

**THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO TEACH WRITING OF RECOUNT TEXT (A QUASI-EXPERIMENTAL STUDY AT THE EIGHTH GRADE STUDENTS OF MTS MAULANA MAGHRIBI UJUNGNEGORO IN ACADEMIC YEARS OF 2023/2024)**

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**ABSTRAK:** Siswa menganggap menulis adalah keterampilan yang paling sulit untuk dikuasai karena banyak siswa yang telah belajar bahasa Inggris mengalami kesulitan dalam mengekspresikan ide-ide mereka karena kurangnya kosa kata oleh karena itu PWIM (Picture Word Induktif Model) adalah strategi dalam pengajaran menulis dengan fokus khusus pada teks recount strategi ini. untuk mendukung proses belajar mereka dan meningkatkan keterampilan menulis mereka, oleh karena itu penelitian ini bertujuan untuk menilai seberapa efektif strategi Picture Word Induktif Model (PWIM) dalam pengajaran menulis, tujuan penelitian ini adalah untuk menilai Efektivitas Model Induktif Kata Bergambar untuk mengajar penulisan teks recount penelitian ini dengan fokus khusus pada teks recount, peneliti menggunakan quasi-eksperimental sebagai penelitian eksperimental, peneliti menggunakan wawancara, pengajaran, gambar, catatan lapangan, tes tertulis (pretest, posttest) itu melibatkan alat observasi 28 siswa di Siswa kelas VIII MTS MAULANA MAGHRIBI tahun pelajaran 2023/2024 dibagi menjadi dua kelompok, yaitu kelompok eksperimen yang pembelajarannya menggunakan PWIM dan kelompok kontrol yang menggunakan strategi umum pengajaran, analisis data menggunakan ANCOVA 24 pada Program SPSS 24. Hasil penelitian menunjukkan siswa dalam tes menulis (Pre Test) kelompok eksperimen adalah 59,32 dan kelompok kontrol adalah 59,35, skor terendah 37 dan tertinggi 84. Pada post-test, skor kelompok eksperimen adalah 70,32 dan kelompok kontrol 70,00 dan skor terendah 51. Nilai tertinggi 98 seluruh data dihitung dengan menggunakan ANCOVA, nilai  $p < 0,000$  < signifikan  $\alpha = 0,05$  hal ini menunjukkan bahwa PWIM telah efektif dalam mengajarkan keterampilan menulis untuk teks recount, karena terdapat variasi hasil yang signifikan antara eksperimen dan kelompok kontrol. Berdasarkan hasil tes tersebut, peneliti merekomendasikan guru untuk mengajar teks recount menggunakan strategi PWIM.

**Kata Kunci:** Model Induktif Kata Bergambar (PWIM), Teks Recount, Pengajaran Menulis

**ABSTRACT:** Student find the writing is most the difficult skill to master because many student who have learn English struggle to express their ideas due to a lack of vocabulary therefore PWIM (Picture Word Inductive Model) is strategy in teaching writing a specific focus on recount text this strategy to support in their learning process and improve their writing skill, therefore this study has purpose to assess how effective the Picture Word

*Inductive Model (PWIM) strategy is in teaching writing, the research goal has to assess the Effectiveness of Picture Word Inductive Model to teach writing of recount text this research with a specific focus on recount texts, the researcher used a quasi-experimental as experimental research, researcher employ interview, teaching, picture, field notes, written test (pretest, posttest) it involved observation tools 28 students at the Eighth grade of MTS MAULANA MAGHRIBI in Academic year 2023/2024 the student were separated into two group, they were experimental which teach using PWIM and the control group using teach general strategy the data analysis using ANCOVA 24 in SPSS 24 Program. The result showed student in writing test (Pre Test) Experimental group was 59.32 and control group was 59.35 the lowest score 37 and the highest 84 In the post-test, score experimental groups was 70.32 and the control group 70.00 and the lowest score 51. The highest 98 the all data was calculated by using ANCOVA, the p Value  $0.000 < \text{significant } \alpha = 0.05$  this showed that the PWIM has been effective in teaching writing skills for recount texts, as there is significant variation in results between the experimental and control groups. Based on the result of the test, the researcher recommended the teacher to teach recount text using PWIM strategy.*

