

Unlocking Descriptive Writing Skills with Picture Word Inductive Model (PWIM): A Study with Tenth-Grade Students at SMK Negeri 1 Sungai Tebelian

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Abstract

This Classroom Action Research (CAR) study explores the effectiveness of the Picture Word Inductive Model (PWIM) in improving tenth-grade students' descriptive writing skills and classroom participation at SMK Negeri 1 Sungai Tebelian in the 2023/2024 academic year. The research aimed to evaluate how PWIM, a student-centered approach involving visual aids and inductive reasoning, influenced students' engagement and writing outcomes over two cycles. Data were collected from a variety of sources, including classroom observations, field notes, writing tests, student interviews, and video recordings, which provided both quantitative and qualitative insights. In the first cycle, despite the introduction of PWIM, students were hesitant and passive, resulting in average writing scores and limited participation. Observations revealed that students were unsure about the new approach and lacked confidence. To address these issues, several instructional adjustments were made for the second cycle, including providing additional scaffolding, promoting group discussions, and offering more explicit modeling of writing tasks. These changes contributed to an improved classroom atmosphere where students felt more comfortable and confident. The second cycle showed significant improvements. Student participation rose from 69.95% in Cycle I to 77.62% in Cycle II, reflecting a more active and engaged class. Writing scores also improved, with the average score increasing from 68.15 to 75.6, representing a 10.93% improvement. Interviews with students revealed that visual aids helped them generate ideas and write more detailed descriptive texts, boosting their writing fluency. This study concludes that PWIM is an effective method for enhancing both participation and writing skills in descriptive text learning. The findings highlight the importance of teacher adaptability and reflective practice in achieving sustained improvements in student performance. These insights offer valuable guidance for educators seeking innovative, research-based strategies to enhance writing instruction.

Keywords: PWIM, Descriptive writing, Skills

1. Introduction

English has become an essential language to master, as it provides learners with access to scientific discoveries, global communication, and cultural understanding. According to Crystal (2012), English remains the dominant global language, shaping how individuals interact across borders and access international knowledge. Engaging with people from diverse countries helps students gain cross-cultural awareness and contributes to their personal and academic growth. Furthermore, the ability to use English effectively strengthens a nation's global standing, showcasing advancements in science, technology, and human resource development (Kirkpatrick, 2010).

In Indonesia, recognizing the importance of English, the Ministry of Education has made it a compulsory subject within the national curriculum. The main objective of English language education is to equip students with the skills necessary to compete in the global arena and contribute to national development. As Richards (2015) highlights, English language teaching (ELT) has become central in many Asian countries, including Indonesia, due to its role in connecting learners to scientific, economic, and cultural resources. Consequently, students in Indonesia are expected to learn English formally, starting from school, to strengthen both individual competencies and national capacities.

Despite this emphasis, Indonesian students continue to face significant challenges in mastering English, particularly in writing. Writing is widely acknowledged as one of the most demanding language skills, requiring cognitive, linguistic, and organizational abilities. Hyland (2016) explains that writing is not merely about producing correct sentences but involves generating ideas, organizing them logically, and presenting them coherently. Students often struggle with limited vocabulary, grammatical weaknesses, and a lack of confidence, all of which affect their ability to express ideas clearly in writing (Nation, 2013). As a result, improving students' writing proficiency remains a critical focus for English teachers in Indonesia.

Field observations at SMK Negeri 1 Sungai Tebelian revealed that many tenth-grade students experience difficulties when asked to write descriptive texts. Common issues include repeating the same words, making grammatical and spelling mistakes, and feeling unmotivated to start writing. These challenges highlight the need for innovative, engaging teaching approaches that can support and guide students effectively through the writing process.

To address these issues, the use of educational media becomes highly relevant. According to Mayer (2014), multimedia learning can significantly enhance students' understanding by combining verbal and visual materials, making abstract concepts more concrete and engaging. One effective approach is using pictures to stimulate students' thinking and support the writing process. Recent studies (Çakir, 2017; Al-Jarf, 2020) have shown that visual aids can improve learners' motivation, vocabulary development, and writing organization, especially when dealing with descriptive texts.

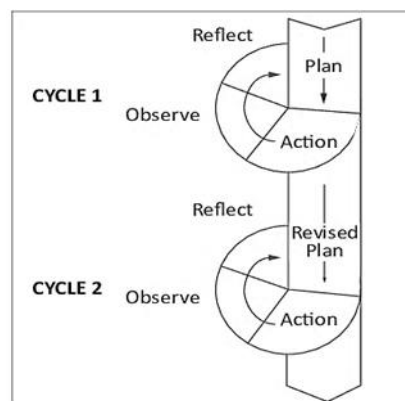
2. Methods

This research used classroom action research, which is based on expert theoretical foundations and will be implemented by researchers to investigate research strategies while

considering each class action as it occurs. Pelton (2010, p. 4) claims that classroom action research is a combination of three words: classroom, action, and research.

