

**THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL  
(PWIM) IN WRITING SKILL AT SMPN 6 SITUBONDO**

**THESIS**



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
By:  
HIMAMI BULQIYAH ZAM ZAM  
SRN: T20196084

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER  
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Has been examined and approved in Partial of  
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## MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nūn. By the pen and what they write.”

(QS. Al-Qalam:1)<sup>1</sup>



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<sup>1</sup> NU Online Qur'an, *Al Quran Translation and Tafsir*, 2025.

## DEDICATION

This thesis is proudly dedicated to:

1. To my parents, my father Muhammad Fathul Asror, thank you for your support and advice to the author, and the late woman Emilia ZamZam. Thank you for having the opportunity to bring the author to the gate of the lecture. Although for the last 3 years you have stopped accompanying the author, it is your prayers that accompany the author's small steps to this point.
2. For my husband, Muhammad Nuruddin. He may not be able to continue his studies until the end. But the enthusiasm and motivation that are always said every day make the author confident to finish it.
3. For my two younger brothers, Muhammad Hasan Fathul Barri and Muhammad Arif Hizbullah. Thank you for entertaining and saying words of encouragement to the author.
4. For stepmother, thank you for always encouraging and praying for the best for the author.



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Researcher realized the process and completions this thesis would not finish without help and support from many people. Therefore, I as the researcher would like to express my deepest gratitude to:

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9. All the lectures in English Education Program who has given me precious knowledge and experience during the entire of the semester.

I hope Allah SWT give blessing to all for you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and the other researcher who need it.

Jember, 26<sup>th</sup> of May 2025

**Himami Bulqiyah Zam Zam**





## ABSTRACT

**Himami Bulqiyah Zam Zam,** 2025. *The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at SMPN 6 Situbondo*

**Keyword:** *Descriptive Text, Picture Word Inductive Model, Teaching Writing*

Writing has become an essential skill to be mastered and a skill that is interrelated with other language skill, which is listening, speaking, and reading. Picture word inductive model (PWIM) according to Joyce, Weil, and Calhoun stated that PWIM is a writing and reading strategy that uses inductive thinking to connect words with images. Teachers must be creative in choosing strategies to motivate students to write in English. Because with the right strategy, the teacher will be easier to transfer material to students, and students will more easily accept the learning being taught. The aims of this research are to know how to implement the Picture Word Inductive Model.

Research question in this research is how the implementation of picture word inductive model (PWIM) in writing skill at SMPN 6 Situbondo?. The object of this research is eight grade of SMPN 6 Situbondo especially A class consisted of 24 students. This research method is descriptive-qualitatif. The data collected by observation, interview, and document review. While, to validated the data researcher used source triangulation and technical triangulation.

The results of this research showed that the implementation of picture word inductive model (PWIM) are the goal of picture word inductive model (PWIM), the material of picture word inductive model (PWIM), the step of the implementation of picture word inductive model (PWIM), and the evaluation of the implementation of picture word inductive model (PWIM) in writing skill at eight grade of SMPN 6 Situbondo.

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## CHAPTER 1

### INTRODUCTION

#### A. Research Context

Picture word inductive model (PWIM) is a writing and reading strategy that uses inductive thinking to connect words with images. In this strategy, using visual media in the form of images, the teacher will guide students in doing it <sup>2</sup>. The main goal of this model is to help language learners become stronger in understanding and using the language <sup>3</sup>. In its application, PWIM utilizes picture media as the main tool. By using picture media, it is easy for students to be given pictures that are familiar to those who may even often see the object directly every day, then from there it makes the brain hooked into long-term memory, and this makes students have the ability to think inductively. In choosing strategies, teachers should prioritize methods that encourage active participation and creativity to motivate students to write in English. Since by the right strategy, the teacher will be easier to transfer material to students, and students will more easily accept the learning being taught.

In general, strategy is a tool, plan, or method used to complete a task. In the context of learning, strategy is related to approach to delivering material in the learning environment. Strategy Learning can also be interpreted as a pattern of selected learning activities and used by educators contextually,

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<sup>2</sup> Emily F Calhoun, *Teaching Beginning Reading and Writing with The Picture Word Inductive Model* (Alexandria, Va. : Association for Supervision and Curriculum Development, 1999), <https://archive.org/details/teachingbeginnin0000calh>.

<sup>3</sup> Calhoun.

based on student characteristics and conditions the school, the surrounding environment and the learning objectives that have been formulated <sup>4</sup>. In this strategy, using visual media in the form of pictures, the teacher will facilitate and guide students in collecting the words in the picture from a collection of words arranged into a sentence or paragraph. Using the Picture Word Inductive Model (PWIM) can be broaden students' knowledge of new words and meaning <sup>5</sup>. One way to increase results student learning, use of image media. Image media is everything manifested visually in form two dimensions as an outpouring of feelings or thoughts <sup>6</sup>. Media that is very helpful in the learning process of writing itself is visual media. Nurhayati stated that picture is one way for the students to dig up their creativity in using media and improve their comprehension <sup>7</sup>. From the statements above, something that is colorful and something that is pictured really attracts the attention of students, making students more focused and motivate them to learn english. However, although visual media can improve comprehension and engagement in learning, writing requires a set of skills that can involve organizing ideas and expressing thoughts coherently.

Writing activity is a different component of the other component. In listening and reading activities, students are understood by others while

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<sup>4</sup> Rohmatul Maulidiya, "The Effectiveness of Using Picture Word Inductive Model (PWIM) on Students' Writing Skills of the Ninth Grade of MTs Nurul Amin Jatiroto" (State Islamic University of Kiai Achmad Siddiq Jember, 2023), <https://digilib.uinkhas.ac.id/24983/1/>.

<sup>5</sup> Maulidiya.

<sup>6</sup> Oemar Hamalik, *Media Pendidikan* (Bandung: Penerbit Alumni: Penerbit Alumni, 1977).

<sup>7</sup> Dwi Astuti Wahyu Nurhayati, "Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung," *Dinamika Ilmu* 14, no. 2 (December 1, 2014): 176–89, <https://doi.org/10.21093/di.v14i2.14>.

talking students can communicate and exchange ideas with their interlocutors. Expressing words through writing needs real skills from the author to be effective. Besides, writing is one of the important activities, students must know the vocabulary and master the procedures for its use both in text and sentence form.

Describe in the Al-Qur'an, Q.S. Al-Alaq (4-5)

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: 4) Who has taught (the writing) by the pen (the first person to write was prophet idress (enoch), 5) Has taught man that which he knew not.

So, from the verses above, it can be concluded that human is encourage to write as a means of gaining knowledge. In tafsir Al Qurtubi, in these verse Allah remind us (human) about benefit of writing and suggestion of writing, because in the science of writing there is a great wisdom and benefit, which cannot be produced except through writing. Even sciences cannot be published except by writing <sup>8</sup>. In the context of surah above, explains the importance of reading and writing as pillars of science for humans. In the order, it is recommended to do reading activities repeatedly. To accomplish this goal, not only the command to read, but also command to write. Since knowledge that is written down after reading will endure forever. Writing can make people's knowledge not disappear because they forget or die. The work written can benefit the next generation so that they can continue and further

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<sup>8</sup> Tafsiralquran.id, "The Essence of Qalam and the Encouragement to Write in the Quran," Thematic Interpretation, 2021, <https://tafsiralquran.id/esensi-qalam-dan-anjuran-menulis-dalam-al-quran/>.



develop the knowledge pioneered by the first author<sup>9</sup>. In order to emphasize the importance of writing in learning, the Picture Word Inductive Model (PWIM) offers various strategies that can assist students in developing writing skills gradually and effectively.

In the Picture Word Inductive Model (PWIM), there are several strategies that can be applied to improve students' writing skills. First, labeling, where students observe pictures and label visible objects to build vocabulary. Second, word categorization, which groups words based on certain categories, such as nouns, verbs, or adjectives. Third, sentence formation, where students construct simple sentences using the words that have been labeled, which are then further developed through sentence expansion by adding information about time, place, or reason to make it more detailed. After that, students proceed to the paragraph construction stage, where they organize several sentences into a cohesive paragraph with teacher guidance. Next, in the drafting and revising stage, students write a first draft based on the pictures and words that have been developed, then receive feedback from the teacher or peers to make revisions. Finally, in the final writing and publishing stage, students reorganize their texts in a final written form and can present or publish the results to be more confident in writing. By implementing these strategies, PWIM not only helps students in developing their writing skills gradually, but also strengthens their understanding of the relationship between words, sentences, and texts in

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<sup>9</sup> Muhammad Nasib Rifa'i, *Kemudahan Dari Allah: Ringkasan Tafsir Ibnu Katsir*, Jilid 4 (Depok, Jawa Barat: Gema Insani, 1999).

English<sup>10</sup>. A study related to the implementation of PWIM in writing has also been conducted previously.

There are several research about PWIM, one of it is about The Effectiveness of Picture Inductive Word Model (PWIM) on Students' Ability in Writing Recount Text at SMPN 3 Tangerang Selatan conducted by Siti Apiah. The research used Quasi Experimental. The objective of her study was to know the empirical evidence concerning whether Picture Inductive Word (PWIM) strategy is effective on students' ability in writing recount text. The sample of this research was the eighth grade students of SMP Negeri 3 Tangerang Selatan. The sampling technique used convenience sampling. The method used in this study was a quantitative method dealing with quasi-experimental design. The instrument of this research was written test. To gain the reliability of the test instrument, the research used analytical scoring which was derived by Arthur Hughes to give score on the students' writing pre-test and posttest. The data were gathered from pre-test and post-test of experimental and controlled class by calculating the data using t-test formula. The result of the calculation showed that degree of freedom (df) is 58 whereas the value of t-test on the degree of significance 5% (0.05) is 1.67. The findings of the study showed that students taught by using PWIM strategy have higher achievement than those who were taught without PWIM<sup>11</sup>. Besides, this research use a qualitative method which aims to find out more

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<sup>10</sup> Calhoun, *Teaching Beginning Reading and Writing with The Picture Word Inductive Model*.

<sup>11</sup> Siti Apiah Yustiani, "The Effectiveness of Picture Word Inductive Model (PWIM) on Student's Ability in Writing Recount Text" (Syarif Hidayatullah State Islamic University, 2016), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/33441/1/>.

clearly and find out directly about the teaching and learning process by using the picture word inductive model (PWIM).

Based on a preliminary study when the researcher visit this school, the researcher conducted an interview with Mrs. A, as one of the English teachers. She explained that students often faced difficulties in understanding and applying English in their writing assignments. She also said that there was a lack of student interest in English lessons and that many students in class eight got KKM scores in writing skills <sup>12</sup>. Based on my observation, one of the reasons is that students have difficulty expressing their ideas in the form of expressions, sentences and paragraphs. Students have to pass through various languages, elements of vocabulary, and creativity to produce coherent writing<sup>13</sup>. Understanding how PWIM was implemented at eight grade of SMPN 6 Situbondo is crucial to evaluating its effectiveness in improving students' writing skills. Although the school has implemented this model before, there are concerns regarding the appropriateness of the chosen strategy. Observing and analyzing its implementation provide insight into whether PWIM is used optimally to address students' difficulties in writing. In addition, this study was conducted to identify potential improvements that could maximize the benefits of PWIM in supporting students' engagement and performance in English writing. Yet, after implementing the PWIM, the teacher said that students would be more interested in writing by using strategy. Therefore, the researcher analyzes how the implementation of

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<sup>12</sup> Mrs. A, 21 November 2024

<sup>13</sup> Preliminary Study, January 2024

PWIM in SMPN 6 Situbondo by the title "The implementation of picture word inductive model in writing skills at SMPN 6 Situbondo".

## **B. Research Question**

Based on the background above, the researcher formulated the following research question that would be answered in the result of this research, "How is the implementation of Picture Word Inductive Model (PWIM) in writing skill at SMPN 6 Situbondo?"

## **C. Research Objective**

Based on the research question, this research is conducted to know how about the implementation of Picture Word Inductive Model (PWIM) in writing skill at SMPN 6 Situbondo

## **D. Research Significance**

The benefit of this research contains what contributions will be make after completing the research. The benefit of the research are:

### **a. Theoretically**

The results of this research are expect to provide significant benefits for all parties, especially those who are competent with the

issues raised, and especially to contribute ideas or concepts, and theories related to the exploring of describing a pictures in teaching writing skills.

