

Picture Word Inductive Model (PWIM): Assisting Students in Improving Their Writing Ability of Procedure Text

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Abstract

The aims of this study are to examine how PWIM is implemented and to determine whether the writing ability of procedure texts can be improved through PWIM. This study employed a classroom action research design, conducted in three cycles. The participants were 25 ninth-grade students from MTs. Daarul Ulum Panyaungan in the academic year 2023-2024. Data for this study were collected through tests, diary notes, observation sheets, and questionnaires. The findings indicate that, when employing PWIM, the teacher followed eight phases: selecting an image, recognizing the image, labeling the image, reading and reviewing the picture-word chart, adding words to the picture-word chart, guiding students to create a title, asking students to generate sentences, and reviewing the sentences. The results also showed an improvement in students' scores from pre-research to the final test. The students' mean score in test 1 was 57.8%, in test 2 was 63.4%, and in test 3 was 72.4%. Furthermore, based on diary notes, observation sheets, and questionnaire responses, the teaching-learning process was found to be successful. The study concludes that using PWIM as a learning medium enhances students' ability to produce procedure texts.

Keywords: PWIM; Writing ; Procedure Text.

As the global economy grows, English becomes essential for communicating internationally. Writing in English for study and work is more popular than ever. With more opportunities to participate in international activities, the demand to develop content in English is growing. This includes creating reports, writing contracts and specifications, and compiling financial paperwork. (Lan, 2024). Because English is so fundamental for global communication, all educated people, regardless of where they live, must be able to write in it. (Gallagher and Mackenzie, 2024). (Culham, 2018.) states that writing means thinking deeply before writing. In the same

way that we continually clarify our thinking as we read, speak, and listen to others, we must ensure that, after several drafts, our writing reflects our best and most thoughtful selves. Writing is a creative process that requires a lot of time, effort, and bold decisions. This is in agreement with opinion by (Caroline Sumual et al., 2024) that writing allows people to successfully communicate their thoughts, ideas, and facts to others; it is a challenging activity that demands careful attention and effort.

Writing are at the top of the human cognitive hierarchy. As a consequence, this ability is among the most challenging for

students to acquire because it requires them to translate their knowledge into texts that will be enjoyable to read again. (Nurazizah et al., 2023).

Students learn through writing, which lets them enhance their academic skills while also allowing them to validate what they already know. This relationship broadens the inquiry process. (Coffey et al., 2022).

Students struggle with their writing skills. Several research studies have shed light on why kids struggle with writing. Before writing, students should think about the concept or topic on which they intend to write. Moreover, there is choosing words to create a well-structured sentence. To be regarded as excellent writing, each paragraph needs to be interconnected (Aditia et al., 2023).

Furthermore, children are expected to understand specific sorts or genres of texts based on their grade level. Students must grasp many forms of texts, such as narrative, descriptive, procedural, anecdotal, and so on. Procedure text is one of the texts that learners have to master when writing in class. A procedure text is a text that demonstrates how to do something using a sequence of stages or instructions (Nonita & Kardena, 2023).

According to (Arifin et al., 2024), procedural text demonstrates the most effective way to complete a specific task or objective. The purpose is to help readers comprehend what they need to do to accomplish a task or attain a certain goal completely. Then, the generic structure of a procedural text consists of three components: objectives, materials, and techniques or phases (Septiani & Safitri, 2021).

Obstacles have been found in a preliminary investigation. When the ninth-grade students were asked to create a simple procedure text, they still lacked vocabulary, and not all of them had dictionaries to look up vocabulary definitions. As a consequence, they were uninterested in writing text. The students then took a long time to consider what they were going to compose. They were unable to

obtain and produce their own ideas. Some students have writing ideas but were unable to convey them clearly. They also have difficulties in organizing each step required to develop a procedural text.

To address these issues, PWIM has been proposed for teaching procedure text. This technique was chosen because using PWIM in the teaching procedure text has a favorable influence on the writing abilities of learners. Learners can use PWIM to classify words, make sentences about the image, and think inductively, going from specific thoughts (taking a look at the image or keywords) to more general thought (resulting in the image and accessible words into a sentence and ultimately a paragraph).

