DELTA
Journal Development Of English and Literature
Vol. 4 No. 2 Juli 2026
E-ISSN : 2745-9942

The Effectiveness of Picture Word Inductive Model on Seventh-Grade Students' Writing Skills

Henny Rahmawati
Universitas Wahidiyah, hennyrhm20@gmail.com

Jenny Ika Misela, M.Pd.
Universitas Wahidiyah, jennyikamisela@gmail.com

Abstract

Writing is one of the essential language skills that students need to master because it enables them to communicate ideas effectively through written texts. However, many junior high school students still experience difficulties in generating ideas, organizing information, and using appropriate vocabulary and grammar when writing descriptive texts. This study aimed to determine the effectiveness of the Picture Word Inductive Model (PWIM) on the writing skills of seventh-grade students at SMP Wahidiyah Kediri in the academic year 2025/2026. The study employed a quantitative approach using a pre-experimental research design with a one-group pretest-posttest design. The participants consisted of 32 seventh-grade students selected through purposive sampling. The research instrument was a writing test administered as both a pretest and a posttest. The collected data were analyzed using a paired-samples t-test to compare students' writing achievement before and after the implementation of PWIM. The findings indicated that the students' posttest scores were significantly higher than their pretest scores after receiving the treatment. The improvement demonstrated that the Picture Word Inductive Model (PWIM) effectively enhanced students' writing skills, particularly in generating ideas, expanding vocabulary, organizing descriptive paragraphs, and constructing grammatically appropriate sentences. Therefore, it can be concluded that the implementation of the Picture Word Inductive Model (PWIM) was effective in improving the writing skills of seventh-grade students at SMP Wahidiyah Kediri.

Keywords: Picture Word Inductive Model (PWIM), Writing Skills, Descriptive Text, Pre-Experimental Research.

INTRODUCTION

Writing is considered one of the most important productive language skills in English language learning because it enables students to communicate ideas, thoughts, and information through written texts. Compared with listening, speaking, and reading, writing requires students to integrate several language components simultaneously, including vocabulary, grammar, organization, content, and mechanics. Therefore, writing is often regarded as one of the most challenging skills for English as a Foreign Language (EFL) learners. Students are expected not only to produce grammatically correct sentences but also to organize ideas coherently and communicate meaningful messages to readers.

At the junior high school level, writing plays an essential role in helping students develop their English proficiency. Through writing activities, students learn how to express opinions, describe people or objects, and communicate information systematically. Among various text types taught in junior high school, descriptive text becomes one of the fundamental genres because it encourages students to describe particular people, places, animals, or objects by using appropriate vocabulary and simple grammatical structures. Consequently, students need sufficient vocabulary, adequate grammatical knowledge, and effective writing strategies to produce well-organized descriptive paragraphs.

Students' ability to write descriptive texts, however, is often influenced by several linguistic and cognitive factors. Many students still experience difficulties in generating ideas, selecting appropriate vocabulary, organizing information logically, and applying correct grammatical structures. These problems frequently result in short, unorganized, and grammatically inaccurate paragraphs. In addition, students often lack confidence in expressing their ideas because they have limited vocabulary and receive insufficient guidance during the writing process. Consequently, writing becomes one of the most difficult English skills to master, particularly for junior high school students learning English as a foreign language.

These conditions were also identified among the seventh-grade students at SMP Wahidiyah Kediri. Based on the preliminary observation conducted by the researcher and the information obtained from the English teacher, many students experienced difficulties in writing descriptive texts. They often struggled to generate ideas, organize sentences into coherent paragraphs, and use appropriate vocabulary and grammar. As a result, many students produced descriptive texts that lacked coherence and completeness. These findings indicated that students required an instructional strategy that could assist them in

developing ideas systematically while simultaneously improving their vocabulary and sentence construction.

To overcome these problems, English teachers are expected to implement instructional strategies that actively engage students in the writing process and provide meaningful learning experiences. An effective teaching strategy should not only improve students' linguistic competence but also help them generate ideas, organize information, and develop confidence in expressing their thoughts through written language. Therefore, selecting an appropriate teaching strategy plays an important role in improving students' writing achievement.