**b. Practically**

**a. For the Teacher**

This research hopefully gives advantages and good strategies to teach students in producing writing tasks, and it could give information about students' difficulties in writing.

**b. For the Students**

This research provides convenience for students in the writing process using picture, be beneficial to motivate him or them to write more. Besides, the student can improve their writing skills. Moreover, it also increases their confidence in describe picture through writing.

**c. For the Researcher**

This research could be using for reference in conducting further research. The finding of this research could be a comparison to carry out a same research.

**E. Definition of Key Terms**

**1. Picture Word Inductive Model**

The basic material for this model is the picture word chart. The picture word chart companies the picture and the words that are identified from the pictures by the students. The concept of using picture as a stimulus for language experience activities in the classroom was develop specific for the students to read and write. In learning to use the picture will happen the visual process can capture and process the information from the brain works. The visual brain is intuitive; easy to remember a face; responding to the study demonstrated, illustrate, and symbolic in nature <sup>14</sup>.

## 2. Writing Skill

Based on Hyland, writing is an activity of sharing ideas or meanings and the power of someone in constructing his or her opinions about a topic using written form <sup>15</sup>. On the other hand, Lado states, writing is putting down the graphic symbols that represent a language that ones understand <sup>16</sup>.

## F. Structure of Report

The result of this research will be divided into five chapters. Here will be explained what every chapter consists of:

<sup>14</sup> Pelita Bayhaqi Al Ansor, Dina Mawar Iswara, and Diska Damayanti, "Pengaruh Gaya Mengajar Bahasa Inggris Terhadap Siswa," *Karimah Tauhid* 3, no. 4 (April 4, 2024): 4209–17, <https://doi.org/10.30997/karimahtauhid.v3i3.12594>.

<sup>15</sup> Ken Hyland, *Second Language Writing* (Cambridge University Press, 2003), <https://doi.org/10.1017/CBO9780511667251>.

<sup>16</sup> Robert Lado, *Language Teaching, a Scientific Approach* (New York, McGraw-Hill, 1995), <https://archive.org/details/languageteaching00lado/page/n4/mode/1up>.

1. **Chapter I** it contains the introduction to the research. This chapter consists of the research background, research question, research objective, the significance of the research, and definition of key-term.
2. **Chapter II** contains a review of related literature. This chapter consists of previous research and theoretical framework.
3. **Chapter III** contains a research methodology. This chapter consists of a research design, research setting, research subject, data collection technique, data analysis, data validity and research procedure.
4. **Chapter IV** contains a research finding. This chapter consists of an overview of the research object research finding and discussion.
5. **Chapter V** contains the conclusion and suggestions. It consists of a conclusion and suggestions.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Researchers need some previous research to find a novelty for conducting research. Previous research is important to investigate that the research which will be done by the researcher has differences and similarities with previous research those are:

1. The research was conducted by Anisa Putri at second grade of junior high school Nuris Antirogo Summersari Jember. The research used Qualitative Research with Case Study method. The research objective of this research was to describe the how is use, assessment and what the problem in the teaching and learning of writing Descriptive Text <sup>17</sup>.
2. The research was conduct by Fieky Timlana Shohifatus Saadah in tenth MA Ma'arif Udanawu Blitar. The research used Quasi Experimental. The research objective of this research was to investigate the effectiveness of the Picture Word Inductive Model (PWIM) in teaching writing recount text. These findings indicate that the use of Picture Word Inductive Model (PWIM) effective in teaching writing skills in recount text because there are significant differences in results <sup>18</sup>.

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<sup>17</sup> Anisa Putri, "The Use Of Picture Word Inductive Model (PWIM) On The Student Writing Descriptive Text In 2nd Grade Of SMP Nuris Antirogo Summersari Jember." (State Islamic University of KH.Achmad Siddiq Jember, 2021), <https://digilib.uinkhas.ac.id/5501/1/>.

<sup>18</sup> Fieky Timlana Shohifatus Saadah, "The Effectiveness Of Using Picture Word Inductive Model (PWIM) In Teaching Writing Skill On Recount Text" (State Islamic University of Syekh Wasil Kediri, 2020), <https://etheses.iainkediri.ac.id/1284/1/>.



3. The journal was created by Beniario, Joni Saputra. in the 8th class of SMPN 2 Ganuang Omeh with a total of 54 students, the experimental class is 8A consisting of 27 students and the control class is 8B with a total of 27 students. used a quasi-experimental research method and the instrument used in this research was a gap test, the posttest score for the experimental class was 77.59 while the posttest score for the control class was 65.74. As the conclusion, the students who received in class instruction of Picture-Word Inductive Model Strategy better than students who did not receive instruction of Picture-Word Inductive Model Strategy in writing descriptive text <sup>19</sup>.
4. This journal was created by Desy Oktafiani, Hendra Husnussalam. in the 7th class of SMPN Cimahi in the 2019/2020 academic year, totaling 32 students. The research used a car with two cycles, the results of the research were seen from an increase in scores from 75 in the first cycle and to 85 in the second cycle. The conclusion of this research is that students are interested in learning to write descriptive text using the PWIM strategy <sup>20</sup>.
5. This journal was created by Fitri Novia. in the 8th grade at SMPN 1 Sirah Pulau Padang. using a quasi-experimental method, a sample of 68 students was taken and divided into two groups using the purposive

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<sup>19</sup> Beniario and Joni Saputra, "The Effect Of Picture-Word Inductive Model Strategy On Students' Writing Skill In Descriptive Text," *Inovasi Pendidikan* 8, no. 2 (2021): 10–21, <https://www.jurnal.umsb.ac.id/index.php/inovasipendidikan/article/download/2992/2269>.

<sup>20</sup> Desy Oktafiani and Hendra Husnussalam, "Improving Students' Writing Skills In Descriptive Text Using Picture Word Inductive Model (PWIM) Strategy," *PROJECT (Professional Journal of English Education)* 4, no. 3 (May 11, 2021): 420–25, <https://doi.org/10.22460/project.v4i3.p420-425>.

sampling method. 8th grade 1 experimental group and 8th grade 3 control groups, each with 34 students. The conclusion of this research is that PWIM can help students develop writing skills<sup>21</sup>.

**Table 2.1**  
**Similarity and Difference Between**  
**This Research and Previous Research**

No.	Research Title	Similarities	Differences
1.	Thesis by Anisa Putri “The use of picture word inductive model (PWIM) on the student writing descriptive text in 2 <sup>nd</sup> grade of SMP Nuris Antirogo Summersari Jember”	<ul style="list-style-type: none"> <li>Both researchers used Picture Word Inductive Model (PWIM)</li> <li>Both the researcher analysis 2<sup>nd</sup> Junior high school</li> </ul>	Previous research used Qualitative research with case study method while this research used Qualitative Descriptive
2.	Thesis by Fieky Timlana Shohifatus Saadah “The effectiveness of using picture word inductive model (PWIM) in teaching writing skill on recount text”	<ul style="list-style-type: none"> <li>Both the researcher used Picture Word Inductive Model (PWIM)</li> <li>Both the researcher used writing skill</li> </ul>	Previous research used quasi experimental, while this research used Qualitative Descriptive
3.	Journal by Beniario, Joni Saputra “The Effect of Picture-Word Inductive Model Strategy on Students’ Writing Skill in Descriptive Text”	<ul style="list-style-type: none"> <li>Both the researcher used Picture Word Inductive Model (PWIM)</li> <li>Both the researcher used writing skill</li> </ul>	Previous research used Quasi experimental, while this research used Qualitative Descriptive
4.	Journal by Desy Oktafiani, Hendra Husnussalam “Improving Students’ Writing Skills in	<ul style="list-style-type: none"> <li>Both the researcher used Picture Word Inductive Model (PWIM)</li> <li>Both the researcher</li> </ul>	Previous research used classroom action research (CAR) while

<sup>21</sup> Fitri Novia, “Promoting Picture Word Inductive Model (PWIM) to Develop Students’ Writing Skill,” *Premise Journal* 4, no. 1 (April 30, 2015): 1–5, <https://doi.org/10.24127/pj.v4i1.283>.

	Descriptive Text Using Picture Word Inductive Model (PWIM) Strategy”	used writing skill	this research used Qualitative Descriptive
5.	Journal by Fitri Novia “Promoting Picture Word Inductive Model (PWIM) to Develop Students’ Writing Skill”	<ul style="list-style-type: none"> <li>Both the researcher used Picture Word Inductive Model (PWIM)</li> </ul>	Previous research used Quasi Experimental, while this research used Qualitative Descriptive

Based on the explanation above, it appears that researchers have their own ways of analyzing their research subjects. Therefore, researches use PWIM to describe the Picture Word Inductive Model through writing. This research used Qualitative Descriptive.

## B. Theoretical Framework

### 1. Writing

#### a. Definition of Writing

Writing skill is one of language skills, as one that must be learned when learning English makes writing important to be taught by teachers to students, writing is an activity that is very important when students are learning English, because writing is the main alternative when students not very skilled in speaking, students can interact using writing. However, writing is very much in need of good skills, to produce good writing and easy to understand by the reader, as stated by Brown that “writing products are often the result

of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally”.

Furthermore, writing is a skill. Believing that writing is a “natural gift” rather than a learned skill will make people not learn how to write effectively. As Langan stated that idea that writing is a skill must be built as realistic attitude <sup>22</sup>. It is a skill like swimming, driving, and like any skill it can be learned. Since writing is a skill, it makes sense that the more someone practice writing, the better he or she will write.

#### b. Component of Writing

To write a good paragraph, students must focus on all the writing components such as: the topic sentence, supporting sentence, coherence, cohesion, unity and completeness. According to Boardman, there are six writing components which will be explained as follow: <sup>23</sup>

##### 1. Topic Sentence

A topic sentence is a sentence that indicates the idea of paragraph and also the most important sentence in a paragraph.

There are two parts in a good topic sentence such as the topic and the controlling idea.

##### 2. Supporting Sentence

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<sup>22</sup> John Langan, *English Skills*, Eight Edit (Boston : McGraw-Hill, 2006), <https://archive.org/details/englishskills00john>.

<sup>23</sup> Cynthia A Boardman and Jia Frydenberg, *Writing to Communicate: Paragraphs and Essays* (New York : Longman, 2002), <https://archive.org/details/writingtocommuni0000boar/page/n10/mode/1up>.

Supporting sentences are sentences that contain additional ideas that support the main idea in a paragraph by using facts or statistics, examples, and personal experiences.

### 3. Coherence

Coherence is paragraph that consist of sentences that are arranged because they are related to each other according to the principle and the principle may change based on the type of paragraph written. Sorting has three types, those are: logical sorting, chronological sorting, and spatial sorting.

### 4. Cohesion

Cohesion is paragraph where all the supporting sentences are “united” in supporting the topic sentence. There are five important cohesive devices including definite articles, conjunction, pronoun, personal pronoun, synonym.

### 5. Unity

Unity is supporting sentences that relate to the topic sentence. So, when a paragraph has supporting sentences and it is related to the topic sentence, it is called unity.

### 6. Completeness

Completeness means that the paragraph must offer complete information. A paragraph is complete if it has a clear supporting sentence to explain the main sentence so that the produce of writing can be read and understood by the reader.

### c. Aspect of Writing

According to Hughes, there are five aspects that should be evaluated in writing such as content, organization, vocabulary, grammar, and mechanic which will be explained as follow:<sup>24</sup>

#### 1. Content

Content refers to the ability to use knowledge, comprehensible topic and information, development of thesis, and the interrelation of many details of the relevance of the material and the topic.

#### 2. Organization

Organization refers to the ability to organize ideas logically and cohesively so that the entire paragraph will be unified. In the writing, there must be consist of an introduction, body, and conclusion.

#### 3. Vocabulary

One of the important aspects of language is vocabulary because it refers to the selection of words that are suitable with the content. In addition, vocabulary is also a concern for applied linguistic as well. Thornbury said that without vocabulary nothing can delivered, this shows how the important of vocabulary learning.

#### 4. Grammar

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<sup>24</sup> Arthur Hughes, *Testing for Language Teachers* (Cambridge University Press, 2002), <https://doi.org/10.1017/CBO9780511732980>.