The PWIM, according to Calhoun, is a strategy that employs images of recognizable items and behaviors to elicit common words from students (Calhoun, 1999). PWIM leverages students' inductive logic to build generalization. Students are provided with images and scenes that they are generally familiar with in this model. Students can develop their vocabulary by forming connections between words and visuals by recognizing objects (Yarmi et al., 2024).

The PWIM is designed to assist students learn to read, write, and use the language system. PWIM can enhance both the instructional method and the end outcomes (Aris et al., 2021). PWIM is a versatile method that may be used regardless of student levels and with any language skill, particularly in writing (Saputra, 2021).

Furthermore, as a learning approach, PWIM has numerous benefits. Some of these include: it is meaningful and inspiring; it is collaborative learning; it improves students' communication skills; it puts students at the core of how they learn; it integrates students in real-life educational activities; and it enables learners to work autonomously (Siahpoosh & Bagherin, 2023).

Steps for writing with PWIM are (Oktafiani & Husnussalam, 2021): Select an

image. The teacher selects photographs that are intriguing and pertinent to the lesson. The ideal image should be authentic, real, and intriguing. Placing the image at student eye level can help with investigation and evidence collection. It suggests a more comprehensive and fuller picture.

Make inquiries with students about what they recognize in the image. It is preferable to arrange for pupils to meet in groups to discuss the picture. Make groups of four or five pupils, with ideas for shyer students. Assist them in comprehending the things they see in the photographs, assist them in everyday situations, and finally increase their willingness to engage in school events.

Label the image's identified parts by making lines across the objects or places that pupils have identified. Allow kids to pronounce and write the words. Next, invite students to spell and repeat it.

Add words to the picture word table and word gaps as needed. Once needed, go to vocabulary groupings or graphical keyword charts. Instruct learners to locate a great deal of terms in useful categories. Anyone may utilize the phrases during a course of study. Instruct students to come up with a title for the picture word table. Encourage pupils to consider what is included in their charts as well as what they would like to convey to the reader. They are permitted to decide on the title as long as it is relevant to the topic.

Instruct students to consider the information on the table and what they wish to say about it. Students say the word, spell it, and say it again.

Ask the student to create a sentence, multiple sentences, or a paragraph using the picture vocabulary chart. Encourage learners to categorize phrases, then urge them to arrange these phrases into good paragraphs and invite them to develop text techniques.

Instruct students to categorize the sentences and model them into appropriate paragraphs. Go over sentences and paragraphs numerous times. The objective is for each

student to acquire the ability to read phrases and entire paragraphs correctly.

PWIM has already been the topic of numerous studies. PWIM assists students develop their descriptive writing skills in English (Dwi et al., 2023). PWIM has a strong influence on students' basic literacy skills. This technique can assist students of various capacities in following the learning and developing abilities to read and write in the most effective manner. (Gustiana et al., 2023).

English vocabulary learning using PWIM may strengthen the vocabulary acquired by learners (Bilal & Azhar, 2021); PWIM outperforms standard approaches and enriches students' vocabulary (Siahpoosh & Bagherin, 2023); and PWIM model enables visual encouragement and chances for learners to engage in vocabulary acquisition. (Ilahi & Prayogo, 2022).

According to several studies, PWIM can help students enhance their ability to talk. Visual tools in the image of the PWIM approach might stimulate pupils to investigate their fundamental knowledge. This model could assist them in creating words, phrases, and sentences.

The argument indicates that PWIM has an advantageous impact on learners' writing abilities. PWIM was not previously utilized to educate junior high school learners to write, particularly in MTs, Daarul Ulum Panyaungan. As a result, the text's genre and context make this research stand out. Consequentially, a study using PWIM has been performed to increase students' capacity to write procedural texts in ninth grade at MTs. Daarul Ulum Panyaungan for the academic year 2023-2024. This study seeks to examine whether the usage of PWIM may improve the ability of learners to create procedural texts. Thus, the research findings are expected to benefit several parties, including students by assisting them in improving their writing skills applying PWIM, teachers by making the educational aspect of writing more enjoyable, and students themselves by improving their capability to

write procedures.

