Enhancing EFL Students' Descriptive Writing through the Picture Word Inductive Model (PWIM)

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ABSTRACT
This study aims to examine the effectiveness of the Picture Word Inductive Model (PWIM) in enhancing students' descriptive writing skills. It was conducted using a quasi-experimental design at SMAN 6 Kediri involving two classes of eleventh-grade students. The experimental group was taught using PWIM, while the control group received conventional instruction. Data were collected through writing tests administered before and after the treatment. The results showed a significant improvement in the experimental group across all writing components: content, organization, vocabulary, language use, and mechanics. Students taught with PWIM were more engaged and able to organize ideas, expand vocabulary, and construct well-structured descriptive paragraphs. The control group showed minimal improvement, mainly in mechanics. These findings indicate that PWIM is effective in supporting students' ability to write descriptive texts by utilizing visual stimuli and structured writing stages. Therefore, PWIM can be recommended as an engaging and practical approach for teaching descriptive writing in EFL classrooms.

Keywords: Picture Word Inductive Model, descriptive text, writing skills, EFL, teaching strategy

ABSTRAK
Penelitian ini bertujuan untuk mengetahui efektivitas model Picture Word Inductive Model (PWIM) dalam meningkatkan keterampilan menulis teks deskriptif siswa. Penelitian ini menggunakan desain kuasi-eksperimen yang dilaksanakan di SMAN 6 Kediri dengan melibatkan dua kelas siswa kelas XI. Kelompok eksperimen diajar menggunakan model PWIM, sementara kelompok kontrol diajar dengan metode konvensional. Data dikumpulkan melalui tes menulis sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan pada kelompok eksperimen dalam lima aspek menulis: isi, organisasi, kosakata, penggunaan bahasa, dan mekanik. Siswa yang diajar menggunakan PWIM lebih aktif, mampu mengembangkan ide, memperluas kosakata, dan menyusun paragraf deskriptif yang runtut dan terstruktur. Sebaliknya, kelompok kontrol hanya menunjukkan peningkatan terbatas, terutama pada aspek mekanik. Hasil ini menunjukkan bahwa PWIM efektif dalam mendukung kemampuan menulis siswa melalui stimulus visual dan tahapan menulis yang sistematis. Oleh karena itu, PWIM dapat direkomendasikan sebagai strategi pembelajaran yang menarik dan praktis dalam pengajaran menulis deskriptif di kelas EFL.

Kata Kunci: Picture Word Inductive Model, teks deskriptif, keterampilan menulis, EFL, strategi pengajaran

INTRODUCTION

Writing is a fundamental skill in language learning, playing a crucial role not only in academic contexts but also in professional communication.

However, writing remains a major challenge for many students, especially in Indonesian senior high schools. It requires not only grammatical accuracy and sufficient vocabulary but also the ability to generate ideas, structure content logically, and express meaning clearly. During the researcher's teaching experience at SMAN 6 Kediri, it was observed that many 11th-grade students had difficulty organizing their ideas in writing, producing coherent sentences, and developing descriptive texts effectively. These issues are often worsened by limited vocabulary, poor grammar, and the reliance on online tools or AI rather than expressing ideas independently.

Various methods have been introduced by educators and researchers to address these problems, one of which is the Picture Word Inductive Model (PWIM), as introduced by Calhoun (1999). PWIM is a visual-based instructional strategy that connects pictures to words, enabling students to develop vocabulary and gradually build sentence and paragraph structures. Several studies, such as those by Silvia (2020) and Purnamasari et al. (2019), have shown that PWIM can improve students' vocabulary and basic writing skills, particularly at the junior high school level. Despite its proven effectiveness in fostering language acquisition, previous studies have largely focused on basic aspects of writing and vocabulary development, without exploring the potential of PWIM to support higher-level writing competencies such as idea generation, organization, and coherence—skills which are essential for senior high school students who are expected to produce more complex and structured texts.

To fill this gap, the present study aims to investigate the effect of the Picture Word Inductive Model on enhancing 11th-grade students' writing skills in descriptive texts at SMAN 6 Kediri. This research goes beyond measuring vocabulary improvement by focusing on how PWIM contributes to the development of students' ideas, organization of content, and overall writing performance. The findings are expected to offer meaningful insights into effective writing instruction and help English teachers apply more suitable strategies to meet students' needs in developing writing skills.