**Keywords:** *Picture Word Inductive Model (PWIM), Recount Text, Teaching Writing*

## INTRODUCTION

Writing is communication tool express meaning directly. In this context, it serves not only as a means of conveying information but also as a connection for developing understanding, articulating ideas, and playing a pivotal role in effective communication. The nuances of writing style, text structure, and awareness of the intended audience become determining factors in ensuring the success of the communication. Additionally, with the ongoing evolution of technology and media, writing extends beyond traditional forms, enabling authors to leverage various digital platforms to create content accessible to diverse audiences.

Writing is activity to share moment in life or ideas, it can define writing is process conveying messages using language features. In writing there are some language components (spelling, grammar, vocabulary, and punctuation) without the skills most peoples would not be able to share their ideas such as textbook, newspaper, novel, magazine, and others (Hyland, 1996)

Because writing is an important component for 4 skills in English learner, and the writer thinks that several people cannot organizations words, delivery idea based on their mind especially students in school, for this will makes a solution given to students in

school especially on junior high school. It can stimulate their vocabulary and helping delivery the ideas directly.

As one of writing materials in the eighth, grade based on curriculum 13, Recount text is a text retailing the story such a experience, all things on the past, for the teacher is still having lack of model to teach writing then speaking, because the writer makes this solution PWIM system to support teaching times on writing. This study will analyse several aspects of writing component, problem also model material that are still rarely studies in previous related studied such a deep problem student, and several old material model teaching systems. It is hoped will later to be able to help and assist teacher in selecting and upgrading role model tools teaching system in writing section. as well as helping to improve teaching material tools, also make a student to be good in writing on grammar, punctuation, vocabulary.

Based on interview 6 Mey 2024 the researcher found some problems of the students in learning English. First, most of students were lack of vocabulary and got low score in writing test, it can be seen from teacher gave the score from daily examination that the score of almost half students were low from passing grade. Second, the teacher still used conventional way of giving vocabulary to the students. From interview with the students, the students said when the teacher gave the new vocabulary, the teacher ask the students for translate the word at home, and in the class the teacher ask to the students about memorize the vocabulary has translate by the students in the home. Because it often makes the students feel bored, low motivation and lose focus in memorizing. Third, many students didn't interest in study English. From the interviews with some students, the student said doesn't interested study English because more the students get low in writing test and felt difficult to memorize the vocabulary to organizing idea. So that, when the teacher gives an assignment in writing the students for the vocabulary many students are not generalizing ideas quickly. Fourth, many students were lack of vocabulary, grammar, organizing word, generalizing ideas in writing test it can be make students get low score in daily examination, Pretest There are some strategies to improve the vocabulary and writing of the students. One of them is by using teaching strategy. Some experts have offered some strategies that can be used to make students easier in remembering words. One of them is Picture Word Inductive Model (PWIM). According to (Calhoun, 1999)

PWIM is an inquiry-oriented language arts strategy that used pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. The picture word inductive model is a strategy that students use to learn figuring out the meaning of words by looking for pictures.

The writer is used this strategy because PWIM can stimulate students to imagine freely. By using pictures, students can learn and understand meanings and objects directly. Students also come into direct contact with these objects, making it easier for them to remember the vocabulary of the objects around them. Therefore, the writer uses PWIM as a strategy in teaching writing because PWIM has several advantages, such as making students more interested in the teaching and learning process, helping students remember words depicted in pictures easily, and showing students real-life situations and other things happening in their environment.

