

Picture Word Inductive Model (PWIM) for Increasing Students' Vocabulary Mastery at SMP An-Nashr Malang

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Abstract

The data of this research were taken from tests (pre-test, and post-test). This test was done to know the differences of students' achievement before and after teaching and learning using Picture Word Inductive Model (PWIM). Further, this research employed two cycles in which each cycle consisted of three meeting. In each cycle the students were given test (cycle 1 and cycle 2). To analyse the data, the proportion of correct answers was divided by the total scores. The aspects assessed include understanding meaning, use in sentences, vocabulary variety, vocabulary pronunciation, and use in context. The finding of this research revealed that the average score of students' vocabulary mastery in pre-test was 49. This showed that students had lack of vocabulary mastery. Then, in post -test of cycle 1, the students' average score got improvement.

Keywords: Picture Word Inductive Model, Vocabulary Matery

INTRODUCTION

One of the fundamental parts of human life is education. Education is one of strategy to increase human resources. According to Ki Hajar Dewantara (father of Indonesian national education 1889-1959), education is commonly defined as efforts to develop character (character, inner strength), mental and physical health, and the society of children.¹ That is why education can't be separated from human life. An individual need education for the advancement of society's quality of life in his society. Minister of Education and Culture Regulation Number 12 of 2024 concerning Curriculum for Early childhood Education, Basic Education Level, and Secondary Education Level offers specific directives for including English as a compulsory subject.² This move aims to prepare students for a global future and

¹ Hamengkubuwono, *Ilmu Pendidikan dan Teori-Teori Pendidikan*, cetakan 1 (Curup: LP2 STAIN Curup, 2016), hal. 3.

² Kemendikbudristek "Peraturan Pendidikan, Kebudayaan , Riset, dan Teknologi Republik Indonesia Nomer 12 Tahun 2024" 2024,

expand access to quality learning, enabling them to compete globally in the era of independent learning.

Language is used to convey ideas and emotions.³ Language skills are divided into four skills, including speaking skills, reading skills, listening skills, and writing skills. But of all these skills, there is one thing that needs to be mastered to support the development of the four skills and that is the mastery of English Mastery. Rao, Rahayu, and Rosa in Mulis state understanding and mastering English is important as it is often used in globalization contexts. As a result, English has many important roles in global concerns such as media, technology, science, business, and education.⁴ Nation in Mofareh Alqahtani stated the connection between vocabulary and language usage is complimentary, with vocabulary knowledge enabling language use and language use increasing vocabulary knowledge.⁵ Therefore, vocabulary mastery is very important because it is the foundation of one's language skills. Adequate vocabulary mastery will also make it easier for someone to convey ideas and thoughts in an understandable language. Wilkins also emphasizes the importance of vocabulary in communication. He stated the capability to convey a message is limited without grammar, and without vocabulary there is nothing to convey.⁶ According to Laufer and Hulstijn, vocabulary knowledge is a prerequisite for learning a foreign language, and vocabulary learning should be a lifelong task for language learners.⁷ As a person's vocabulary grows, so does their ability to learn and communicate ideas and information in a language. Paul Nation stated a very important first step on the journey to learning a word Intentional learning activities tend to focus on associating meanings with foreign language forms. He also points out that learning a word is more than just memorizing its meaning. To truly master a word, learners must understand its

<https://guru.kemdikbud.go.id/dokumen/w1BD3v6VO5?parentCategory=Implementasi%20Kurikulum%20Merdeka>

³ Marlin Steffi Marpaung, *Vocabulary Enrichment through Picture Word Inductive Model*, vol.8, No. 8, 2023, page 288. [Vocabulary Enrichment through Picture Word Inductive Model \(PWIM\): An Experimental Study | Acuity: Journal of English Language Pedagogy, Literature and Culture \(unai.edu\)](#) (Accessed on 6 August 2024).

⁴ Mulis, *Pendampingan Pembelajaran Bahasa Inggris kepada Siswa Kelas VI MI Mambaul Ulum Banjarejo Pagelaran Mlanag*, vol. 1, No. 3, Agustus 2023, page 176. https://www.researchgate.net/publication/373167366_Pendampingan_Pembelajaran_Bahasa_Ingggris_kepada_a_Siswa_Kelas_VIMIMambaul_Ulum_Banjarejo_Pagelaran_Malang (Accessed on 6 August 2024).

⁵ Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to Be Taught*, vol. 3, No.3, 2015, page 22, [The importance of vocabulary in language learning and how to be taught \(eurrec.org\)](#) (Accessed on 6 August 2024).

⁶ Iman Alizadeh, *Vocabulary Teaching Techniques: A Review of Common Practices*, vol. 1, No.1, 2016, page 23, <https://ijreeonline.com/article-1-25-en.pdf> (Accessed on 27 November 2024).