One of the instructional strategies that has been widely implemented in teaching writing is the **Picture Word Inductive Model (PWIM)**. Developed by Calhoun (1999), PWIM is an inquiry-oriented instructional model that uses pictures as visual stimuli to help students identify objects, generate vocabulary, construct sentences, and gradually develop paragraphs. Through picture observation and vocabulary development activities, students are guided to build their writing step by step, making the writing process more meaningful and less intimidating. This strategy is particularly suitable for English as a Foreign Language (EFL) learners because visual media can stimulate students' ideas, enrich their vocabulary, and facilitate sentence construction before they begin writing.

Furthermore, several previous studies have demonstrated the effectiveness of the Picture Word Inductive Model (PWIM) in improving students' writing skills. Previous researchers reported that PWIM helped students expand their vocabulary, organize ideas more effectively, increase classroom participation, and produce better descriptive texts. These findings suggested that PWIM has considerable potential to improve students' writing performance, particularly in descriptive writing activities.

Although numerous studies have investigated the effectiveness of the Picture Word Inductive Model (PWIM) in improving students' writing skills, most of the previous studies consistently reported similar findings. Sutra (2020) found that PWIM improved students' achievement in writing descriptive texts through the use of pictures as visual learning media. Similarly, Beniario and Saputra (2021) reported that students who were taught using PWIM achieved significantly higher writing scores than those who learned through conventional instruction. Rachel and Samban (2022) also concluded that PWIM enhanced students' writing performance by improving vocabulary mastery, sentence construction, and classroom participation. Likewise, Oktafiani and Husnussalam (2021) demonstrated that PWIM helped students develop ideas and organize descriptive texts more effectively, while Indraswari (2023) confirmed that the implementation of PWIM significantly improved junior high school students' writing skills within the Kurikulum Merdeka context.

In the context of SMP Wahidiyah Kediri, research investigating the effectiveness of the Picture Word Inductive Model (PWIM) in teaching descriptive writing to seventh-grade students had not previously been conducted. Moreover, many students still experienced difficulties in developing ideas, selecting appropriate vocabulary, organizing descriptive paragraphs, and applying correct grammatical structures. These classroom conditions indicated the need for an instructional strategy that could provide systematic guidance throughout the writing process while encouraging students to participate actively in learning activities.

Considering these conditions, the Picture Word Inductive Model (PWIM) was considered an appropriate instructional strategy because it integrates visual learning, vocabulary development, and guided writing activities into a systematic learning process. Through picture observation, vocabulary identification, sentence construction, and paragraph development, students are gradually guided to express their ideas in written form. This step-by-step learning process is expected to reduce students' difficulties in writing descriptive texts while simultaneously improving their confidence and motivation during writing activities.

Based on the background described above, this study aimed to investigate the effectiveness of using the Picture Word Inductive Model (PWIM) on the writing skills of seventh-grade students at SMP Wahidiyah Kediri in the academic year 2025/2026. The findings of this study are expected to contribute to English language teaching by providing empirical evidence regarding the effectiveness of PWIM as an instructional strategy for improving students' writing skills, particularly in descriptive text writing.

However, despite the positive findings reported in previous studies, several differences remain. Most of the studies were conducted in different schools, involved different participants, and were carried out in different learning contexts. In addition, although previous researchers generally examined the effectiveness of PWIM in teaching descriptive writing, only limited evidence has been reported regarding its implementation among seventh-grade students at SMP Wahidiyah Kediri. Since students' learning characteristics and classroom environments may vary across educational institutions, further investigation is still required to determine whether the implementation of PWIM produces similar outcomes in different educational settings.

Therefore, the present study was conducted to provide additional empirical evidence regarding the effectiveness of the Picture Word Inductive Model (PWIM) in improving the writing skills of seventh-grade students at SMP

Wahidiyah Kediri in the academic year 2025/2026. Unlike the previous studies, which were conducted in different educational contexts, this study focused specifically on seventh-grade students in a private junior high school and employed a one-group pretest-posttest design to examine the effectiveness of PWIM in teaching descriptive writing. Consequently, the findings of this study are expected to complement previous research while providing practical implications for English teachers in selecting appropriate instructional strategies for teaching writing.