Grammar is a part of a language's form or structure that deals with sentence-level analysis. Thus, grammar is an explanation of the rules that govern the way sentences are formed <sup>25</sup>.

## 5. Mechanic

Mechanic refers to spelling and punctuation (i.e. comma (,); point (.); interjection (!) etc.). punctuation helps organize what you write. It adjusts and organizes our words and ideas so that the meaning we want to convey is clear. Those are the core of writing skill and need to be focused when learning to write in English.

From the explanation above about the aspect of writing, this research used those 5 aspects to be asses in writing skill.

## d. Process of Writing

According to journal conducted by Kamehameha School, there are five stages in the writing process. These include pre-writing (planning and outlining), drafting and writing, sharing and responding, editing and revising, and publishing <sup>26</sup>.

## 1. Step 1

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<sup>25</sup> Hughes.

<sup>26</sup> Kamehameha Schools, *The Writing Process: An Overview of Research on Teaching Writing as a Process* (The Research & Evaluation Department of Kamehameha Schools 567 South King Street Hawaii, 2007).

Pre-writing is an activity before writing a paragraph. The first activity is choosing the topic we will write about, then planning and outlining what we are going to write.

## 2. Step 2

Drafting and writing is the second step of writing. In this step the writer is asked to make the first version of writing, it can be start from write a rough draft of the ideas.

## 3. Step 3

The third step is sharing and responding. After the writer make the first draft of writing, then share the draft to other readers or the reviewer and the reviewer will give a feedback or comment about it.

## 4. Step 4

The fourth step is editing and revising. The writer should edit and make a revision based on the feedback or comment given by the reviewer.

## 5. Step 5

The last step is publishing. The final draft that has been completed can be share by printing it or publishing it.

## 2. The Concept of Strategy



a. The Meaning of Strategy

The authors of "Exploring Corporate Strategy", Gerry Johnson and Kevan Scholes states that strategy is scope and guide of organization for the long time. Strategy establishes what resource they should present <sup>27</sup>.

Michael Porter, a strategy expert and professor at Harvard Business School says that strategy should be able to combine among skills, competencies, resources until it becomes competitive advantage.

If the researcher specifies, the teaching strategy is the set of methods that also cover sequence of technique. Strategy can be said that it is effective if the educators create planning, outlining the purpose of learning and criteria of success in teaching. Because not all educators have the same overview about criteria in teaching, so the educators may use different strategy to run the teaching process.

b. The Kind of Teaching Strategy

Teaching requires the teacher to always develop from many years before until now on. The development can be from tool or device (Adapting the era), method, procedure, ad etc. Below, the researcher writes several common strategies that uses by most of educators in Indonesia. From an article, the researcher finds 11 from 15 common strategies to be applied in the classroom.

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<sup>27</sup> Spacey John, "6 Types of Implementation," Project Manajement Process (Simplicable, 2017), [https://simplicable.com/new/implementation#google\\_vignette](https://simplicable.com/new/implementation#google_vignette).

Those are:<sup>28</sup>

### 1. Cooperative Learning

Team work is the sign of this strategy. The benefit of dividing a team is for making the student has high motivation about sharing the idea. The important of sharing into another is emphasized in this strategy. An example model of this strategy is Jigsaw Learning, Think-Pair-Share, STAD (Student Teams Achievement Division), Group Investigation, and Numbered Heads Together.

### 2. Game Based Learning

Except experience, game really closes to the student. The game can inspire the student that learning is not only listening to the teacher's explanation. Student just wait and passive in the classroom. But, when using game, even for all levels are still suitable. The teacher can adapt the age of student and the chose of the game type. An example model of this strategy is Kahoot! or Quizizz, Gamification, Role-Playing Games (RPGs), Escape Room Learning, Board Games and Card Games.

### 3. Inquiry-Based Instruction

This relies the question and thought for the student. By presenting the deep question, the student will think critically

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<sup>28</sup> Indeed, "15 of the Most Effective Teaching Strategies," Career Development, 2025, <https://www.indeed.com/career-advice/career-development/strategies-for-teachers>.

about the issues discussed by the teacher. As the example “Why the sweat is smell?”.

By asking that, the student tries to think and analyse the factor and reason why when we are sweat, we have a bad smell. An example model of this strategy is Problem Base Learning (PBL), Discovery Learning, Socratic Seminar, and Project-Based Inquiry.

#### 4. Blended Learning

Technology is combined with the traditional method. The teacher provides 2 different devices. As the example is Audio Media (sound) and automatic orally speaking from the teacher and student.

This kind of learning make the student have 2 views from the types of strategy used by the teacher. An example model of this strategy is Flipped Classroom, Rotation Model, Flex Model, and Online Driver Model.

#### 5. Culturally Responsice Teaching

This strategy is using a diversity from several cultures. This style is slightly different to others. When the teacher in the classroom, she will give a topic relates to the certain culture and make sure that your class becomes a place where the culture is drawn. An example model of this strategy is Project Based

Learning (PBL) with Cultural Approach, Multicultural Literature Approach, and Funds of Knowledge Approach.

#### 6. Modeling

It is similar with giving the example. Teacher should show them how to do something and student must follow how to simulate it. It will be very helpful for the student that signs themselves as a visual learner. Student will be easy to do if they have a model to be imitated. An example model of this strategy is Think-Aloud Strategy, Explicit Instruction, and Demonstration Method.

#### 7. Student-Led Teaching

This also can be said as student's center. When the teacher hands in the material to the student. Student can create a teacher team work to simplify them in handling the class. An example model of this strategy is Peer Teaching, Reciprocal Teaching, and Student-Led Discussions.

#### 8. Response to Intervention

Every student does not same at all. From all hundred students, we may have 2 or 3 students that need an extra support. If the teacher faces this problem, the teacher should create her own plan specially for that student. The teacher must understand much more and come closer into their parents. The function is for controlling and collaborating how their progress,

can the teacher use strategy A through special approach, and etc. An example model of this strategy is Tiered Instruction, One-on-One Tutoring, and Differentiated Instruction.

#### 9. Growth Mindset

When student tries to deepen or use new concept of learning, the teacher should plan to their mindset that they always have a value and they should feel they can do. Chanting the student is a part of motivation from the teacher. An example model of this strategy is Reflective Journaling, Goal-Setting Conferences, and Mastery-Based Learning.

#### 10. Behavior Management

Every student has a potential. It will be always developed if there is a support from environment. One of them is by giving reward. It is not must thing, you can give it by positive word, star score, or something that is memorable to the student. An example model of this strategy is Positive Reinforcement, Restorative Practices, and Token Economy System.

#### 11. Guided Learning

It is a learning method in which the teacher provides guidance and support to students as they explore and understand new concepts. In this approach, students are not left to learn on their own, but neither are they completely dependent on direct instruction from the teacher. Instead, the teacher acts as a

facilitator who provides gradual direction, hints and feedback until students can learn independently. An example model of this strategy is Scaffolding Learning, Guided Discovery Learning, Think-Aloud Strategy, Reciprocal Teaching, Direct Instruction, Interactive Writing, and PWIM

Based on the 11 strategies described above, the PWIM (Picture Word Inductive Model) Method fits best in guided learning because involves the teacher's active role in guiding students gradually in the writing process. In this method, the teacher helps students observe pictures, identify words, and classify and discuss their meanings. Furthermore, the teacher guides students in constructing sentences based on the words found until they are able to write paragraphs and more complex texts. With this approach, PWIM is very much in line with the Scaffolding Learning and Interactive Writing models, where teachers provide gradually decreasing support until students can write independently.

### **3. Picture Word Inductive Model (PWIM) Strategy**

Based on explanation, The PWIM (Picture Word Inductive Model) method aligns with Guided Learning strategies, because in Guided Learning, the teacher provides step-by-step support in the writing process, gradually reducing assistance as students become more independent, aligning with Scaffolding Learning and Interactive Writing models.

a. Definition of Picture Word Inductive Model (PWIM) Strategy

According to Gerlach and Ely, learning strategies are the methods chosen to convey learning methods in the environment specific learning. Learning strategies include the nature of the scope and sequence of activities learning that can provide learning experiences to students <sup>29</sup>. Joyce, Weil, and Calhoun state that PWIM is the strategy in writing and reading by using think inductively to correlate words with pictures <sup>30</sup>. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structures <sup>31</sup>. This model can stimulate students to think specifically about a picture, which is then developed into a sentence <sup>32</sup>. The picture word inductive model is a learning strategy that can improve vocabulary. Vocabulary is one of the components of writing <sup>33</sup>. The Picture Word Inductive Model is a strategy that makes students thinks inductively using pictures <sup>34</sup>. Students gain new knowledge from their thinking and reasoning to be independent

<sup>29</sup> Hamzah B Uno, *Perencanaan Pembelajaran*, Cetakan 1 (PT. Bumi Aksara Jakarta, 2006).

<sup>30</sup> Xiaobin Li, "The Picture Word Inductive Model and English Vocabulary Acquisition-A Study in a Swedish Primary School," *Kristianstad University Sweden* (Kristianstad University Sweden, 2011), <https://researchportal.hkr.se/ws/portalfiles/portal/35070374/FULLTEXT01.pdf>.

<sup>31</sup> Xuan Jiang and Kyle Perkins, "A Conceptual Paper on the Application of the Picture Word Induction Model Using Bruner's Constructive View of Learning and the Cognitive Load Theory," *Interdisciplinary Journal of Teaching and Learning* 3, no. 1 (2013): 8–17, <https://www.researchgate.net/publication/260336285>.

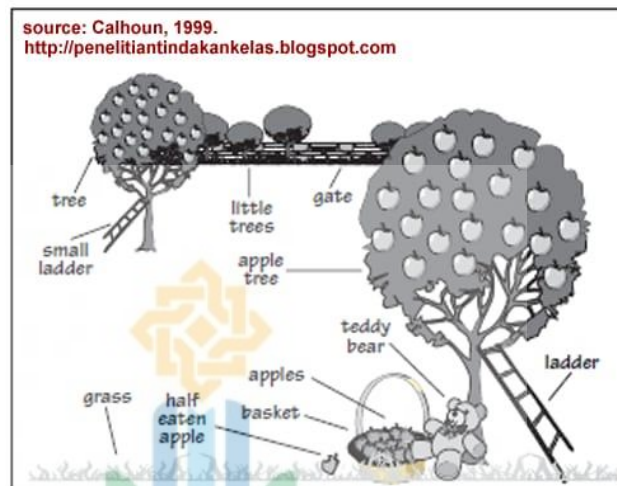
<sup>32</sup> Calhoun, *Teaching Beginning Reading and Writing with The Picture Word Inductive Model*.

<sup>33</sup> Bruce Joyce, Marsha Weil, and Emily F Calhoun, *Models of Teaching* (Boston : Allyn and Bacon, 2004), <https://archive.org/details/modelsofteaching0007edjoyc/page/n2/mode/1up>.

<sup>34</sup> Rahayu Meliasari, Ngadiso Ngadiso, and Sri Marmanto, "The Picture Word Inductive Model: Its Effectiveness to Teach Writing Viewed from Students' Interest," *International Journal of Language Teaching and Education* 2, no. 3 (December 1, 2018): 248–58, <https://doi.org/10.22437/ijolte.v2i3.5697>.

without depending on the teacher. This does not make students forget quickly because the knowledge gained comes from their results<sup>35</sup>.

Exampel of Picture Word Inductive Model (PWIM):



b. Advantage and Disadvanteges of Picture Word Inductive Model (PWIM) Strategy

There are some advantage and disadvantages to using the picture word inductive model (PWIM):

1. Advantages of Picture Word Inductive Model (PWIM)

- a. Students hear the words spoken correctly by the teacher.

Picture word charts are a direct reference for students; they can add to their vocabulary by sight.

- b. Students hear and see the letters identified and written.

Students also label pictures on a whiteboard or word bank.

- c. Students hear the words spelt correctly many times and follow the teacher's directions to spell the words together.

<sup>35</sup> Xuan Jiang, "Exploring Young English Learners' Perceptions of the Picture Word Inductive Model in China," *TESOL: International Journal* 13, no. 1 (2018): 1–6, <https://www.researchgate.net/publication/326989973>.



