where students often feel isolated in their learning process.

Nevertheless, despite the positive outcomes, the study also revealed certain challenges. Some students continued to struggle with grammar, particularly in applying consistent verb tense and cohesive devices. This suggests that while PWIM provides strong support for vocabulary development and idea organization, it may not fully address grammatical accuracy. Therefore, it is recommended that PWIM be combined with explicit grammar instruction or follow-up exercises that specifically target tense usage and sentence cohesion. Such integration would ensure that students not only generate ideas effectively but also express them with grammatical correctness.

The results of this study also carry pedagogical implications. First, PWIM can be an effective instructional strategy in resource-limited schools because it relies on pictures and visual media, which are relatively inexpensive and easily accessible. Second, PWIM can serve as a motivational tool for students with low exposure to English writing. By starting with concrete visual prompts, learners feel less intimidated and more capable of expressing their thoughts in English. Third, PWIM aligns well with student-centered learning approaches, as it encourages learners to actively construct knowledge rather than passively receive it.

Overall, the findings validate PWIM as a pedagogical tool that not only improves the measurable aspects of students' writing performance but also fosters a more engaging, interactive, and meaningful learning experience. By integrating visuals,

inductive reasoning, and collaborative learning, PWIM provides a comprehensive approach to teaching writing that is especially suitable for EFL contexts. With appropriate adaptation and complementary grammar-focused activities, PWIM has the potential to significantly enhance students' writing competence and confidence in recount texts as well as other genres of writing.

CONCLUSION

This study concludes that the implementation of the Picture Word Inductive Model (PWIM) significantly enhances students' ability to write recount texts. The statistical analysis using a paired sample t-test clearly demonstrated that the students' post-test scores improved meaningfully compared to their pre-test results. This finding confirms that PWIM has a positive and measurable impact on students' writing performance. The improvement was not limited to one aspect of writing but spanned across several dimensions. First, students showed notable progress in vocabulary development, as the use of visual prompts encouraged them to generate and use a wider range of words relevant to the topic. Second, the structural organization of their recount texts improved, with students able to present ideas in a more logical and coherent sequence. Third, the overall accuracy in grammar—particularly the use of past tense—showed improvement, although some students still required additional reinforcement in this area.

Beyond linguistic skills, PWIM also influenced students' motivation and engagement. The inductive and visual nature of the model created a more interactive classroom atmosphere, reducing writing anxiety and encouraging active participation. Students became more confident in expressing their ideas because the process began with concrete, observable images before moving into abstract written forms. This confirms that PWIM not only enhances the technical aspects of writing but also nurtures a more positive learning experience. The findings of this study have several pedagogical implications. PWIM can be considered a beneficial strategy in teaching recount texts within EFL classrooms, particularly for learners with limited vocabulary and low confidence in writing. Its reliance on visual stimuli makes it an accessible and cost-effective approach, suitable for schools with limited resources. Teachers can integrate PWIM into regular writing instruction to provide scaffolding that bridges students' cognitive processes and language production. Additionally, pairing PWIM with explicit grammar instruction may further strengthen students' writing competence by addressing their weaknesses in sentence accuracy and cohesion.

In conclusion, PWIM proves to be an effective and adaptable instructional model that supports students in developing both the skills and the confidence necessary for writing recount texts. By incorporating pictures, inductive reasoning, and collaborative activities, the model helps students to organize ideas more effectively, enrich their vocabulary, and engage actively in the learning process. With its demonstrated effectiveness, PWIM is recommended for wider application in EFL writing instruction, and future research may explore its impact on other text genres or educational levels to expand its pedagogical value.

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