Method

This study employed a classroom action research (CAR) design to improve students' writing skills in procedural texts using the Picture Word Inductive Model (PWIM). CAR is a reflective process involving educators and learners in addressing classroom challenges to enhance teaching and learning. Clausen & Black (2020). Simply described, action research is a method for evaluating behaviour and improving practice. Action implies doing something, but study entails thinking critically and logically about a topic. The simultaneous use of the two is quite helpful in bringing about positive changes in the workplace (Duesbery & Twyman, 2020).

The research was conducted with 25 ninth-grade students of MTs. Daarul Ulum Panyaungan during the academic year 2023–2024. The participants were selected based on their enrollment in the class where the study took place. The classroom setting provided a natural learning environment for implementing and evaluating the effectiveness of PWIM in teaching procedural writing.

Both qualitative and quantitative data were collected to assess students' progress in writing procedural texts. The instruments used included writing tests, observation sheets, diary notes, and questionnaires. Writing tests were administered at the end of each cycle to measure students' proficiency in composing procedural texts. Observation sheets documented classroom activities, teaching strategies, and students' engagement during the learning process. Diary notes, maintained by the researcher, recorded reflections on classroom interactions and students' learning progress. Questionnaires were distributed to students to gather feedback on their experiences with English writing, procedural texts, and the PWIM strategy.

The study utilized both qualitative and quantitative analysis methods. Qualitative data from observation sheets, diary notes, and

questionnaires were analyzed thematically to assess students' engagement, learning experiences, and instructional effectiveness. Meanwhile, quantitative data from the writing tests were analyzed using descriptive statistics, comparing students' mean scores across cycles to measure improvements in their writing skills. By integrating both qualitative and quantitative approaches, the study provided a comprehensive understanding of the impact of PWIM on students' ability to produce procedural texts.

Result and Discussion

In Cycle I, the researcher undertook all necessary preparations for teaching and learning. This included developing lesson plans, preparing accessible materials such as figures and words, and creating observation forms, questionnaire sheets, and tests. During the action phase, the researcher introduced the Picture Word Inductive Model (PWIM) to the students, explaining its application in writing procedure texts. Students were then tasked with creating their own procedure texts. Throughout the observation stage, the researcher carefully monitored students' actions and responses, recording insights using field notes. Finally, during reflection, an analysis was conducted based on the observations, and it was concluded that students successfully employed the PWIM technique in developing their procedure texts.

Building on the findings from the first cycle, Cycle II focused on refining the teaching approach. The researcher designed lesson plans and developed testing tools for open content. The PWIM method was reintroduced and demonstrated, with students being guided to create a paragraph of prose describing an image of society, using various adjectives provided in worksheets. As in the previous cycle, the researcher closely monitored students' engagement and responses, documenting observations. Upon reflection, discussions with teachers revealed that the PWIM strategy significantly enhanced students' ability to

produce procedure texts.

The study then proceeded to Cycle III, which aimed to further improve upon the results obtained in the previous cycles. This phase was implemented only if students' performance in Cycle I and Cycle II remained satisfactory. Similar to the first two cycles, it consisted of preparation, action, observation, and reflection, ensuring a comprehensive approach to evaluating and enhancing students' writing skills through the PWIM strategy.

The quantitative results were gathered from writing tests administered at the start of the study (a preliminary study) as well as at the end of the first, second, and third cycles (writing tests I, II, and III). The results from each writing exam revealed that the students' proficiency in producing procedural text had improved. Figure 2 displays how well each pupil performed on each of the four tests.