METHODOLOGY

This study employed an experimental approach to measure students' writing skills in descriptive texts. According to Creswell (2008), experimental designs—also referred to as intervention or group comparison studies—are a form of quantitative research in which the investigator assesses whether a specific activity or material has an effect on participant outcomes. Specifically, this research used a quasi-experimental design. Beniario and Saputra (2021) define a quasi-experiment as an empirical study conducted to evaluate the causal impact of an intervention on a particular population.

The research, titled "The Effect of the Picture Word Inductive Model (PWIM) on Enhancing Students' Writing Skills in Descriptive Text at SMAN 6 Kediri", was conducted among 11th-grade students at SMAN 6 Kediri during the 2024/2025 academic year. A preliminary study was carried out at the same school to determine suitable research participants and to understand the general conditions of students' writing performance.

According to the Encyclopedia of Educational Evaluation as cited in Arikunto (2006:13), a population is defined as a set or collection of all items that possess one or more characteristics of interest. Fraenkel and Wallen (2008:91) further explain that in educational research, populations often refer to groups of students, teachers, classrooms, or schools. In line with these definitions, the population of this study consisted of all 11th-grade students at SMAN 6 Kediri, totaling 396 students.

A sample is a subset of the population that is selected for a research study in order to gather data that can be generalized to the whole population (Fraenkel and Wallen, 2008:90). Given the large size of the population and practical constraints, this study employed cluster sampling. Cluster sampling involves dividing the population into groups, or "clusters", and then randomly selecting entire clusters for inclusion in the study (Vaganay, 2016). This method is particularly useful when it is difficult to access the entire population. In this research, the selection of sample classes was guided by the recommendation of the English teacher, who identified two classes—XI-1 and XI-3—as having similar levels of English comprehension based on their daily performance and pre-test results. Class XI-1 was assigned as the experimental group and received instruction using the Picture Word Inductive Model (PWIM), while class XI-3 was designated as the control group and continued with conventional teaching methods.

After collecting numerical data through writing tests, the data were prepared and analyzed statistically, as suggested by Creswell (2017). The researcher organized the data according to variables and participant categories, presented descriptive statistics for each group, and conducted inferential analysis. To test the hypothesis, an independent sample t-test was employed to determine whether there was a significant difference between the mean scores of the experimental and control groups. Prior to conducting the t-test, normality and homogeneity tests were applied to ensure that the data met the necessary assumptions for parametric testing.

RESULT AND DISCUSSION

This research was conducted to determine the effect of the Picture Word Inductive Model (PWIM) on students' writing skills in descriptive texts. The study involved two groups of 11th-grade students at SMAN 6 Kediri: the experimental group (class XI-1), which received PWIM-based instruction, and the control group (class XI-3), which received conventional instruction. Both groups were given pre-tests and post-tests to assess their performance in five writing aspects: content, organization, vocabulary, language use, and mechanics.

The pre-test results showed that both groups had similar levels of writing ability. The mean scores in each writing aspect were relatively low, indicating that students generally had difficulty in expressing ideas, organizing content, and applying correct grammar and vocabulary. For example, the control group had an average score of 20.03 in content, 8.66 in organization, and 7.69 in language use, while the experimental group had a similar profile with content at 19.43, organization at 8.59, and language use at 7.71.

After the treatment phase, the post-test results revealed significant differences between the two groups. The experimental group showed noticeable improvement in all five aspects of writing. Their mean score in content increased to 25.84, indicating better idea development and clarity. Similarly, improvements were observed in organization (mean = 11.43), vocabulary (mean = 11.21), language use (mean = 11.43), and mechanics (mean = 3.68). In contrast, the control group showed only modest gains. Their content score rose to 22.62, while other aspects like vocabulary and language use remained relatively lower (mean = 9.21 and 9.37 respectively).

A Mann-Whitney U test was conducted to analyze the significance of the differences. The post-test scores between the experimental and control groups showed a significance value of 0.000 ($p < 0.05$), indicating that there was a statistically significant difference in writing achievement between the two groups. Thus, it can be concluded that the PWIM strategy had a positive effect on students' writing skills, particularly in developing content, vocabularymastery, and grammatical accuracy.