Based on Explanation above, the writer applied that PWIM in order to towards the student's writing process at MTS MAULANA MAGHRIBI UJUNGNEGORO that the writer decide to carry out research to title **THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL (PWIM) TO TEACH WRITING OF RECOUNT TEXT**

**(A Quasi-Experimental Study at the Eighth Grade Students of MTS MAULANA MAGHRIBI UJUNGNEGORO in academic Years of 2023/2024) .**

## **THEORETICAL BASIS**

This strategy serve as foundation for the investigation in this chapter will be explain the writing and PWIM (Picture Word Inductive Model) and experimental study , quasi experimental study.

According to (Utami et al., 2024 ) Writing constitutes a crucial element of language acquisition and is integral to mastering the English language. This skill enables students to effectively express their ideas and thoughts in written form, thus enhancing their critical thinking and creativity. Writing's inherent complexity necessitates ongoing practice to produce high-quality written work. One effective method for cultivating this skill is through the practice of writing novel reviews, which can substantially improve students' writing proficiency.

According to (Oktafiani & Husnussalam, 2021) the Picture Word Inductive Model Is strategy to analysis the picture about object and action to get word for improve the vocabulary

Specify based on (Calhoun, 1999) PWIM is an inquiry-oriented language arts strategy that used pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. The picture word inductive model is a strategy that students use to learn figuring out the meaning of words by looking for pictures.

According to Sanjaya (2013) experimental research method is the research to know whether or not the special treatment that have been given to subjects in certain conditions. Creswell (2012) says that quasi experimental is chosen because that experimental include assignment, it not random assignment of participants to groups

## **RESEARCH METHOD**

This research was used quantitative in a quasi-experimental study with The population in this research was all students of the eighth grade of MTS MAULANA MAGHRIBI UJUNGNEGORO in academic years 2023/2024 that consisted of 28 students.

In this study, the test has been created using standard procedure making a test. The writer used two tests of writing which were pretest and posttest. Pre text was used gain the information of students' achievement before the treatment as a teaching process. Post test is a information about students achievement after gettins a treatment. The researcher used a writing achievement test of recount text and interview the researcher to find out the effectiveness of using Picture Word Inductive Model (PWIM). The researcher did try out data collection, to collect data in this study. Writing test was used in posttest and pretest not only to measure a student's achievement but also collected the data. The researcher used a t-test for assessing the effectiveness of the Picture Word Inductive Model in teaching recount text writing. In this case the researcher using statistical calculation of the t-test for measure the effectiveness of the picture-word inductive model strategy in teaching writing in recount text

## **RESULTS AND DISCUSSION**

This research was used quantitative in a Quasi experimental study The finding was the further explanation from the result of data description and analysis above. The finding of this research is used to answer interview question and test for the formulation of problem How is the effectiveness of using Picture Word Inductive Model to teach writing of recount text at the eighth grade of MTS MAULANA MAGHRIBI UJUNGNEGORO?

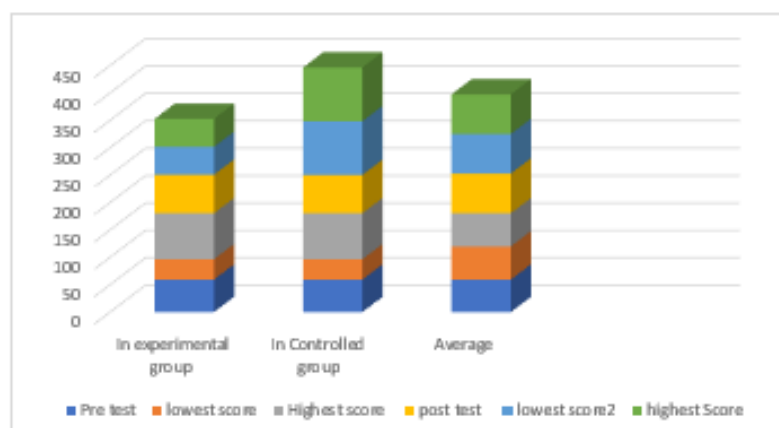
To finding of this research including the results calculation of written test (pretest and post posttest) in experimental class and control class and testing of hypothesis that was explained on down below:

**Table 1 Pre test score and Post test Score of Controlled Class**

No	Student	Pre-Test Score	Post Test Score	Gained Score
1.	Agnia Ilmiah	65	73	7
2.	Ahmad Ambara. P	41	66	27
3.	Ahmad Wandu	50	54	4
4.	Al Tafa Anando	84	91	8
5.	Arief Budiman	60	67	7
6.	Arizqi Kurniasari	47	50	5
7.	Asyifa Putri Anggraini	48	51	3
8.	Azalia Fatin Batu Bara	50	78	28
9.	Difa Rizku Agung	66	71	5
10.	Dimas Ananda	44	51	7
11.	Irfan Maulana	84	86	3
12.	Jheni Salsabela. B	46	64	18
13.	Kahly Jaka	66	77	11
14.	Kamelia Dwi Yananta	54	60	14
15.	Lia Yuanita	73	77	4
16.	M. Dodik Mustofa	53	61	15
17.	M. Risqi Wijavanto	83	97	14
18.	Pramono Al Abas	80	98	18
19.	Prita Novi Setiana	43	71	28
20.	Refina Rahmadani	47	56	8
21.	Rochid Al Izam	70	74	4
22.	Satria Gaza Pratama	61	66	7
23.	Tiara Febriavanti	37	53	18
24.	Wahyu Munthoha M	47	66	21
25.	Yuda Adi Saputra	66	78	12
26.	Agung Nugroho	76	81	5
27.	Abdilah Rasvid R	57	71	16
28.	M Roshid A	64	68	5
Total		=1662	=1956	=322
Average		M= 59.35	M= 70.00	

**Table 2 Pre Test Score And Post Test Score of Experimental Class**

No	Student	Pre-Test Score	Post Test Score	Gained Score
1.	Agnia Ilmiah	64	77	13
2.	Ahmad Ambara. P	41	72	32
3.	Ahmad Wandu	50	54	4
4.	Al Tafa Anando	84	91	8
5.	Arief Budiman	60	67	7
6.	Arizqi Kurniasari	47	50	5
7.	Asyifa Putri Anggraini	48	51	3
8.	Azalia Fatim Batu Bara	50	78	28
9.	Difa Rizku Agung	66	71	5
10.	Dimas Ananda	44	51	7
11.	Irfan Maulana	84	86	3
12.	Jheni Salsabela. B	46	64	18
13.	Kahly Jaka	66	77	11
14.	Kamelia Dwi Yananta	54	60	14
15.	Lia Yuanita	73	77	4
16.	M. Dodik Mustofa	53	61	15
17.	M. Risqi Wijayanto	83	97	14
18.	Pramono Al Abas	80	98	18
19.	Prita Novi Setiana	43	71	28
20.	Refina Rahmadani	47	56	8
21.	Rochid Al Izam	70	74	4
22.	Satria Gaza Pratama	61	66	7
23.	Tiara Febriyanti	37	53	18
24.	Wahyu Munthoha M	47	66	21
25.	Yuda Adi Saputra	66	78	12
26.	Agung Nugroho	76	81	5
27.	Abdilah Rasyid R	58	75	19
28.	M Roshid A	65	78	13
Total		=1661	=1980	=344
Average		M= 59.32	M= 70.72	