Figure 1: Students' Score of Each Cycle

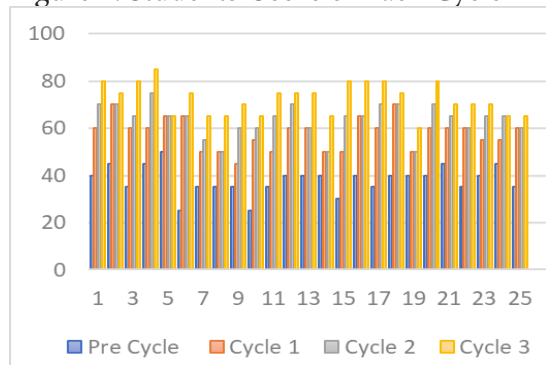
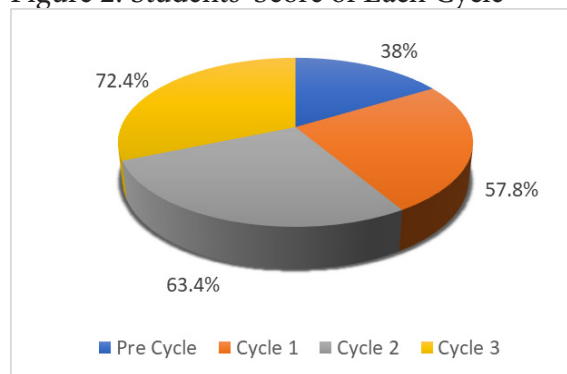


Figure 1 illustrates the scores of students during the learning process by using PWIM. It shows that every cycle, the score of some students goes up to a high score. This means that students' scores are much higher than in the previous cycle. Their scores went up because of the knowledge, suggestions, and tips they got from the writing activity of every meeting on the topics they had chosen. Their writing skills improved from poor to good. In order to contrast the test outcomes between the preliminary exam as well as each assessment, the average results of each test, the percent of the learners that passed, and any enhancement in the average result of each

test to the other were computed and displayed in Figure 2.

Figure 2: Students' Score of Each Cycle



In light of the findings of the tests in each cycle presented in Figure 2, it is possible to conclude that the testing findings fluctuated. Students have inadequate writing ability throughout the pre-cycle. The average result was 38 percent, which falls into the "poor" classification. In cycle one, the mean score was 57.8%. It indicates that the score was still in the "poor" classification. In cycle 2, the test results were significantly different. The mean score was 63.4%. The result of this exam was classified as "fair." However, the scores improved in cycle 3. The mean score was 72.4%. It was in the "good" classification. It was intended that everybody who studied achieved a passing grade.

The previously reported quantitative results indicated that learners' performance in writing procedure text enhanced from writing assessment I (pre-test) to writing assessment II (cycle I), and finally to writing tests III and IV (cycle II and cycle 3). Although the majority of students received low scores on writing test I, their writing scores improved from the start of the first cycle to the end of the third cycle. Students' writing scores steadily increased after adopting the PWIM. This relates with statements by (Mutmainna & Usman, 2025) which claim that PWIM is an effective method for teaching writing skills since it helps students acquire vocabulary, word concepts, structure of sentences, and paragraph

organization. PWIM allows students to begin with basic skills such as vocabulary and then progress to more advanced writing abilities.

Qualitative data is collected using diary notes, observation sheets, and questionnaires. The collection of qualitative data began with daily notes. Students struggled to write during the study's initial meeting, as seen by their daily notes. Additionally, they did not express their opinions in writing. They got more engaged and excited about writing after being presented with PWIM. As a result of gathering these daily notes, the author learnt and taught how to use PWIM as a teaching approach for creating procedure texts.

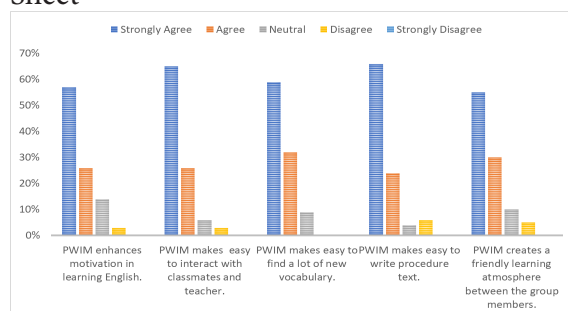
The second is an observation sheet. The observation sheet demonstrates that the entire educational process occurred as intended. Researchers generate open-source materials. The researchers provide a full discussion of teaching objectives, PWIM, and instructional materials. Researchers respond appropriately to students' inquiries. Researchers also manage their time properly and efficiently. Throughout the study, the students behaved appropriately. They adhere to the instructor's directions. They engage the teacher about the lesson and respond to his queries. The studying atmosphere is very enjoyable. The learning atmosphere is free of crowded. As stated by (Nazara et al., 2023), using PWIM will make lessons more entertaining and keep students from becoming bored.