Mann-Whitney U Test Post-Test Experimental and Control

Ranks

	class	N	Mean Rank	Sum of Ranks
result	posttest experimental	32	48.50	1552.00
	posttest control	32	16.50	528.00
	Total	64		

Test Statistics[a]

	result
Mann-Whitney U	.000
Wilcoxon W	528.000
Z	-6.882
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: class

The findings of this research support the effectiveness of the Picture Word Inductive Model (PWIM) in enhancing students' writing abilities. Students who were taught using PWIM showed greater improvement across all aspects of writing compared to those taught using conventional methods. This improvement is consistent with previous studies by Ermita et al. (2019), Zaqiyah et al. (2020), and Silvia (2023), which highlighted PWIM's role in

increasing student motivation, vocabulary acquisition, and structural understanding in writing tasks.

The improvement in content suggests that students taught with PWIM were better able to generate and develop relevant ideas. By observing pictures and identifying key vocabulary, students could elaborate on their ideas with greater clarity. This supports Heaton's (1990) view that writing content reflects a student's ability to convey meaningful information, and aligns with Dadi (2015), who emphasized the importance of detailed description in descriptive texts. In contrast, the control group produced texts that remained vague and lacked elaboration.

In terms of organization, the experimental group showed greater ability in structuring ideas logically. The step-by-step approach of PWIM—starting from labeling, classifying, and sentence formation—encouraged students to organize their thoughts coherently. This finding reinforces Ghosh et al. (2023), who stressed the value of coherence and paragraph unity in effective writing. Students in the control group often presented ideas with poor transitions and disorganized structures.

The vocabulary used by the experimental group also improved significantly. Through exposure to visual stimuli and active word association, students were able to expand their lexical resources and use more precise, descriptive terms in context. This is consistent with Silvia (2023) and Ermita et al. (2019), who highlighted the effectiveness of PWIM in enhancing vocabulary acquisition. In contrast, students in the control group continued to rely on repetitive and limited vocabulary.

Improvements in language use, including grammar and sentence structure, were also evident in the experimental group. The structured modeling of sentences using words derived from pictures helped students internalize correct grammatical forms. This supports Hadiani's (2019) argument that inductive exposure to language patterns improves grammatical accuracy. Students in the control group, on the other hand, continued to struggle with tense usage and sentence formation.

Lastly, although mechanics showed the smallest increase, the experimental group still performed better than the control group. Repetitive writing practice and collaborative review during the PWIM sessions helped students become more attentive to spelling, punctuation, and capitalization. This aligns with Purnamasari et al. (2020), who noted that writing mechanics improve through consistent exposure and practice.

These findings are consistent with previous studies, especially those conducted at the junior high school level. However, this research extends the existing literature by exploring the effect of PWIM in a senior high school context. The results demonstrate that PWIM is not only effective for vocabulary enhancement and basic sentence construction, but also significantly contributes to more advanced writing aspects such as content elaboration, paragraph structure, and grammatical competence.

CONCLUSION AND SUGGESTIONS

Based on the findings and analysis of this research, it can be concluded that the use of the Picture Word Inductive Model (PWIM) has a positive effect

on students' descriptive writing skills. The implementation of PWIM enabled students to develop their writing across various aspects, including generating more relevant ideas, organizing their thoughts more coherently, applying more appropriate vocabulary, constructing grammatically correct sentences, and showing greater awareness of writing mechanics such as punctuation and spelling.

These results indicate that the use of PWIM effectively addresses the problems students often face in writing, such as lack of ideas, limited vocabulary, and poor grammar. Therefore, this study has successfully answered the research questions and achieved its objectives: to identify the impact of PWIM on each aspect of students' writing and to prove its overall effectiveness in enhancing descriptive writing skills in the context of senior high school learners.

In light of these conclusions, it is suggested that English teachers consider using PWIM as an alternative strategy in teaching descriptive writing. The model's visual and inductive nature can help students engage more actively in the writing process and support their development from word-level vocabulary building to paragraph-level composition. Teachers are encouraged to adapt PWIM creatively based on their students' needs and classroom conditions.

For future researchers, it is recommended to apply PWIM to other types of texts such as narrative or expository writing, or in different educational settings beyond senior high school. Further studies may also explore students' responses and perceptions toward the use of PWIM through qualitative methods, to gain deeper insight into how this model influences their motivation, creativity, and confidence in writing.

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