**In Experimental group**

In the experimental group, the PWIM (Picture Word Inductive Model) strategy was employed. Before implementing this strategy, the researcher, acting as the instructor, conducted a pre-test to assess the students' writing abilities. The students' average pre-test score was 59.32, with the lowest score being 37 and the highest 84. During the treatment phase, the instructor explained recount texts and divided the students into four groups, each consisting of 4-5 students. Each group selected a picture related to one of four topics: plants, animals, professions, or places. The students identified vocabulary words from the picture, wrote them down, and discussed their meanings. After all students received the treatment, the instructor conducted a post-test to assess the improvement in the students' writing abilities. There was a significant improvement in scores, with the lowest score increasing from 37 to 51 and the highest score increasing from 84 to 98. The average score in the experimental group improved to 70.32. This indicates that the Picture Word Inductive Model strategy was highly effective in teaching writing skills for recount texts, demonstrating a clear enhancement in the students' writing performance.

**In The controlled group**

In The Control group a general strategy was employed for teaching writing. Before implementing this strategy, the researcher, acting as the instructor, conducted a pre-test to assess the students' writing abilities. The students' average pre-test score was 59.35, with the lowest score being 37 and the highest 84. During the treatment phase, the instructor explained recount texts and divided the students into four groups, each consisting of 4-5 students. Each group selected a picture related to one of four topics: plants, animals, professions, or places. The students identified vocabulary words from the picture, wrote them down, and discussed their meanings. After all students received the treatment, the instructor conducted a post-test to assess the improvement in the students' writing abilities. There was a significant improvement in scores, with the lowest score increasing from 37 to 51 and the highest score increasing from 84 to 94. The average score in the control group improved to 70.00. This indicates that the general



strategy was also effective in teaching writing recount texts, although it may not be as effective as the

PWIM strategy. Nonetheless, the results demonstrate that structured and focused writing activities can significantly enhance students' writing skills.

**Table 3 The Result calculation of score gained from the posttest and pre test in experimental class and control class descriptive statistic**

	N	Minimum	Maximum		Mean	Std Deviation
Pre test E C	28	37	84		59.32	9.576
Pre Test C c	28	41	83		59.35	8.574
Post Test E c	28	51	98		70.72	9.744
Post Test C c	28	56	97		70.00	9.674
Valid N	28					

Based on the data above, it can be concluded that the average (X) pretest results in the experimental class are higher than the average (X) post-test results in the control group. This indicates that the treatment by the writer using the Picture Word Inductive Model strategy can improve students on writing skills.

### ***Testing of hypothesis***

To prove the hypothesis, the data obtained from the experimental class and the control class can be calculated using the t-test formula with the determination as follows:

1. If the significant value was less than equal to 0.05 then the hypothesis was (Ha) was accepted this means that the use of PWIM is effective to teach writing in recount text
2. If the significant value was greater than or equal to 0,05, then the hypothesis (Ha) was accepted and the hypothesis (Ho) was rejected. This means that using picture word inductive model strategy to teach writing in recount text is not effective.

#### **a. The First Hypothesis**

To determine the result in first hypothesis this research about the effective of using PWIM to teach Writing in recount text at eight grade of MTS MAULANA MAGHRIBI UJUNGNEGORO, the researcher was used the method described earlier. This involved analyzing the pre-test and post-test results in the experimental class.

It was discovered that the significant of 2-tailed was  $0.000 < 0.05$ . this can be concluded that  $H_a$  is accepted and  $H_o$  is refused. In short, there is significant effectiveness of using picture word inductive model to teach writing in recount text at eight grade of MTS Maulana Maghribi Ujungnegoro

**b. The Second Hypothesis**

To discover out the result of the second hypothesis about the difference of students' ability in writing between students instructed with the PWIM strategy who were not instructed by using PWIM strategy at the eighth grade of MTs Maulana Maghribi Ujungnegoro, the researcher used the determination as explained above.