- d. In writing sentences, the language used is Standard English (the teacher will change the student's sentence if necessary), using the correct punctuation and mechanisms <sup>36</sup>.
2. Disadvantages of Picture Word Inductive Model (PWIM)
    - a. The pictures are less attractive, so students find it difficult to imagine and find ideas <sup>37</sup>.
    - b. Teachers must interestingly design their own teaching materials.
    - c. Applying the picture word inductive model requires a lot of time.
    - d. Not all materials for learning English can use the picture word inductive model. One is that parts of songs, rhymes, and short paragraphs are difficult to teach using PWIM.
  - c. The Procedure of Teaching Using the Picture Word Inductive Model (PWIM) Strategy
    1. Choose a picture according to the topic.
    2. Ask students to identify what they see in the picture.
    3. Label the identified pictures (put a line on an identified object or image area, state the word, write it, and ask students to spell it out loud)
    4. Read and review the created word chart aloud.

<sup>36</sup> Calhoun, *Teaching Beginning Reading and Writing with The Picture Word Inductive Model*.

<sup>37</sup> Mariska Sepyanda, "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," *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 7, no. 2 (July 3, 2018): 113–20, <https://doi.org/10.24036/ld.v7i2.10350>.

5. Instruct students to read the words on the chart and sort them into groups. Identify groups, such as by the first letter of a word or rhyme.
6. Please read and review the word chart on the picture (say the word, spell it, and say it again).
7. Add words, if necessary, to a picture word chart or a word bank.
8. Ask students to create a title for the word picture chart. Students think about the information and what they want to say about the pictures.
9. Ask students to make several sentences or paragraphs based on the words written on the word picture chart. Students must identify sentence models according to placement so that become good paragraphs.
10. Read and review sentences or paragraphs <sup>38</sup>.

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<sup>38</sup> Mutiarani Pionera et al., "Instructional Methods and Self-Regulated Learning in Writing," *International Journal of Instruction* 13, no. 3 (July 1, 2020): 43–60, <https://doi.org/10.29333/iji.2020.1334a>.

### CHAPTER III

## RESEARCH METHODOLOGY

#### A. Research Design

This research used qualitative research methods because the researcher want to study or describe in depth the phenomenon to be studied. Donal Ary stated that “Qualitative research is a research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data <sup>39</sup>.

This design use to obtain the information about existing/factual conditions without giving any special treatment to the subject of the research <sup>40</sup>. The researcher is not getting involved in the teaching-learning process but must keep the existence not influencing the natural attitude or behavior of the subject. The researcher observed all the activities in the classroom and monitored the observation as evidence and describe about *The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at SMPN 6 Situbondo*.

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<sup>39</sup> Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education* (New York, Holt, Rinehart and Winston, 1972), <https://archive.org/details/introductiontore0000aryd/page/n5/mode/1up>.

<sup>40</sup> Aief Furchan, *Pengantar Penelitian Dalam Pendidikan*, 4th Ed (Pustaka Pelajar: Yogyakarta, 2011), <https://www.arifsae.com/2017/01>.

## **B. Research Setting**

This research was conducted at SMPN 6 Situbondo 8<sup>th</sup> grade, a school that provides various innovative learning media to improve the teaching and learning process, especially in teaching English as a foreign language. The location of this research is SMPN 6 Situbondo, which is located in Situbondo Regency, East Java, Indonesia. The first reason why researcher conducted research at this school is because the teachers at this school always try to apply innovative and fun learning media in the classroom, so that it can help and make it easier for students to understand the material, of course. Secondly, SMPN 6 Situbondo has implemented the PWIM method in English language teaching, which has been proven through the results of the preliminary study. And finally the researcher obtained permission from the school. Teachers' familiarity with PWIM provides a valuable opportunity to analyze its implementation in a real classroom setting, assess its effectiveness, and explore how it affects students' writing ability. By choosing this school, this study was able to gain practical insights into the challenges and benefits of using PWIM in writing instruction, contributing to a deeper understanding of its application in foreign language learning.

## **C. Research Subject**

The researcher used purposive sampling to determine the subject of the research. The purposive sampling is a technique to determine the sample with

specific consideration <sup>41</sup>. For example, the researcher will focus on learning media, that is PWIM, so that the sample or research subject is the teacher or some students who carry out the learning process.

Participants of this research is eight grade of SMPN 6 Situbondo. 8<sup>th</sup> grade it consisted of 24 students and The Teacher. The class was chosen based on the policy and decision of the school office after having a brief meeting with the English teacher and the deputy head of curriculum about the research that would be conducted.

#### **D. Technique of Collecting Data**

This section includes a description of the data collection techniques used such as participant observation, in-depth interviews, and documentation. The data collection technique are as follows; <sup>42</sup>.

##### **1. Observation**

Observation is a process of collecting openly, obtaining directly information by observing people and places in the research field. Researchers prefer non-participant observation observer to conduct research, because the researcher focuses on observe and record notes during observation activities without involved in research object activities. Hence, the result Observation activities extend to the

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<sup>41</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Alfabeta: Bandung, 2013).

<sup>42</sup> John W Creswell and Timothy C Guetterman, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 6th Edition*, 6th ed. (Pearson, 2018), <https://www.researchgate.net/publication/324451568>.

researcher's achievements hope. The research was conducted from November 1 to November 21, 2024.

## 2. Interview

The interview is a process to get an explanation by asking questions face to-face between researcher and respondent uses an interview guide <sup>43</sup>. The interviews is conduct after the observation is done. It is conducted to know the perceptions of the teacher about the implementation of picture word inductive model (PWIM) in writing skill in the class. In addition, it is also conduct to determine the teacher's difficulty in applying picture word inductive model (PWIM) in writing and how to cope with those problems. All the more, through the interviews, the researcher expected to get additional information that might not be obtain during a classroom observation. The researcher would use an interview to get accurate information about picture word inductive model (PWIM) in writing skill by interviewing the 4 students, the english teacher. In addition, in the interview section, the researcher use the Indonesian language to get clearer information related to the research topic and to avoid misconceptions and misunderstandings. Questions to supplement the interview data can be found in Appendix 4.

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<sup>43</sup> Mohammad Nazir, *Metode Penelitian* (Ghalia Indonesia, 1999).

### 3. Document Review

Documents record of event that have passed in the form of writings, pictures, or monumental works of a person <sup>44</sup>. Research results from observation and interview more credible if supported by supporting documents. The document sheet studied as a research instrument contain a description of the learning activities document. The documents used in this study are, daily task books, teacher teaching materials etc. Thus the researcher borrow some of these documents from students and teacher and then document them by taking photos.

#### E. Technique of Analyzing Data

After the data collect through observation and interview, then the data is analyzed. The purpose of data analysis is to summarize and simplify the data to interpret and draw a conclusion. The data was analyzed based on the interactive model of analysis <sup>45</sup>. There are three different types of this model: data condensation, data display, and conclusion drawing/verification.

##### 1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming data into the author's text (observation notes, interview transcripts, and documents). The researcher look for data by recording important points from the summary results

<sup>44</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*.

<sup>45</sup> Zubin Austin and Jane Sutton, "Qualitative Research: Getting Started," *The Canadian Journal of Hospital Pharmacy* 67, no. 6 (December 22, 2014): 436–40, <https://doi.org/10.4212/cjhp.v67i6.1406>.

obtained during the study. This is done with the aim of obtaining results or data that are accurate and relevant to the field being studied. then the researcher makes a summary regarding the goals, materials, steps and evaluation of teaching speaking skills through simulation tool strategy in the form of the important points above.

## **2. Data Display**

In this process, the researcher manage data and information obtained by researchers sequentially to make a conclusion. This description contains the implementation of learning speaking skills through a simulation tool strategy includes teaching objectives, teaching materials, teaching steps and teaching evaluation. In this part the researcher presents the data using the descriptive method on field notes from the results of interviews and observations. Then the researcher cross-checked, re-examined whether the data was in accordance with what the researcher wants or the researcher take further action on these results the data that has been presented is related to objectives, materials, steps, and evaluation of teaching speaking skills through the simulation tool strategy method in eight grade of SMPN 6 Situbondo in 2024/2025 academic year.

## **3. Verifying Conclusion**

At this stage the researcher draws conclusions. But it needs to be underlined because this conclusion is still temporary. However, if later after the research is carried out again, you get different data, it can be



corrected again and verified. Then, after the data was carefully collected and corrected, according the focus of this research and has been verified later in the final stage the researcher concludes about the objectives, materials, steps, and evaluation teaching speaking skills through the simulation tool strategy method in eight grade of SMPN 6 Situbondo in 2024/2025 academic year.

## F. Validity of Data

Data validity is a concept that indicates the validity of the data in the research <sup>46</sup>. To measure the validity of the data, the researcher used Triangulation. Triangulation can be defined as a kind of data collection technique which is combines the various technique and data sources that had been exist <sup>47</sup>.

In this research, the researcher used source triangulation and technique triangulation. Both of them were explained as follows:

### 1. Source Triangulation

According to Sugiyono, “Source triangulation is used to test the credibility of the data that done by checking the data that has been obtained through several different sources” <sup>48</sup>. In this research, the researcher conducted interviews with teachers who used PWIM as learning media, then checked again with different sources, those were the

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<sup>46</sup> Muhammad Rijal Fadli, “Memahami Desain Metode Penelitian Kualitatif,” *Humanika: Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>. 33-54.

<sup>47</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*.

<sup>48</sup> Sugiyono.

students of eight Grade of SMPN 6 Situbondo. Then the data were described, categorized, which views were the same, which were different, and which were more specific from the two sources. After the researcher analyzed the data, the researcher asked for approval from both sources to determine the final conclusion. There are 4 categories in implementing PWIM, including goal, material, step, and evaluation.

## **2. Technical Triangulation**

Technique triangulation used to test the credibility of the data that done by checking the data that has been obtained through the same sources but with the different technique. After the researcher got the data from observation, the researcher rechecked through interview and documentation. After the researcher got the data about The Implementation of PWIM at SMPN 6 Situbondo from the interview, the researcher rechecked by using observation and documentation. If from the three techniques the data result had a similarity or there was no similarity so the researcher had to find out the causes and explanations for the differences.

## **G. Research Procedure**

In this section, the research implementation plan is carried out by researchers, starting from preliminary research, design development, actual research, and report writing. The research stages consist of pre-field research, fieldwork stages, and data analysis phase:

### 1. Pre-Field Stage

There were several stages of activities that the researcher must do. There is research ethics that should be understood. It will be mentioned as follows:

- a. Arrange a research design
- b. Select research location
- c. Manage of licensing
- d. Explore and assess the research location
- e. Select and use informants
- f. Prepare the research instrument

### 2. Field-Work Stage

- a. Apprehend the background and objective of the research
- b. Enter the research location
- c. Look for the data source
- d. Participate while collecting the data
- e. Complete the data

### 3. Data Analysis Phase

The data analysis phase is the last stage of the research process discussed in the previous chapter. The activities are as follows:

- a. Analyzing the data
- b. Manage of licensing complete research
- c. Arrange or serve the data form in report
- d. Conclusion withdrawal Revise the refined report analysis stages

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Overview of The Research Object<sup>49</sup>

##### 1. The Profile of SMPN 6 Situbondo

- a. School Name : SMPN 6 Situbondo
- b. School Statistic Number (NSM) : 201052301057
- c. School Accreditation : A
- d. Address :
  - Street : Duwet
  - Village : Talkandang
  - Sub-District : Situbondo
  - District : Situbondo
  - Province : Jawa Timur
- e. Headmaster Name : Minastutik, S.Pd
- f. Land Area : 8.000 m<sup>2</sup>
- g. NPSN : 20522680
- h. Telephone Number : 08113217744

##### 2. Vission, Mission, Goals, and Motto/Slogan of SMPN 6 Situbondo

###### a. Vision of SMPN 6 Situbondo

The realization of human beings who have noble character, are intelligent, love the environment based on IMTAK and science and technology.