The third is a questionnaire sheet. The questionnaire presented to students yielded encouraging replies regarding the adoption of PWIM. Ninety percent of students said PWIM helped them produce procedural texts. The questionnaire results are given in Figure 3.

Overall, Figure 3 shows the majority of respondents expressed a strongly positive attitude towards PWIM, particularly in terms of its ability to enhance motivation, facilitate interaction, expand vocabulary, assist in writing procedure texts, and foster a friendly learning environment. In each category, more than half of the respondents strongly agreed, while

around a quarter to a third agreed, indicating a generally favorable perception of the method. The percentage of neutral responses was relatively low, while disagreement, including both Disagree and Strongly Disagree, was minimal across all categories.

Figure 3: Result of Students' Questionnaire Sheet



The results of the student questionnaire revealed that the deployment of PWIM had a substantial influence. Ninety percent of students strongly agree PWIM helped them produce procedural texts. The majority of them described the altered environment of the learning process as a novel and challenging experience, which supports prior research findings that PWIM can increase students' enjoyment of learning. Throughout the learning process, students become increasingly motivated, intrigued, and confident (Rosyada & Febriyanti, 2020).

The findings suggest that PWIM is widely perceived as an effective approach for learning English, particularly in vocabulary acquisition, writing skills, and fostering an interactive and engaging classroom environment. The overwhelmingly positive responses indicate that PWIM could be a valuable tool for enhancing English language instruction.

Utilizing quantitative (writing examination results) and qualitative data (diary notes, observation sheets, and questionnaires) collected throughout cycles I, II, and III, the author discovered that students performed better while compiling text methods. Furthermore, the writers discovered that the

directions were carried out efficiently. PWIM has been found to help students improve their writing skills when they create text procedures. As a result, PWIM is an effective instrument for teaching text methods and fostering students' excitement for writing. Teachers can also utilize PWIM or other approaches to assist pupils with their writing.

Essentially, the findings support and reinforce the concepts of PWIM (Bermillo & Remollo, 2022), which indicates that PWIM is an excellent method for teachers working with the entire class, small groups, couples, or individuals by incorporating fundamental movements to recognize pictures. Look for new vocabulary, listen to correctly pronounced words, and see how teachers utilize terminology at various levels. Because it allows pupils to absorb information from native sources, it is a successful method for mastering a foreign language for learners of all ages.

PWIM tries to make children's inductive reasoning abilities. This strategy enables students to construct their writing around fundamental elements such as vocabulary (Wulan Sari, 2020). Students who received PWIM as they learned new words were more likely to identify concepts based on the visuals shown to them than learners who did not view any photos. They make sense of the meanings derived from the concepts they find, resulting in improved language proficiency.

Based on the quantifiable (writing examination results) and qualitative data (diary notes, observation sheets, and questionnaires) gathered in each cycle, the author discovered that students improved their capacity to create procedural texts. Moreover, they reported that the instructional process went smoothly. PWIM was effective in boosting students' writing skills when they authored procedural texts. As a result, PWIM is an effective instrument for teaching procedure texts and increasing students' enthusiasm for writing. Teachers can also employ media like the PWIM to instruct students. Ultimately, it can benefit both teachers and students.

Conclusion

Depending on the facts analyzed in the preceding section, the researcher arrived at the following conclusions: First, PWIM assists students enhance their capacity to create procedural texts by improving reading, writing and grammar skills. Second, students' average writing test I score increased, as did their average scores on writing tests II and III. Students' engagement in acquiring knowledge and generating text has also risen. PWIM allows students to get involved in the learning and teaching process, which they appear to appreciate. Finally, deploying PWIM generates a new learning environment for pupils. PWIM enables learners to communicate with their friends and teachers, get a larger understanding, and develop text procedures.

The results of this study indicate that PWIM can improve students' ability in writing procedural texts. Therefore, researchers have felt the benefits of PWIM in teaching writing. Therefore, the following suggestions are given to English teachers to use this media during their teaching and learning process.

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