Accordingly, this study attempted to fill this gap by investigating the effectiveness of the Picture Word Inductive Model (PWIM) in improving the writing skills of seventh-grade students at SMP Wahidiyah Kediri. The findings of this study are expected to enrich previous research on PWIM while providing practical implications for English teachers in selecting appropriate instructional strategies to improve students' descriptive writing skills.

METHOD

This study employed a quantitative approach using a pre-experimental research design with a one-group pretest-posttest design. This design was selected because it enabled the researcher to examine the effectiveness of the Picture Word Inductive Model (PWIM) by comparing students' writing achievement before and after the treatment. The study was conducted at SMP Wahidiyah Kediri during the 2025/2026 academic year. The participants consisted of 32 seventh-grade students from class VII A, who were selected through purposive sampling based on the recommendation of the English teacher. This class was chosen because the students experienced difficulties in developing ideas, organizing descriptive texts, and applying appropriate vocabulary and grammatical structures in their writing.

The research instrument was a writing test administered as both a pretest and a posttest. Before the treatment, the students completed the pretest to measure their initial writing ability. They were then taught descriptive writing through the implementation of the Picture Word Inductive Model (PWIM) over several instructional meetings. During the treatment, students participated in a sequence of learning activities, including observing pictures, identifying objects, generating vocabulary, constructing sentences, and developing descriptive paragraphs. At the end of the treatment, the students completed the posttest to measure their writing achievement after learning through PWIM.

Students' writing performance was assessed by using Heaton's writing assessment criteria, which include five components: content, organization, vocabulary, language use, and mechanics. These components provided comprehensive criteria for evaluating students' descriptive writing ability before and after the implementation of the instructional treatment.

The collected data were analyzed quantitatively using descriptive and inferential statistics. Descriptive statistics were used to describe students' pretest and posttest scores, while inferential analysis was conducted using a paired-samples t-test through SPSS to determine whether there was a statistically significant difference between the students' writing achievement before and after the implementation of the Picture Word Inductive Model (PWIM). The level of significance was set at 0.05. The treatment was considered effective if the posttest results showed a statistically significant improvement compared with the pretest scores.

RESULT AND DISCUSSION

The results of this study were obtained by comparing the students' writing scores before and after the implementation of the Picture Word Inductive Model (PWIM). A pre-test was administered to measure the students' initial writing ability before the treatment, while a post-test was conducted after the implementation of PWIM to determine the improvement in students' writing skills. The students' writing was assessed using Heaton's writing rubric, which consists of five components: content, organization, vocabulary, language use, and mechanics.

After the treatment was implemented using the Picture Word Inductive Model (PWIM), the students' writing achievement showed a noticeable improvement. The comparison between the students' pre-test and post-test scores is presented in **Table 1**.

Table 1. Comparison of Pre-Test and Post-Test Scores

Test	Lowest Score	Highest Score	Mean Score	Improvement
Pre-Test	36	74	58.50	-
Post-Test	75	89	80.70	22.20

As shown in **Table 1**, the students' writing achievement improved after the implementation of the Picture Word Inductive Model (PWIM). The mean score increased from **58.50** in the pre-test to **80.70** in the post-test, representing an improvement of **22.20 points**. Furthermore, the lowest score increased from **36** to **75**, while the highest score increased from **74** to **89**. These findings indicate that the students demonstrated better writing performance after participating in writing activities through PWIM.

To determine whether the improvement was statistically significant, the researcher conducted a hypothesis test using the *t*-test formula. The result of the hypothesis testing is presented in **Table 2**.

Table 2. Result of Hypothesis Testing

Variable	*t*-count	*t*-table	Decision
Writing Skills	17.09	2.04	H_0 Rejected

As presented in **Table 2**, the obtained *t*-count (**17.09**) was higher than the *t*-table value (**2.04**). Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. This result indicates that there was a statistically significant difference between the students' writing achievement before and after the implementation of the Picture Word Inductive Model (PWIM). These findings confirm that PWIM was effective in improving the writing skills of the seventh-grade students at SMP Wahidiyah Kediri.