###### b. Mission of SMPN 6 Situbondo

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<sup>49</sup> Documet Review, at SMPN 6 Situbondo, 4 Desember 2024

1. Implement 5S (Smile, Greet, Greet, Polite and Polite) in daily interactions.
  2. Cultivate a life of discipline, noble character, social spirit and hard work.
  3. Carry out student learning and guidance in an innovative, effective and creative manner.
  4. Improving the quality of teaching and education staff in order to improve profession, achievement and productivity.
  5. Develop awareness of love for the environment.
  6. Empowering the school environment as a learning medium in realizing an adiwiyata school.
  7. Carrying out religious activities to increase faith and piety.
  8. Carrying out learning that is supported by infrastructure in accordance with developments in science and technology.
- c. Goals
1. Forming students who have morals, noble character and character.
  2. Improve academic and non-academic achievements.
  3. Implementation of an effective, creative and enjoyable teaching and learning process.
  4. Have a clean, healthy and beautiful school environment.
  5. Equip students to have insight into loving the environment.

6. Forming students who believe and are devoted to God Almighty, and have broad insight into science and technology.

d. Motto/Slogan

SPENAMSI “BERIBADAH”

BERsih, Indah, Berprestasi, Disiplin, berAkHlak

3. Research Instrument

- a. What do you think about the purpose of the implementation of picture word inductive model (PWIM) in writing skill at eight grade of SMPN 6 Situbondo?
- b. What tools are needed to support the course of learning using pwim strategy at SMPN 6 Situbondo?
- c. What are steps that used in teaching writing skill trough pwim strategy at eight grade of SMPN 6 Situbondo?
- d. Why did you choose to use pwim strategy to deliver the material to students eight of SMPN 6 Situbondo?
- e. How do you assess students' understanding of the material presented in teaching writing skill through pwim strategy at eight grade of SMPN 6 Situbondo?
- f. What assessment techniques do you use in applying the pwim strategy to students eight grade of SMPN 6 Situbondo?

4. Demographic Participants Student

The following table showed the demographic information of the student participants who were involved in the research titled “*The*

*Implementation of PWIM in Writing Skill at SMPN 6 Situbondo.*” Each participant was represented by initials to ensure confidentiality.

**Table 4.1 Demographic Participants Student**

No	Name
1.	AQ
2.	AA
3.	AR
4.	AKT
5.	ADS
6.	ABS
7.	CKK
8.	DPNH
9.	DK
10.	FAW
11.	HA
12.	IL
13.	LFS
14.	MAQ
15.	RPSP
16.	RNA
17.	R
18.	SSR
19.	SB
20.	SB
21.	SHA
22.	SR
23.	MR
24.	ZR

## **B. Research Finding**

This research was conducted to investigate how the teacher implemented the PWIM strategy in teaching writing skills. Researchers collected data using interviews, observations, and document reviews. Based on the results of interviews, observations and document reviews, the data obtained regarding the implementation of the PWIM strategy in teaching writing skills at SMPN 6 Situbondo is as follows:

1. The Goal of Picture Word Inductive Model (PWIM) in Writing Skill at Eight Grade of SMPN 6 Situbondo

The goal of teaching writing skills through the PWIM (Picture Word Inductive Model) strategy at SMPN 6 Situbondo was to enhance students' understanding and proficiency in writing English. According to Mrs. A, an English teacher at SMPN 6 Situbondo, the primary objective of implementing PWIM was to create a supportive learning environment where students can gradually build their confidence and skills in writing English. During an interview, Mrs. A shared her perspective on the goals of teaching writing through PWIM, stating:

“In teaching writing skills through the PWIM strategy, the aim was to make it easier for students to understand the material and how to write in English well. Most of them are hesitant to write English words or sentences. Through this strategy, little by little, students can better understand the lessons I provide. It certainly made students much more active in class. Usually, I apply this method when I give material about descriptive texts to students”<sup>50</sup>



Figure 4.1 The Researcher Interviewed the English Teacher About PWIM

The teacher emphasized that one of the significant outcomes of using PWIM was that students became more confident and less afraid of making mistakes while writing. By associating words with images,

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<sup>50</sup> Mrs. A, 21 November 2024



students could enrich their vocabulary and connect new words to their meanings contextually, which ultimately strengthens their writing skills.

This sentiment was also echoed by ABS, a class VIII B student at SMPN 6 Situbondo. She shared her experience, saying:

“Actually, in class VII, we were taught by the teacher who taught us in class VII, but we didn’t understand enough until we finally forgot. When Mrs. A used this strategy when teaching English, our writing skills improved, and we understood the material presented by Mrs. A better. As a result, we are more enthusiastic about following the ongoing learning. Also, when teachers use this strategy, students were more active in progressing in class”<sup>51</sup>

Another student, ADS, also provided insights into the effectiveness of the PWIM strategy.

“When we use pictures in class, it felt more fun to learn. I was not afraid to try writing sentences because I could see the words first and think about how to use them. I felt more confident, and I like learning English more now”<sup>52</sup>



Figure 4.2 The Researcher Interviewed the Student About PWIM

Based on these interviews, it was evident that the goal of implementing PWIM in teaching writing skills is not only to improve the

<sup>51</sup> ABS, 21 November 2024

<sup>52</sup> ADS, 21 November 2024

students' ability to write in English but also to boost their confidence and enthusiasm for learning. The interactive nature of PWIM helped students remain engaged, promotes active participation, and allows them to practice writing in a non-threatening manner.

Additionally, the researcher's observation during classroom activities further supports the effectiveness of PWIM. During the learning process, students appeared more engaged and eager to participate. They could answer questions about describing places, objects, and people using images provided by the teacher. The use of visuals in PWIM acted as a powerful scaffold, guiding students through the stages of identifying vocabulary, constructing sentences, and eventually composing descriptive texts.

The above statement is also reinforced by the learning plan (RPP) point C whose learning objectives state that:

“Students can be more active in class, students can explain the material again, students can answer questions from the teacher well, and so on”<sup>53</sup>

This aligns with the broader aim of PWIM to provide a structured yet flexible approach to teaching writing. By facilitating learning through images and guided practice, PWIM helped students develop critical thinking and descriptive writing skills in a step-by-step manner.<sup>54</sup>

The researcher concluded that the results of interviews, observations, and document reviews during teaching writing skills

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<sup>53</sup> Document review, Lesson plan, 21 November 2024

<sup>54</sup> Observation, at eight grade of SMPN 6 Situbondo, 21 November 2024

through the PWIM strategy revealed that students were not only able to be more active in class but also demonstrated improved writing skills. They became more capable of explaining the material, answering questions effectively, and most importantly, gained confidence in their ability to write English words and sentences correctly.

The integration of PWIM into the English curriculum at SMPN 6 Situbondo thus fulfilled its educational goal of making English writing lessons more engaging and effective. The strategy's emphasis on using pictures as a learning tool fostered a more dynamic and interactive learning experience, contributing to the overall development of students' writing competencies and their positive attitude towards learning English.

## 2. The Material of Picture Word Inductive Model (PWIM) in Writing Skill at Eight Grade of SMPN 6 Situbondo

Teaching material for writing skills through the PWIM strategy according to Mrs. A as an English teacher at SMPN 6 Situbondo was:

“Sometimes I convey the material to the students, and I give picture problems for each group to work on”<sup>55</sup>

Regarding writing skills material through learning PWIM strategies, ABS as a class VIII student at SMPN 6 Situbondo said:

“in teaching English, especially writing skills, the teacher always used this strategy, the teacher usually prepared several printed pictures to be worked on in groups”<sup>56</sup>

The above statement is supported by the Learning Plan (RPP) part F, which states that: “the materials are: printed pictures, textbooks”<sup>57</sup>

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<sup>55</sup> Mrs. A, 21 November 2024

<sup>56</sup> ABS, 21 November 2024

The statement above was reinforced by the observation researcher statement during classroom learning. Teaching materials for writing skill through the PWIM strategy were several (paper sheets) and textbook for all students.<sup>58</sup>

Based on the results of interview, observation and document review during teaching speaking skills through PWIM strategy, the researcher concluded that the material for teaching writing skill through PWIM strategy was in the form of paper sheets about describing an image, as well as an English textbook for each student.

Further elaborating on this, Mrs. A mentioned in another interview session:

“I always tried to provide relevant images that are interesting to students. Sometimes I chose pictures related to daily life, other times I use images that are thematic, such as nature, school activities, or cultural events. These images were often accompanied by a set of guided questions to help students analyze and describe the images more effectively”<sup>59</sup>

Supporting this, ADS, another student from class VIII, expressed:

“We really enjoy when the teacher brings pictures to the class. It helped us imagine better and gave us ideas on what to write. It’s like having a story in front of our eyes. Sometimes the teacher even lets us choose which picture we want to describe, which made the class more fun”<sup>60</sup>

The use of diverse and thematic pictures also aligned with the theory Calhoun which stated that providing authentic and visually engaging materials can significantly boost students’ engagement and help

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<sup>57</sup> Document review, Lesson plan, 21 November 2024

<sup>58</sup> Observation, at eight grade of SMPN 6 Situbondo, 21 November 2024

<sup>59</sup> Mrs. A, 21 November 2024

<sup>60</sup> ADS, 21 November 2024

bridge the gap between theoretical knowledge and practical application in language learning <sup>61</sup>.



Figure 4.3 The Student Explained the PWIM

From the document review, particularly from the Learning Plan (RPP), it was evident that the teacher systematically integrated various types of images into the teaching materials. The printed pictures were not only used as visual aids but also as the central focus of the lesson, around which all the writing activities revolved. This aligns well with the core principles of the PWIM strategy, where images serve as the primary stimulus for word generation and writing development.

During the observation, the researcher noted that students showed a high level of engagement when working with the images. They eagerly participated in group discussions, shared ideas about what they saw, and collaboratively constructed sentences based on the identified words. The teacher often facilitated these activities by moving around the classroom,

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<sup>61</sup> Calhoun, *Teaching Beginning Reading and Writing with The Picture Word Inductive Model*.

offering guidance and prompting students with questions that encouraged deeper analysis of the images.

In conclusion, the teaching materials used in implementing the PWIM strategy at SMPN 6 Situbondo were not limited to standard textbooks but were enriched with printed pictures that played a crucial role in enhancing students' writing skills. This combination of traditional and visual materials helped create a more dynamic and interactive learning environment, contributing positively to students' learning outcomes.

### 3. The Step of Picture Word Inductive Model (PWIM) in Writing Skill at Eight Grade of SMPN 6 Situbondo

Step for teaching writing skill PWIM strategy was based on interview with class VIII students at SMPN 6 Situbondo. Based on the process of teaching writing skill through the PWIM strategy, Mrs. A as an English teacher said:

“First I give material related to descriptive text, then after that I will form them into several groups, 1 group consisted of 5 people, then they discuss according to the paper sheet which I gave to each group and was answered in the future, interpreting it like a picture dictionary according to their group, then finally each group described the picture, such as the activity in the picture, as well as describing an animal, and describing the room”<sup>62</sup>

Mrs. A also added:

“After the discussion phase, I usually guided them through interpreted the images correctly. I encouraged them to use descriptive language, ask questions, and express their ideas freely. I also monitor the group discussions and provide help if needed.

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<sup>62</sup> Mrs. A, 21 November 2024

When they present their work, I focus on giving constructive feedback to improve their writing skills”<sup>63</sup>

The above statement was also reinforced by ADS as a class VIII student at SMPN 6 Situbondo, said:

“First, Mrs. A explained to the students about descriptive text material. After that, the teacher asked the students to form groups containing 5 people in each group, then the teacher gave directions about the PWIM strategy where each image corresponded to each group interpreting the image is like a picture dictionary because you give an arrow to each image and we answer, then we discuss then answer each image given according to the group, we moved forward to answer whatever is there in the picture”<sup>64</sup>

ABS, another student, shared her experience:

“With the PWIM strategy, I felt more comfortable expressing my ideas. Working in groups also helps me learn from my friends, and I enjoy describing pictures and discussing them with my group members. It made learning English fun and not boring”<sup>65</sup>

The above statement is supported by the Learning Plan (RPP) which states that:

“The first was delivering lessons to students, the second is that learning teams are formed, students work on sheets according to what each team gets, the third is where students come forward and work on a PWIM strategy with their respective group 5 people per group”<sup>66</sup>.