Classroom is a place where students follow and search for knowledge through learning and the concept of increased ability, while action refers to an activity, particularly in this context, in the classroom by following learning activity, and research is a type of activity that includes observing, collecting, and reflecting on research data. So, classroom action research is an activity that includes planning, acting, observing, reflecting, and continuing the cycle from re planning, the data of research from the result of classroom activity. Kemmis et al (2014, p. 18) argue that classroom action research has stages to prepare with the appropriate conditions, cycle 1 from plan, action, observe, reflect and cycle 2 from replan, action, observe, and reflect. If cycle 3 is appropriate to use in the research, then cycle 1 is conducted; if the results are not satisfactory, cycle 2 can be conducted with the revision from the previous cycle.

In an action research cycle, there are typically four broad phases. The first cycle may become a continuous spiral of cycles that reoccur until the action researcher has reached a satisfying outcome and feels it is time to stop (Burns, 2010, p. 7). This research for research design is classroom action research. The researcher employed the Kemmis and McTaggart approach of classroom action research, which consists of four steps: planning, action, observation, and reflecting.



Adapted from Kemmis & McTanggart (1988) in Burns (2010, p. 9)

Figure 1. Classroom Action Research Process

This research conducted over two cycles with tenth-grade students at SMK Negeri 1 Sungai Tebelian. Each cycle included four key stages: planning, acting, observing, and reflecting, aimed at improving students' descriptive writing skills and classroom participation through the Picture Word Inductive Model (PWIM). In the planning stage, the researcher developed lesson plans integrating PWIM activities (labeling pictures, word-chart building, sentence generation), prepared observation checklists, and coordinated with the collaborator teacher. During the acting stage, the researcher implemented PWIM strategies in the classroom while the collaborator observed. Students labeled visual aids, built word charts, and used them to construct descriptive texts. The researcher modeled writing and encouraged peer discussion.

In the observing stage, data were collected through observation checklists, field notes, writing test rubrics, video recordings, and student interviews to evaluate engagement and writing

development. In the reflecting stage, the researcher and collaborator reviewed the results from each cycle. Cycle I revealed low confidence and participation. Adjustments—including more scaffolding, group work, and clearer modeling—were applied in Cycle II. These steps helped create a more supportive learning environment, leading to improved participation and writing outcomes.

3. Results and Discussion

The findings of this study show a clear picture of how the Picture Word Inductive Model (PWIM) helped improve students' writing skills and classroom participation over two cycles of Classroom Action Research for tenth grade students at SMK Negeri 1 Sungai Tebelian. The researcher collected data from several sources: classroom observations, field notes, writing tests, student interviews, and video recordings. These tools helped the researcher check the results carefully, combining numbers and student opinions. The goal of using PWIM was not only to improve students' writing abilities but also to make them more active in class. The two-cycle design gave the researcher time to reflect on the weaknesses found in the first cycle, make changes, and improve in the second cycle. This kind of step-by-step improvement is a key part of good action research.

In the first cycle, the researcher saw that students were shy and not very active, even though the PWIM method was introduced. PWIM is meant to help students think by connecting pictures to words and ideas, but at first, many students were still not comfortable speaking up or taking part. Observation notes showed several moments when students did not answer questions or did not share their opinions. This may have been because they were not used to the new method, lacked confidence, or were still following old passive learning habits. As a result, the writing test scores in this cycle were only average. While some students benefited from the visual-word connections, many did not reach the success targets, showing the need for improvement.

After identifying the problems in the first cycle, the researcher made clear changes for the second cycle. These changes included giving students more support, using group discussions, and showing clear examples of how to make sentences from the word charts. The teacher also gave more encouragement, praised students' efforts, and created a classroom environment where mistakes were seen as a normal part of learning. Field notes showed that the teacher asked helpful questions and gave students more time to work with their classmates before asking for individual answers. These changes helped students feel more comfortable with PWIM and more confident in using it for their descriptive writing.

The second cycle showed clear improvements in both student participation and writing results. Observations, videos, and notes all showed that students were more engaged, more ready to share their ideas, and more excited about class activities. They became more active in labeling words from the pictures, building meaningful sentences, and finally writing good descriptive paragraphs. The step-by-step nature of PWIM—from labeling words to making sentences to creating paragraphs—gave students a clear structure, helping reduce the difficulty often felt in open writing tasks. Student interviews also confirmed that they felt more able and confident because they could use visual clues and work together with friends.