The improvement in students' writing achievement can be explained by the characteristics of the Picture Word Inductive Model (PWIM) and its systematic instructional procedures**.** The increase in the students' post-test scores indicates that PWIM provided systematic guidance throughout the writing process, enabling students to generate ideas, organize information, expand vocabulary, and construct descriptive paragraphs more effectively than before the treatment. These findings are consistent with Calhoun's (1999) theory, which explains that PWIM develops students' reading and writing abilities through an inductive learning process using pictures as visual stimuli. By encouraging students to identify objects, generate vocabulary, and gradually construct sentences before developing paragraphs, PWIM creates meaningful learning experiences that facilitate language development.

The effectiveness of the Picture Word Inductive Model (PWIM) can also be understood through the sequence of learning activities implemented during the teaching process. Rather than asking students to write complete descriptive paragraphs immediately, PWIM guided them through several structured stages, including observing pictures, identifying familiar objects, labeling vocabulary, constructing simple sentences, and finally developing those sentences into coherent descriptive paragraphs. This gradual learning process reduced students' anxiety in writing and enabled them to organize their ideas more systematically. Such instructional procedures are particularly appropriate for seventh-grade students because they provide sufficient scaffolding before students are expected to produce a complete written text independently.

In addition, the use of pictures as the primary instructional media played an important role in facilitating students' writing development. Before the implementation of PWIM, many students experienced difficulties in generating ideas and selecting appropriate vocabulary to describe a topic. Through meaningful visual stimuli, students were able to observe concrete objects, identify relevant vocabulary, and connect their prior knowledge with new language input. Consequently, they became more confident in expressing their ideas and constructing descriptive paragraphs. These findings indicate that visual media not only stimulated students' imagination but also supported vocabulary acquisition and idea organization, which are essential aspects of effective writing.

The improvement in students' writing achievement was also reflected in the writing assessment based on Heaton's (1988) five writing components, namely content, organization, vocabulary, language use, and mechanics. After the implementation of PWIM, students demonstrated better performance in developing relevant ideas, organizing paragraphs logically, selecting appropriate vocabulary, applying grammatical structures more accurately, and using writing mechanics more effectively. These improvements suggest that PWIM contributed not only to students' overall writing scores but also to the development of the individual components that determine writing quality.

The findings of the present study are also consistent with those of previous studies concerning the implementation of the Picture Word Inductive Model (PWIM) in English language teaching. Sutra (2020) reported that PWIM effectively improved students' descriptive writing achievement through the use of pictures as meaningful visual learning media. Similarly, Beniario and Saputra (2021) found that students who were taught using PWIM achieved significantly higher writing scores than those who received conventional instruction. Rachel and Samban (2022) also concluded that PWIM enhanced students' vocabulary mastery, sentence construction, and classroom participation during writing activities. Likewise, Oktafiani and Husnussalam (2021) demonstrated that PWIM helped students develop ideas and organize descriptive texts more effectively, while Indraswari (2023) confirmed that the implementation of PWIM significantly improved junior high school students' writing skills. Therefore, the findings of the present study strengthen previous empirical evidence that PWIM is an effective instructional strategy for improving descriptive writing skills among junior high school students.

Beyond supporting previous studies, the findings of this research also provide practical implications for English language teaching. The implementation of PWIM demonstrated that students benefited from learning activities integrating pictures, vocabulary development, and guided writing practice into a systematic instructional process. These activities enabled students to generate ideas more easily, organize information logically, and express their thoughts with greater confidence. Consequently, PWIM can be considered an effective alternative instructional strategy for English teachers, particularly

when teaching descriptive writing to seventh-grade students in English as a Foreign Language (EFL) classrooms.