Based on observations related to the steps for teaching writing skills through the PWIM strategy in class VIII of SMPN 6 Situbondo, researchers found that the teacher implemented the following methods:

1. Preparation Phase: The teacher prepares descriptive text material, printed images, and paper sheets for group work.

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<sup>63</sup> Mrs. A, 21 November 2024

<sup>64</sup> ADS, 21 November 2024

<sup>65</sup> ABS, 21 November 2024

<sup>66</sup> Document review, Lesson plan, 21 November 2024



2. Group Formation: Students were divided into groups of 5 to foster collaboration and peer learning.
3. Presentation of PWIM Strategy: The teacher explained how to analyze pictures and create a "picture dictionary."
4. Guided Practice: The teacher assisted students in identifying objects, labeling images, and forming descriptive sentences.
5. Group Discussion: Students discussed within their groups, exchange ideas, and develop descriptions collaboratively.
6. Presentation: Each group presented their findings to the class, practicing speaking and writing skills.
7. Feedback and Evaluation: The teacher provided feedback, highlights good examples, and suggests improvements.

The researcher concluded that the implementation of the PWIM strategy in teaching writing skills follows structured steps that support student engagement, promote active learning, and improve writing skills through visual aids and collaborative learning.



Figure 4.4 The Students Conducted a Discussion with a Group



#### 4. The Evaluation of Picture Word Inductive Model (PWIM) in Writing Skill at Eight Grade of SMPN 6 Situbondo

Evaluation of teaching writing skills through learning PWIM strategies, according to Mrs. A as an English teacher, said:

“For evaluation in this method, especially in writing, I usually apply formative assessment so that I can evaluate the PWIM learning in the form of group writing skills. Students could describe what is in the picture little by little, into one sentence.”<sup>67</sup>

The statement above was also conveyed by ABS, a class VIII student at SMPN 6 Situbondo, she said:

“Mrs. A usually saw and assessed our work which was formed in groups,... (Writing assessment)

The test was usually about describing pictures of people, places, animals and plants. Then Mrs. A invited the students and their groups to discuss the results of each group's work on descriptive text.

Then after each group went forward to find the words in the picture, Mrs. A asked the students and their groups to discuss the description in the picture.”<sup>68</sup>

A similar sentiment was shared by ADS, another class VIII student, who added:

“After we finished working in groups, Mrs. A often asked each group to present the sentences they had constructed from the picture. She gave feedback and suggestions for improvement, especially on grammar and vocabulary use. This method helped us understand our mistakes and learn to write better”.<sup>69</sup>

According to the Learning Plan (RPP), the evaluation method applied is a formative assessment that emphasizes continuous feedback and improvement. The evaluation was not only based on the final written

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<sup>67</sup> Mrs. A, 21 November 2024

<sup>68</sup> ABS, 21 November 2024

<sup>69</sup> ADS, 21 November 2024

product but also on the process, including group discussions, presentations, and active participation during learning.

During observations, the researcher noted that Mrs. A consistently monitored each group's progress. She moved around the class, offering guidance and assessing how well students could describe the pictures using appropriate sentences. This hands-on evaluation technique allowed her to identify students who needed additional support and adjust the teaching approach accordingly.

The teacher also utilized peer assessment as part of the evaluation process. Mrs. A encouraged students to give constructive feedback to their peers. ABS shared her experience, stating:

“Sometimes, when a group presents their work, Mrs. A asked other groups to comment on whether the sentences make sense or if there are better ways to describe the picture. This way, we learn not only from our own work but also from our friends”<sup>70</sup>

In addition to formative assessments, Mrs. A occasionally gave individual writing assignments as a summative evaluation to measure students' progress individually. The assignments often involved descriptive writing tasks that required students to apply the PWIM strategy independently.

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<sup>70</sup> ABS, 21 November 2024



Figure 4.5 The Teacher Implemented PWIM with Descriptive Text Learning Material

The evaluation process through the PWIM strategy provided a holistic assessment of students' writing skills. It did not only measure their ability to construct sentences but also their participation, creativity, and ability to engage in collaborative learning. This approach ensured that students were not only evaluated on their writing output but also on their learning process and improvement over time.

Based on the results of interviews, observations, and document review, the researcher concluded that the evaluation of the implementation of teaching writing skills through the PWIM learning strategy in class VIII SMPN 6 Situbondo predominantly used a formative test approach. This method effectively supported students' progress and helped the teacher identify areas where further instruction was needed. The combination of group assessments, individual tasks, and peer evaluations created a comprehensive evaluation framework aligned with the objectives of the PWIM strategy.

### C. Discussion

At this stage, the researcher thoroughly discussed and described the relationship between the underlying theory and the data that has been collected throughout the research process. This involves analyzing how the theoretical framework aligns with or contrasts the actual findings observed in the field. Additionally, this stage will included a comprehensive discussion and explanation of the findings, offering a deeper insight into the responses and feedback previously presented regarding the implementation of the Picture Word Inductive Model (PWIM) learning strategy in teaching writing skills to eighth-grade students at SMPN 6 Situbondo. The discussion was not only to highlight the effectiveness of the PWIM strategy but also explore the various factors that influenced its success or challenges during the teaching and learning process. Through this analysis, the researcher aims to provide a clear and detailed interpretation of the results, drawing meaningful conclusions that contribute to the improvement of writing instruction practices. The results of this detailed discussion are presented as follows:

In the goal of picture word inductive model (PWIM) in writing skill at eight grade of SMPN 6 Situbondo, as highlighted in the classroom context, is for teachers to assist students in understanding the material through presenting, explaining, practicing, and testing. When applying this concept to the Picture Word Inductive Model (PWIM), the objectives of implementing writing skills teaching through the PWIM learning strategy align closely with these teaching principles.

According to Calhoun (1999), PWIM involved students in active learning by using pictures as a stimulus for generating words, phrases, and eventually structured writing. This method not only engages students visually but also supports vocabulary development and comprehension, which are critical in enhancing writing skills. Calhoun's theory emphasized that the PWIM strategy enables students to observe images, identify familiar objects, and label them with appropriate words. The process of discussing these words with peers and organizing them into sentences fosters an environment of collaborative learning and critical thinking. Through repeated exposure and practice, students became more confident in constructing sentences and organizing their thoughts into coherent texts. The scaffolding approach, where the teacher gradually reduces support as students gain independence, aligns well with the goals of developing writing skills <sup>71</sup>.

Supporting this theory, a study conducted by Siti Apiah Yustiani titled "The Effectiveness of Picture Inductive Word Model (PWIM) on Students' Ability in Writing Recount Text at SMPN 3 Tangerang Selatan" also demonstrates the positive impact of PWIM on writing skills. Yustiani's research found that students who were taught using the PWIM strategy showed significant improvement in their writing abilities, particularly in organizing ideas and expanding vocabulary. The study highlighted that PWIM

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<sup>71</sup> Calhoun, *Teaching Beginning Reading and Writing with The Picture Word Inductive Model*.

not only made learning more enjoyable but also helped students become more engaged in the classroom<sup>72</sup>.

The findings of Yustiani's research align with the observations at SMPN 6 Situbondo, where students displayed increased enthusiasm and participation during English lessons using the PWIM strategy. As described by Mrs. A, the English teacher, and corroborated by the students, PWIM made the writing process more approachable and less intimidating. Students were able to construct descriptive texts more effectively and demonstrated better understanding when describing images, whether related to people, places, animals, or objects.

In conclusion, the implementation of PWIM in teaching writing skills aligns with Calhoun's theoretical framework and is supported by previous research, showing that it is an effective strategy for enhancing students' writing abilities. PWIM not only increased student engagement but also provides a structured approach to developing writing skills through a visual and inductive process. This strategy's ability to make learning English more interesting and accessible to students further underscores its value in educational settings.

In the material of picture word inductive model (PWIM) in writing skill at eight grade of SMPN 6 Situbondo, play a crucial role in supporting the implementation of the Picture Word Inductive Model (PWIM) strategy. Calhoun emphasized that effective teaching materials should not only align

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<sup>72</sup> Yustiani, "The Effectiveness of Picture Word Inductive Model (PWIM) on Student's Ability in Writing Recount Text."

with learning objectives but also engage students in active and meaningful learning experiences. According to Calhoun, the use of authentic materials and realia can enhance students' understanding and retention of new vocabulary and writing concepts<sup>73</sup>

In the context of PWIM, teaching materials typically include visual aids such as pictures, posters, and flashcards that serve as stimuli for word generation and sentence construction. These materials allow students to visually connect words with images, promoting a deeper understanding of vocabulary and context. Calhoun suggests that presenting materials in a way that encourages observation, discussion, and inquiry can significantly boost students' writing skills.

In her research, Siti Apiah Yustiani in "The Effectiveness of Picture Word Inductive Model (PWIM) on Students' Ability in Writing Recount Text at SMPN 3 Tangerang Selatan" found that using visual materials in the PWIM method effectively increased students' interest in learning English. The study highlighted how pictures used in teaching writing not only made the lessons more engaging but also helped students better organize their ideas when writing recount texts. This supports Calhoun's theory that well-chosen teaching materials are key to the success of the PWIM approach

Based on the data collected, the researcher concluded that the teaching materials for implementing PWIM at SMPN 6 Situbondo included the official "English" textbook, worksheets in the form of picture posters about

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<sup>73</sup> Calhoun, *Teaching Beginning Reading and Writing with The Picture Word Inductive Model*.



descriptions of places, animals, plants, and people. These materials align with Calhoun's perspective on the importance of varied and contextually relevant teaching aids in enhancing learning outcomes.<sup>74</sup>

The above statement is supported by section F of the Learning Plan (RPP), which clearly states that the materials used in teaching writing skills through the PWIM strategy consist of printed pictures and textbooks. The RPP outlines that providing students with visual prompts through posters and images helps scaffold the learning process, enabling them to transition from recognizing words to constructing sentences and ultimately writing descriptive texts.

The integration of diverse teaching materials within the PWIM strategy not only aligns with Calhoun's emphasis on authentic learning resources but also reinforces findings from previous research. Students were more engaged and show improvement in their writing skills when provided with rich, illustrative content. The combination of textbooks, visual aids, and worksheets ensures a comprehensive learning experience that caters to different learning styles and needs. Ultimately, this approach helps create a dynamic and interactive classroom environment where students are motivated to participate actively and improve their English writing skills.

In the step of picture word inductive model (PWIM) in writing skill at eight grade of SMPN 6 Situbondo, the process of teaching a foreign language is a complex as one: as with many other subject, it has necessary to be broken

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<sup>74</sup> Calhoun, Teaching Beginning Reading and Writing with the Picture Word Inductive Model, (Alexandria: Association for Supervision and Curriculum Development, 1999), 21



down into components for purpose of study. There's three components of teaching process: presenting and explaining new material, providing practice, and testing <sup>75</sup>.

Based on the statement above, the steps for teaching writing skills through the PWIM learning strategy at SMPN 6 Situbondo are as follows: First, the teacher provides material to students. Second, the teacher forms several groups of 6-7 students. Third, the teacher asks them to discuss within their groups to answer the questions assigned to each group. Fourth, the teacher discusses the results of each group's work with the students in class.

This is in accordance with Calhoun's theory which explains that the PWIM strategy involves several systematic steps that guide students in the process of learning vocabulary and composing sentences. These steps include presenting pictures, eliciting words from students, categorizing the words, and developing sentences and paragraphs based on the words that have been categorized.<sup>76</sup> At SMPN 6 Situbondo, this method is implemented by integrating pictures relevant to the learning material, so that students can explore vocabulary and write in a structured yet interesting way.

Previous research by Siti Apiyah Yustiani in her research "The Effectiveness of Picture Word Inductive Model (PWIM) on Students' Ability to Write Recount Texts at SMPN 3 South Tangerang" found that PWIM significantly improved students' writing ability. The study showed that the

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<sup>75</sup> Penny Ur, *Cambridge Teacher Training and Development-A Course in Language Teaching: Trainee Book*, 10th ed. (Cambridge University Press, 2009).

<sup>76</sup> Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision and Curriculum Development, 1999), 21

structured steps of PWIM, such as analyzing pictures, generating words, and building sentences, contributed to better understanding and retention of writing skills. Similar results were observed at SMPN 6 Situbondo, where the step-by-step approach helped students become more engaged and confident in writing.<sup>77</sup>

The use of structured steps in the PWIM method not only facilitated better learning outcomes but also fostered an interactive learning environment. Students at SMPN 6 Situbondo became more enthusiastic in learning English, particularly writing skills, as the systematic steps provided clear guidance and enabled active participation. Through group discussions and interactive activities, students could collaborate, share ideas and learn from each other, thus improving their writing and critical thinking skills.