The analyzing the pre-test and post-test in the experiment class, can be seen all explained on table in down below:

**Table 4 The Results of Hypothesis**

Levene's Test for Equality of Variances		t-test for Equality of Means							
		f	Sig.	T	Df	Sig. (2-tailed)	Mean	Std. error	Interval of the difference/ 99% Confidence interval of the difference
Score	Equal variances	179.633	.001	18.223		.000		-21.06	-38.2507 - 44.9480
	Equal variances not assumed			17.043		.000		-21.06	-38.1520 - 45.4990

From the results of the data analysis, it showed a level significance observed that the value of sig.(2tailed) was  $0.000 < 0.05$ . that the results indicate  $H_a$  is accepted and  $H_o$  is rejected, there was a significant difference ability of students in writing between the students instructed with the PWIM strategy who were not instructed by using PWIM strategy.

Furthermore, the findings suggest that all 2 tailed significance value were less than  $< 0.005$  with  $0.000 < 0.05$ , showing acceptance  $H_a$  is accepted and  $H_o$  is rejected. It means picture word inductive model strategy has a significantly effective to improve on students' writing in recount text and it contrasts it from students instructed with the PWIM

strategy who were not instructed by using PWIM strategy. Last, students instructed by using PWIM better in teach writing recount text at eight grades of Mts Maulana Maghribi Ujungnegoro.

This research was about the effect of using picture word inductive model (PWIM) strategy to teach writing in recount text of eight grade students of MTS MAULANA MAGHRIBI UJUNGNEGORO. This section was discussing the research findings based on the theories. Writing is both process and product Sokolik (2003). The process means an act of collecting ideas and crafting them into cohesive, well-written paragraphs that are clear to the reader. This indicates that someone is exploring ideas and arranging them into well-structured paragraphs. It means that writing is process to gathering ideas with grammar, and clearly to read into paragraphs. According to (Dovey, 2010) The source is support for writing process and product to support for gathering idea and invent to paragraph.

In teaching writing there are some strategies, one of strategy can be used by the teacher is using picture word inductive model strategy. PWIM is the strategy which involves inductive process where the students look for picture sign and use to identify the meaning of picture. so that it can make students more interested and easier to learn recount texts.

Based on the findings, this study suggests that adopting PWIM to teach writing in recount text can make students interested in and understand recount text more easily. This result similar with the study conducted by (Yulia, 2019) that used and implemented the Picture Word Inductive Model (PWIM) to teach writing descriptive text in junior high school.

Their research found that students were more interested and easier to understand the contents, which improved their ability when they created recount text. Using the Picture Word Inductive Model (PWIM) to teach writing in recount text helps students generate a broad vocabulary. They will be very motivated to improve their writing in recount text. According to (Zaqiyah, 2019), the Picture Word Inductive Model, or PWIM, was strongly useful and helpful in improving students' writing skills in recount texts. In addition, students who were very passive and still afraid to make a mistake in made paragraph would be easy to write some paragraph

## CONCLUSION

The research suggests that using a picture word inductive method to teach writing in recount text has a significant effect, as started in the previous chapter, that: There is a significant impact of using picture word inductive model to teach writing in recount text. That 2-tailed was showed of  $0.000 < 0.05$ . with a level of significance at 0.05. This indicates that the null hypothesis ( $H_0$ ) was rejected and the other hypothesis ( $H_a$ ) accepted. There is any significant difference of students' writing skills were compared between students who were taught using the PWIM strategy and those who were not taught using the PWIM strategy. Based on the data analysis results, it discovered that showed the value of sig. (2-tailed) was  $0.000 < 0.05$ . We can conclude that  $H_a$  is accepted while  $H_0$  is rejected, there was a significant effective difference of students' writing skills between the students who were taught by using PWIM strategy and students who are not taught by using PWIM strategy. Students who are taught by PWIM are better and effective in writing skills than students who are non-teaching by PWIM. the result of statistical analysis, it was found that the significant of showed the value of sig. (2-tailed) was  $0.000 < 0.05$ . with a level of significance at 0.05 This indicates that the null hypothesis ( $H_0$ ) was rejected while the alternative hypothesis ( $H_a$ ) was accepted..

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