Despite these positive findings, this study had several limitations. First, the study employed a pre-experimental research design involving only one experimental group without a control group. As a result, the effectiveness of PWIM could not be directly compared with other instructional strategies. Second, the participants were limited to one class of seventh-grade students at SMP Wahidiyah Kediri, which may limit the generalizability of the findings to different educational contexts. Nevertheless, the significant improvement in students' writing achievement indicates that PWIM has considerable potential to facilitate descriptive writing instruction. Therefore, the findings of this study not only reinforce previous empirical evidence regarding the effectiveness of PWIM but also provide additional support for its implementation as a meaningful, systematic, and engaging instructional strategy for teaching writing in junior high school.

Conclusion

Based on the findings and discussion presented above, it can be concluded that the implementation of the Picture Word Inductive Model (PWIM) was effective in improving the descriptive writing skills of the seventh-grade students at SMP Wahidiyah Kediri in the academic year 2025/2026. This conclusion was supported by the improvement in the students' writing achievement, as indicated by the increase in the mean score from **58.50** in the pre-test to **80.70** in the post-test. Furthermore, the hypothesis testing revealed that the obtained *t*-count (**17.09**) was higher than the *t*-table value (**2.04**), indicating a statistically significant difference between the students' writing achievement before and after the implementation of PWIM.

The findings suggest that the systematic procedures of PWIM, which integrate picture observation, vocabulary development, sentence construction, and paragraph writing, effectively assisted students in generating ideas, organizing information, and expressing their thoughts in written English. The use of meaningful visual stimuli also encouraged students to participate more actively in the learning process and contributed to improvements in the five components of writing, namely content, organization, vocabulary, language use, and mechanics. Therefore, PWIM can be considered an effective instructional strategy for teaching descriptive writing to junior high school students in English as a Foreign Language (EFL) classrooms.

Based on the findings of this study, English teachers are encouraged to implement the Picture Word Inductive Model (PWIM) as an alternative instructional strategy for teaching descriptive writing because it provides meaningful visual support and systematic guidance throughout the writing process. In addition, future researchers are recommended to conduct similar studies using larger samples, different research designs, or other genres of writing to provide broader empirical evidence regarding the effectiveness of PWIM in English language teaching.

DAFTAR PUSTAKA

Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). *Introduction to research in education*. Wadsworth Cengage Learning.

Calhoun, E. F. (1999). *Teaching beginning reading and writing with the Picture Word Inductive Model*. Association for Supervision and Curriculum Development.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Longman.

Heaton, J. B. (1988). *Writing English language tests*. Longman.

Hidayad, F. (2017). Teaching writing descriptive text by using Picture Word Inductive Model (PWIM) to the eighth grade students of SMP Negeri 2 Lawang Wetan in Musi Banyuasin District. *ELTE Journal*, 76–86. https://doi.org/10.31851/elte.v0i0.1373

Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press.

Meliasari, R., Ngadiso, N., & Marmanto, S. (2018). The Picture Word Inductive Model: Its effectiveness to teach writing viewed from students' interest. *International Journal of Language Teaching and Education, 2*(3), 248–258.

Oktafiani, D., & Husnussalam, H. (2021). Improving students' writing skills in descriptive text using Picture Word Inductive Model (PWIM) strategy. *PROJECT (Professional Journal of English Education), 4*(3), 420–425.

Rachel, R., & Samban, M. (2022). Using the Picture Word Inductive Model (PWIM) to write descriptive text. *Ethical Lingua: Journal of Language Teaching and Literature, 9*(1), 218–224.

Saputra, B. J. (2021). The effect of Picture Word Inductive Model strategy on students' writing skill in descriptive text. *Inovasi Pendidikan, 8*(2). https://doi.org/10.31869/ip.v8i2.2992

Sepyanda, M. (2018). *The effect of Picture Word Inductive Model (PWIM) and students' self-efficacy toward their*

writing skill of descriptive texts at grade X of SMA Negeri 1 IX Koto Sungai Lasi (Undergraduate thesis). Universitas Negeri Padang.

Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sutra, R. (2020). *The use of Picture Word Inductive Model (PWIM) in teaching writing descriptive text at the second grade of Administrasi Perkantoran of SMKN 4 Pinrang* (Undergraduate thesis). Institut Agama Islam Negeri Parepare.