In addition, the lesson plans at SMPN 6 Situbondo, particularly in section F, are aligned with the PWIM approach by emphasizing the use of visuals, group activities, and collaborative learning to achieve the desired learning outcomes. Evaluation results from formative assessments and observations show a positive trend in students' writing performance, which supports the effectiveness of the PWIM strategy as outlined by Calhoun and corroborated by Yustiani's findings.

Overall, the structured steps of PWIM implemented at SMPN 6 Situbondo helped transform the classroom into a dynamic learning environment. The students not only improved their writing skills, but also

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<sup>77</sup> Siti Apiyah Yustiani, *The Effectiveness of Picture Word Inductive Model (PWIM) on Students' Ability in Writing Recount Text*, 2016.

showed greater interest and motivation in learning English, demonstrating the practical benefits of this teaching strategy in a real educational setting.

In the evaluation of picture word inductive model (PWIM) in writing skill at eight grade of SMPN 6 Situbondo, plays an important role in the teaching and learning process, especially in the implementation of the PWIM (Picture Word Inductive Model) strategy at SMPN 6 Situbondo. The main purpose of evaluation was to measure whether the teaching method achieves the program objectives and assess whether students actually learn and progress in their writing skills. According to Calhoun, evaluation within the PWIM framework should be aligned with the goals of reinforcing students' understanding and enabling them to demonstrate their learning effectively.<sup>78</sup>

Assessment and evaluation, although often used interchangeably, had different meanings. Assessment refers to the process of gathering information from students through test scores, work samples, and other means, while evaluation involves analyzing this information to make instructional decisions. Calhoun emphasized the importance of formative assessment in the PWIM strategy, which provides ongoing insight into student progress and helps teachers adjust instruction to meet learning needs.

Formative assessment methods aligned with the PWIM strategy include observation, assessing work samples, analyzing homework and portfolios, interviewing students, and giving informal quizzes and tests. During the implementation of PWIM at SMPN 6 Situbondo, teachers applied oral and

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<sup>78</sup> Calhoun, Teaching Beginning Reading and Writing with the Picture Word Inductive Model, (Alexandria: Association for Supervision and Curriculum Development, 1999), 21

written tests to evaluate students' writing skills. The oral test involved asking students questions to assess their knowledge and understanding of vocabulary and descriptive text, while the written test focused on students' ability to construct descriptive sentences and paragraphs based on picture clues.

The application of formative assessment in the PWIM strategy is also supported by Siti Apiah Yustiani's research entitled "The Effectiveness of Picture Inductive Word Model (PWIM) on Students' Ability to Write Recount Texts at SMPN 3 Tangerang Selatan." Yustiani found that the use of formative assessment in evaluating students' writing progress helps teachers identify specific areas where students need support and provide targeted feedback. The study highlighted that formative assessment, combined with PWIM, encouraged active participation, improved writing competence, and increased students' interest in learning English.<sup>79</sup>

In practice, teachers at SMPN 6 Situbondo conduct formative evaluation by observing students during group activities, reviewing image-based tasks, and providing oral and written evaluations. For example, when students describe pictures using the PWIM strategy, teachers assess their use of vocabulary, accuracy of sentence construction, and overall understanding of the material. This ongoing assessment process not only measures student performance, but also serves as a tool to guide future teaching.

The impact of formative assessment within the PWIM framework is evident in students' increased enthusiasm and engagement in writing

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<sup>79</sup> Siti Apiah Yustiani, *The Effectiveness of Picture Word Inductive Model (PWIM) on Students' Ability in Writing Recount Text*, 2016.

activities. By evaluating students continuously through interactive and practical methods, teachers could create a supportive learning environment where students feel motivated to participate and improve their writing skills. The integration of assessment with instruction ensures that students receive the necessary feedback to improve their learning outcomes.

Overall, the evaluation process in the PWIM strategy at SMPN 6 Situbondo, as guided by Calhoun's theoretical framework and supported by previous research, highlights the effectiveness of combining formative assessment with inductive teaching methods. The results show that students not only became more interested in learning English, but also showed significant improvement in their writing skills. Through thoughtful evaluation practices, teachers can foster a classroom atmosphere where assessment is not just a judgment of performance, but also an important component of the learning process itself.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the research that has been conducted, and associated with the formulation of the problem, the implementation of the Picture Word Inductive Model (PWIM) at SMPN 6 Situbondo includes four main categories, including: goal is students can be more active in class, students can explain the material again, students can answer questions from the teacher, then on the materials for this strategy are: Textbooks, worksheets, the at steps are as follows: First, the teacher provides material to students. Second, the teacher makes several groups of 6-7 people. Third, the teacher asks them to discuss with their groups to answer the questions that each group gets. Fourth, the teacher discusses the results of each group's work with the students in class, and the last is evaluation that uses formative evaluation strategies. The teacher applied oral test and written test. The written test focused on students' ability to construct descriptive sentences and paragraphs based on picture clues, while the oral test involved asking students questions to assess their knowledge and understanding of vocabulary and descriptive text.

#### **B. Suggestion**

At the end of this research, the researcher should give some suggestion to some people or intuition. That are:

1. The Teacher of Eight Grade at SMPN 6 Situbondo

Researcher suggest that teachers should not stop giving their students several fun strategies, so that students find it too difficult and feel left behind during the teaching and learning process. It can also make students more active and focused on enjoying learning new things.

2. To The English Teacher at SMPN 6 Situbondo

Researcher suggest that English teachers at SMPN 6 Situbondo always provide students with the latest strategies according to the times, especially in learning English.

3. To Other Researcher

Researcher suggest that this research can be a reference for conducting better research in the future regarding this case.

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*Appendix 1. Matrix of Research*

**MATRIX OF RESEARCH**  
**Himami Bulqiyah Zam Zam**

<b>Title</b>	<b>Variable</b>	<b>Indicator</b>	<b>Source of Data</b>	<b>Research Method</b>	<b>General Question</b>
The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at SMPN 6 Situbondo	Picture Word Inductive Model (PWIM)	<p>The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at SMPN 6 Situbondo consists of the following:</p> <ol style="list-style-type: none"> <li>1. The Goal of The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at Eight Grade of SMPN 6 Situbondo: <ol style="list-style-type: none"> <li>a. Students can explain the material again.</li> <li>b. Students can answer questions from the teacher.</li> <li>c. Students can be more active in class.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• English Teacher</li> <li>• Student</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Research Methodology</b> <ol style="list-style-type: none"> <li>a. <b>Research Design:</b> Qualitative</li> <li>b. <b>Research Approach:</b> Descriptive</li> </ol> </li> <li>2. <b>Technique of Collecting Data</b> <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interviews</li> <li>c. Document Review</li> </ol> </li> <li>3. <b>Technique of Analyzing Data</b> <ol style="list-style-type: none"> <li>a. Data Condensation</li> <li>b. Data Display</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. How is the implementation of picture word inductive model (PWIM) in writing skill at eight grade of SMPN 6 Situbondo?</li> </ol>

		<p>2. The Material of The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at Eight Grade of SMPN 6 Situbondo:</p> <ol style="list-style-type: none"> <li>English Textbooks</li> <li>Worksheets</li> </ol> <p>3. The Step of The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at Eight Grade of SMPN 6 Situbondo:</p> <ol style="list-style-type: none"> <li>First. give material to student</li> <li>Second, the teacher makes several groups of 6-7 people</li> <li>Third, the teacher asks them to discuss with their groups to answer the questions each group gets.</li> </ol>		<p>c. Drawing and Verifying</p> <p><b>4. Validity of Data</b></p> <ol style="list-style-type: none"> <li><b>Triangulation of Sources:</b> Headmaster, English Teachers, and Student.</li> <li><b>Triangulation of Methods:</b> Observation, Interview, and Document.</li> </ol>	
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		<p>d. Fourth, the teacher discusses the results of each group's work with the students in class.</p> <p>4. The Evaluation of The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at Eight Grade of SMPN 6 Situbondo:</p> <p>a. Written Test</p> <p>b. Oral Test</p>			
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**Appendix 2. Research Permit Application Letter from KHAS Jember State Islamic University**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-9055/In.20/3.a/PP.009/11/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 6 Situbondo

Jln Raya Duwet no 01 Situbondo, Talkandang, kec. Situbondo, Kab. Situbondo, Prov. Jawa Tim

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196084  
Nama : HIMAMI BULQIYAH ZAMZAM  
Semester : Semester sebelas  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF PICTURE WORD INDUCTIVE MODEL (PWIM) AT SMPN 6 SITUBONDO" selama 20 ( dua puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Ibu MINASTUTIK

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 08 November 2024  
Dekan,  
Wakil Dekan Bidang Akademik,  
  
KHOTIBUL UMAM



### Appendix 3. Journal of Research

#### JOURNAL OF RESEACH

NO	TIME	ACTIVITY	PARAF
1	Friday 1 November 2024	Observation	
2	Friday 8 November 2024	Hahded a letter to research	
3	Monday 18 November 2024	Observation (the first meeting) in VIII B class	
4	Thursday 21 November 2024	Observation (the second meeting) in VIII B class	
5	Thursday 21 November 2024	Interview of eighth grade students	
6	Thursday 21 November 2024	Interview english teacher of eighth grade Mrs. Alfiah, M.M.Pd	
7	Wednesday 4 December 2024	Asking for a research finish letter	

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Situbondo, 4 December 2024

Head of School

Mintastutik S.Pd

NIP: 196512311988032053



*Appendix 4. Certificate of Completion of Research from State Junior High School 6 Situbondo*



**PEMERINTAH KABUPATEN SITUBONDO  
SMP NEGERI 6 SITUBONDO**

Jalan Raya Duwet Nomor 01 Situbondo  
E-Mail : smpn6situbondo@gmail.com



Nomor : 500.10.30.1/183/431.301.3.32/2024  
Lampiran : \_  
Perihal : Selesai Penelitian

**SURAT KETERANGAN SELESAI PENELITIAN**

Yang bertanda tangan dibawah ini Kepala SMP Negeri 6 Situbondo, menerangkan bahwa:

Nama : HIMAMI BULQIYAH ZAM ZAM  
NIM : T20196084  
Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember tanggal 8 November 2024, Nomor : B-9055/In.20/3.a/PP.009/11/2024 bahwa nama tersebut diatas benar-benar telah mengadakan penelitian untuk pengambilan data untuk penyusunan skripsi dengan judul "The Implementation Of Picture Word Inductive Model (PW IM) At SMP Negeri 6 Situbondo ". Di SMP Negeri 6 Situbondo mulai tanggal 8 November 2024 – 4 Desember 2024 .

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya

Situbondo, 5 Desember 2024  
Kepala Sekolah



**MINTASTUTIK, S.Pd**

NIP: 19651231 198803 2 053

***Appendix 5. Learning Implementation Plan***

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Nama Satuan Pendidikan** : SMPN 6 Situbondo  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VIII/1  
**Materi Pokok** : Teks Deskriptif  
**Alokasi Waktu** : 2 Jam Pelajaran/45 Menit

**A. Kompetensi Inti (KI)**

- KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI. 3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI. 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora

dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

## B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator Pencapaian
<b>3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya</b>	<p>3.4.1 Membedakan fungsi sosial, struktur teks dan kebahasaan dalam teks deskriptif</p> <p>3.4.2 Menjelaskan informasi teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya</p> <p>3.4.3 Menjabarkan secara lisan dan tulis tempat dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaan.</p>
<b>4.4 Teks Deskriptif</b>	<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan</p>

	<p>dan tulis, pendek sederhana terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, strktur teks dan unsur kebahasaan, secara bener dan sesusi konteks</p>
--	--

### C. Tujuan Pembelajaran

**Melalui kegiatan pembelajaran pada materi ini siswa diharapkan mampu:**

- a. Peserta didik mampu mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- b. Peserta didik mampu mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- c. Peserta didik mampu menjawab serta menjelaskan kembali tentang teks deskriptif lisan dan tulis, sederhana tentang tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks
- d. Peserta didik mampu berperan aktif didalam kelas selama jam pelajaran tentang teks deskriptif lisan dan tulis sederhana, tentang tempat wisata dan bangunan bersejarah terkenal.