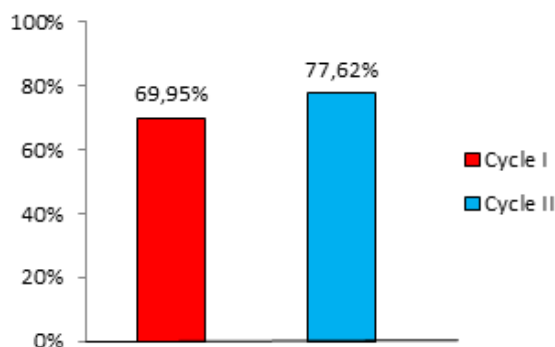


Figure 2 Chart Students' Participation Improvement

The numbers also supported these findings. According to the participation chart, student engagement increased from 69.95% in Cycle I to 77.62% in Cycle II. This increase showed not just more participation but also a better classroom atmosphere, where almost all students followed instructions and joined the activities. This improvement did not happen by chance; it came from the teacher's careful changes and ongoing support. This result highlights how important it is for teachers to reflect and adjust in action research to improve student outcomes.

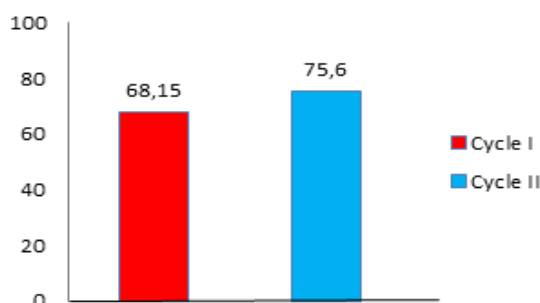


Figure 3 Chart Students' Writing Improvement

The students' writing also improved a lot. Using a scoring system that looked at four areas—content, organization, vocabulary and mechanics, and grammar—the researcher measured the students' writing work across both cycles. The average writing score rose from 68.15 in the first cycle to 75.6 in the second, a 10.93% increase. This big improvement, achieved in just two meetings per cycle, suggests that PWIM is not just a fun classroom activity but a strong learning tool that helps students organize ideas, learn new words, and produce better writing.

Interviews with students gave more reasons why PWIM worked well. Many students said that using pictures helped them find useful words and ideas, making it easier to write more detailed and descriptive paragraphs. Some said that in past writing lessons without pictures, they often had trouble thinking of details and ended up writing short, weak paragraphs. With PWIM, they felt they had more resources to help them, which made their writing smoother and gave them more confidence. These student comments are very important because they show how the teaching strategy worked in practice.

Finally, the researcher's reflection played a key role in making the second cycle successful. Instead of accepting the poor results from the first cycle, the researcher carefully looked at the

data and made specific changes to the teaching plan. This kind of responsiveness is at the heart of good action research, which focuses on constant checking, reflection, and improvement. The findings of this study show not only the value of PWIM itself but also the importance of teacher flexibility, professional thinking, and using data to guide teaching decisions.

The findings indicate that the Picture Word Inductive Model (PWIM) is an effective, student-centered method for improving both participation and descriptive writing skills among tenth-grade students at SMK Negeri 1 Sungai Tebelian. By using visual aids, word charts, and inductive thinking, PWIM gives students the tools they need to generate and organize ideas. With a supportive teacher, this model creates a cooperative and engaging learning space. The improvements seen over the two cycles show that when teaching strategies are applied carefully and improved step by step, they can lead to meaningful and measurable student success. These results give useful ideas for language teachers who want to improve their writing lessons through creative and research-based methods.

4. Conclusion

This study clearly demonstrates that the Picture Word Inductive Model (PWIM) is an effective and student-centered strategy for improving both students' descriptive writing skills and classroom participation. Conducted through two cycles of Classroom Action Research with tenth-grade students at SMK Negeri 1 Sungai Tebelian, the research showed that using visual aids, structured word charts, and inductive learning helped students better generate and organize their ideas. The improvements were not only seen in the students' active engagement—rising from 69.95% participation in the first cycle to 77.62% in the second—but also in their writing performance, with average scores increasing from 68.15 to 75.6. These gains were achieved through thoughtful instructional adjustments, increased teacher support, and the creation of a positive learning atmosphere where students felt confident to participate and express their ideas. Overall, the findings highlight that when innovative teaching strategies like PWIM are carefully implemented and refined through reflection, they can lead to meaningful and measurable improvements in student learning. These insights provide valuable guidance for language teachers looking to enhance their writing instruction through research-based and engaging methods.

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