### D. Tujuan Pembelajaran

**a. Definition**

Descriptive text is a text which presents information about something specifically. A text which says what a person or a thing is like.

**b. The Communication Purpose**

To describe and reveal a specific or particular person, animal, or thing to help readers visualize what a person, an animal, a park, or a thing is like.

**c. Generic Structure**

- a) Identification: Introduce a particular person, thing or place.
- b) Description: Describing physical appearance, quality, behavior, part, characteristics, and etc.

**d. The Language Feature of Descriptive Text**

Focus on specific participants, use simple past tense, use adjective.

**E. Strategi Pembelajaran**

Strategi: Picture Word Inductive Model (PWIM)

**F. Media, Alat, dan Sumber Pembelajaran**

- a. Buku Paket Bahasa Inggris
- b. Suara Guru
- c. Worksheet
- d. Kamus

**G. Langkah-Langkah Kegiatan Pembelajaran**

**a. Pertemuan Pertama (*First Meeting*)**

Kegiatan Pembelajaran	Langkah-Langkah	Alokasi Waktu (dalam menit)
<b>Kegiatan Pendahuluan</b>	1. Guru membuka pelajaran dengan menyapa siswa; 2. Guru meminta salah seorang siswa untuk memimpin doa;	10 menit

	<ol style="list-style-type: none"> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir;</li> <li>4. Guru mengajak siswa melakukan icebreaking;</li> <li>5. Guru menjelaskan topik yang akan dipelajari;</li> <li>6. Guru menjelaskan tujuan pembelajaran;</li> <li>7. Guru memberikan motivasi belajar kepada siswa.</li> </ol>	
<b>Kegiatan Inti</b>	<ol style="list-style-type: none"> <li>1. Observing (Mengamati) <ul style="list-style-type: none"> <li>• Siswa menirukan contoh pengucapan kata dan kalimat yang dijelaskan guru;</li> <li>• Siswa membaca beberapa deskripsi yang terdapat pada buku paket;</li> <li>• Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.</li> </ul> </li> <li>2. Questioning (Menanya) <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa</li> </ul> </li> </ol>	<p>20 menit</p> <p>10 menit</p>

	<p>inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan;</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p>3. Collecting Data (Mengeksplorasi)</p> <ul style="list-style-type: none"> <li>Siswa mengeksplere gambar yang diberikan guru:</li> <li>Bermusyawarah Bersama kelompok menemukan informasi dalam gambar menggunakan kamus</li> </ul> <p>4. Associating (Mengasosiasi)</p> <ul style="list-style-type: none"> <li>Siswa menjawab dengan bantuan kamus maju ke depan satu persatu</li> </ul> <p>5. Communicating (Mengkomunikasikan)</p> <ul style="list-style-type: none"> <li>Guru memberikan pujian pada siswa yang mau maju menjawab ke depan</li> </ul>	<p>15 menit</p> <p>20 menit</p> <p>10 menit</p>
<b>Kegiatan Penutup</b>	<p>1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari</p>	<p>10 menit</p>

	<ol style="list-style-type: none"> <li>2. Guru memberikan umpan balik atas setiap pertanyaan /tanggapan siswa</li> <li>3. Guru meminta salah seorang siswa memimpin doa</li> <li>4. Guru memberikan salam penutup</li> </ol>	
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**b. Pertemuan Kedua (*Second Meeting*)**

<b>Kegiatan Pembelajaran</b>	<b>Langkah-Langkah</b>	<b>Alokasi Waktu (dalam menit)</b>
<b>Kegiatan Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan menyapa siswa;</li> <li>2. Guru meminta salah seorang siswa untuk memimpin doa;</li> <li>3. Guru mengabsen siswa dan memberikan apresiasi bagi siswa yang hadir;</li> <li>4. Guru mengajak siswa melakukan icebreaking;</li> <li>5. Guru menjelaskan topik yang akan dipelajari;</li> <li>6. Guru menjelaskan tujuan pembelajaran;</li> <li>7. Guru memberikan motivasi belajar kepada siswa.</li> </ol>	10 menit
<b>Kegiatan Inti</b>	<ol style="list-style-type: none"> <li>1. Observing (Mengamati) <ul style="list-style-type: none"> <li>• Siswa menirukan contoh pengucapan kata dan kalimat yang dijelaskan</li> </ul> </li> </ol>	



	<p>guru;</p> <ul style="list-style-type: none"> <li>• Siswa membaca beberapa deskripsi yang terdapat pada buku paket;</li> </ul> <p>2. Questioning (Menanya)</p> <ul style="list-style-type: none"> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p>3. Collecting Data (Mengeksplorasi)</p> <ul style="list-style-type: none"> <li>• Siswa mengeksplorasi gambar yang diberikan guru:</li> <li>• Guru membentuk 6-7 orang setiap kelompok untuk bermusyawarah mengerjakan worksheet dari guru</li> </ul> <p>4. Associating (Mengasosiasi)</p> <ul style="list-style-type: none"> <li>• Siswa menjawab dengan bantuan kamus maju ke depan satu persatu</li> <li>• Siswa lain mendeskripsikan gambar yang di dapat untuk dibuat sebuah kalimat</li> </ul> <p>5. Communicating (Mengkomunikasikan)</p> <ul style="list-style-type: none"> <li>• Siswa maju untuk menulis</li> </ul>	
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	kalimat descriptive sesuai gambar <ul style="list-style-type: none"> <li>• Guru dan siswa membahas bersama hasil pekerjaan</li> <li>• Guru memberikan pujian pada siswa yang mau maju menjawab ke depan</li> </ul>	
<b>Kegiatan Penutup</b>	1. Guru melakukan refleksi pembelajaran dengan meminta siswa membuat kesimpulan atas materi yang telah dipelajari 2. Guru memberikan umpan balik atas setiap pertanyaan/ tanggapan siswa 3. Guru meminta salah seorang siswa memimpin doa 4. Guru memberikan salam penutup	

## H. Penilaian Hasil Pembelajaran

### 1. Sikap

#### - Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrument penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1.	Dimas	75	75	55	70	275	68.75	C

		...	...	...	...	...	...	...
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Keterangan:

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan:

1. Aspek perilaku dinilai dengan kriteria:
  - 100 = Sangat Baik
  - 75 = Baik
  - 50 = Cukup
  - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria
  - =  $100 \times 4$
  - = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $\frac{275}{4} = 68,75$
4. Kode nilai / predikat:
  - 75,01-100,00 = Sangat Baik (SB)
  - 50,01-75,00 = Baik (B)
  - 25,01-50,00 = Cukup (C)
  - 00,00-25,00 = Kurang (K)
5. Format diatas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

#### - Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format

penilaiannya disiapkan oleh guru terlebih dahulu. Berikut contoh format penilaian:

No	Pernyataan	Ya	Tidak	Jumlah Skor	Sikap Skor	Kode Nilai
1.	Selama diskusi, saya ikut serta mengusulkan ide/gagasan	50		250	62,50	C
2.	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara		50			
3.	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok	50				
4.	....	100				

Catatan:

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria  
 $= 4 \times 100$   
 $= 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) =  $(250 : 400) \times 100$   
 $= 62,50$
4. Kode nilai / predikat:  
75,01-100,00 = Sangat Baik (SB)  
50,01-75,00 = Baik (B)  
25,01-50,00 = Cukup (C)  
00,00-25,00 = Kurang (K)
5. Format diatas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

#### - Penilaian Teman Sebaya

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut contoh format penilaian teman sebaya:

Nama yang diamati: ..... Pengamat: .....

No	Pernyataan	Ya	Tidak	Jumlah Skor	Sikap Skor	Kode Nilai
1.	Mau menerima pendapat teman	100		450	90,00	SB
2.	Memberikan solusi terhadap permasalahan	100				
3.	Memaksakan pendapat sendiri kepada anggota kelompok		100			
4.	Marah saat diberi kritik	100				
5.	....		50			

Catatan:

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negative, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100)  

$$= (450:500) \times 100$$

$$= 90,00$$
4. Kode nilai / predikat:  
 75,01-100,00 = Sangat Baik (SB)  
 50,01-75,00 = Baik (B)  
 25,01-50,00 = Cukup (C)  
 0,00-25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

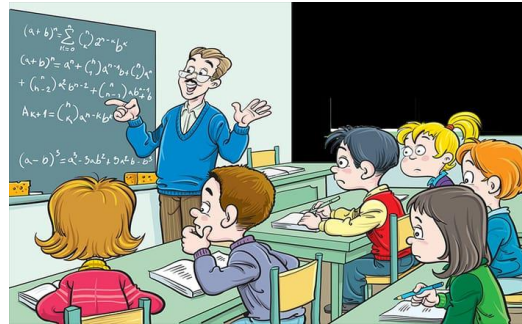
## 2. Penilaian Pengetahuan

**Tabel Penilaian Aspek Pengetahuan**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1.	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2.	Keruntutan Teks	Struktur teks yang dignakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3.	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4.	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

### 3. Penilaian Keterampilan

Aspek	Score	Keterangan
Menulis secara berurutan	5	Sangat memahami cara penulisan secara berurutan
	4	Memahami cara penulisan secara penulisan
	3	Cukup memahami cara penulisan secara berurutan
	2	Belum memahami cara penulisan secara berurutan
	1	Tidak memahami cara penulisan secara berurutan
Kosakata	5	Sangat memahami konteks yang dibicarakan dan sangat memahami kosakata dengan benar
	4	Memahami konteks yang dibicarakan dan memahami kosakata dengan benar
	3	Cukup memahami konteks yang dibicarakan dan memahami kosakata cukup benar
	2	Belum memahami konteks yang dibicarakan dan belum memahami kosakata dengan benar
	1	Tidak memahami konteks yang dibicarakan dan tidak memahami kosakata dengan benar
Comprehensive	5	Sangat memahami konteks yang dibicarakan dan sangat benar dalam memberikan jawaban
	4	Memahami konteks yang dibicarakan dan benar dalam memberikan jawaban
	3	Cukup memahami konteks yang dibicarakan dan cukup benar dalam memberikan jawaban
	2	Belum memahami konteks yang dibicarakan dan salah dalam memberikan jawaban
	1	Tidak memahami konteks yang dibicarakan dan salah dalam memberikan jawaban
Grammar	5	Sangat memahami stuktur bahasa dengan baik dan benar
	4	Memahami stuktur bahasa dengan baik dan benar
	3	Cukup memahami stuktur bahasa dengan baik dan benar
	2	Belum memahami stuktur bahasa dengan baik dan benar
	1	Tidak memahami stuktur bahasa dengan baik dan benar





## *Appendix 6. Documentation*

### **DOCUMENTATION**



**The Researcher Conduct a Preliminary Study**



**The Researcher Interview the Student about PWIM**



**The Researcher Interview the Student about PWIM**



**The Student Explained About the PWIM with Group**



### The Student Explained about the Descriptive Text



*Appendix 7. Declaration of Authenticity*

**DECLARATION OF AUTHENTICITY**

The undersigned below:

Name : Himami Bulqiyah Zam Zam  
 NIM : T20196084  
 Major : English Education Department  
 Faculty : Tarbiyah and Teaching Training  
 Institution : State Islamic University of KH. Achmad Siddiq Jember

State that thesis entitled "The Implementation of Picture Word Inductive Model (PWIM) in Writing Skill at SMPN 6 Situbondo" it's truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact I'm the only person who is responsible of the thesis, if there any objection or claim from other.

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

Jember, 20 May 2025



Himami Bulqiyah Zam Zam  
 NIM: T20196084



## *Appendix 8. Curriculum Vitae*

### **CURRICULUM VITAE**



#### **Identity:**

Name : Himami Bulqiyah Zam Zam  
 NIM : T20196084  
 Place, Date of Birth : Sidoarjo, 25 Maret 2001  
 Gender : Female  
 Address : Tenggir Barat, Situbondo  
 Faculty : Tarbiyah and Teaching Training  
 Major : English Education Department  
 Email : himamibulqiyah94221@gmail.com

#### **Education Background:**

TK Dharma Wanita Keboharan	(Graduate in 2007)
SDN 2 Dawuhan	(Graduate in 2013)
SMPN 1 Panji	(Graduate in 2016)
MAN 2 Situbondo	(Graduate in 2019)