⁷ Cui Gui, Thanachart Lornklang. *The Use of Picture-word Inductive Model and Readers Theater to Improve Chinese EFL Learners' Vocabulary Learning Achievement*, *Advances in Language and Literary Studies*, vol 12. No 30 June 2021, Page 1. <https://files.eric.ed.gov/fulltext/EJ1307957.pdf>

pronunciation, spelling, grammatical usage, collocations, and context, and they should use the word frequently in different situations.⁸ According to our curriculum, the objective of teaching English is for students to develop four skills: speaking, listening, reading, and writing. Indonesian curriculum has changed from curriculum K-13 to the Independent Curriculum, also known as Curriculum Merdeka. It was launched by the Ministry of Education, Culture, Research, and Technology.^{9,10} The Independent Curriculum supports educational units to develop learning activities with the cooperation of instructors and students.

In case, challenges in mastering English vocabulary, especially for students VII B at SMP An-Nashris encountered. Based on the results of observations and oral tests conducted by the researcher on class VII B students in Monday, 15 July 2024. During the teaching and learning process, students often struggled to retain English vocabulary items. It causes students to become inactive, bored, tired, and less interested in the classroom. The students have difficulty mastering English vocabulary due to their minimal knowledge of it. This is also because English is not the native language of the Indonesian People. VII B was selected from the result of observations in classes, VII A, VII B, VII C, and VII D. The researcher conducted vocabulary test exercises through ball throwing games. During the game, the results showed that class VII B was less able to express vocabulary according to the preset topic. The results of observing the average speed and variety of vocabulary answered by students show that VII B is lower than other classes. Students VII B take more time to be able to express vocabulary, which is 8-15 seconds while other classes are only 5-10 seconds. There are numerous techniques for facing inactive or less active students. One of them is to implement interactive learning. Based on Piaget and Vygotsky's cognitive theory, involves students actively in gaining comprehension. Both highlight the importance of active learning for children to understand the world.¹¹ As a result, the researcher picked one of the inquiry approaches to engage students in learning in this study, namely PWIM (Picture Word Inductive Model). To enhance student's vocabulary, this study will implement the Inductive Picture Word Model in the classroom. Calhoun developed the Picture Word Inductive Model (PWIM) to help young learners improve their English

⁸ Brian Tomlinson, *Developing Materials for Language Teaching* (Great Britain: Bloomsbury Academic, 2017), p. 351-352.

⁹ Titin Ayu Wahyuni, Ariandono Dijan Winardi, "Independent Curriculum and Other Curriculum Used in Indonesia, What's Difference?", <https://voi.id/kr/bernas/135119> (Accessed on 13 March 2024)

¹⁰ Muhammad Rafiq Tanjung, Lulu Laela Amalia. "The Implementation of Independent Curriculum: Teachers' Perception and Difficulties on Developing a Lesson Plan", (Accessed on 13 March 2024)

¹¹ Muhammad Khoiruzzadi, Tiyas Prasetya, *Perkembangan Kognitif dan Implikasinya dalam Dunia Pendidikan (Ditinjau dari Pemikiran Jean Piaget dan Vygotsky)*, Vol.11, No 1 Januari 202, P 12 <https://www.neliti.com/publications/504229/perkembangan-kognitif-dan-implikasinya-dalam-dunia-pendidikan#cite> (Accessed on 29 November 2024)

literacy with the help of pictures. It is an inductive teaching style that helps students improve their vocabulary mastery.¹²

Yet, PWIM is an inquiry-based learning method that emphasizes early literacy. It is an inquiry-based language arts strategy that uses pictures of familiar objects and actions to elicit words from children's listening and speaking vocabularies.¹³ Constructivist learning theory serves as the foundation for the inquiry learning method. Jean Piaget, in Prof. Comaidi and Salamah's lectures, explained that knowledge is valuable when it is sought and discovered by learners themselves.¹⁴ PWIM is an appropriate learning strategy for increasing students' activeness and participation in learning. Because PWIM involves students in improving their knowledge and cognitive growth. The strategy is following Piaget's constructivist learning theory. The PWIM will be the right choice because it has been proven in several previous studies. For example, the study at SMP Guppi Samata found that the mean score for the post-test increased from 53.52 to 83.34, which showed a significant increase in vocabulary acquisition using PWIM.¹⁵ The research conducted at MTS Assyafi'iyah Gondang shows that students become more excited and interested in learning vocabulary by using PWIM. Students become more motivated and interested in the learning process when they use familiar pictures to master vocabulary.¹⁶ Based on the description above, the teacher's teaching method is essential, the strategies utilized enable students to learn and achieve the intended outcomes. Based on this explanation, the researcher is interested in conducting research and the title is "The Use of Picture Word Inductive Model (PWIM) to Increase Vocabulary Mastery at SMP An-Nashr" in class VII B.

The Origin of Vocabulary

Vocabulary refers to the set of words in language that an individual knows and uses. It can also refer to the complete set of symbols and sign systems or text. Vocabulary is important to be the foundation of a person's language skills, without enough vocabulary a person will have difficulty communicating their ideas or thoughts in a language that can be understood. It

¹² *Ibid.*

¹³ Emily F. Calhoun, *Teaching Beginning Reading and Writing with the picture word inductive model* (Alexandria: Association for Supervision and Curriculum Development, 1999), p. 21.

¹⁴ Chomaidi dan Salamah. *Pendidikan dan Pengajaran: Strategi Pembelajaran Sekolah*, (Jakarta: PT Grasindo, 2018), page 215.

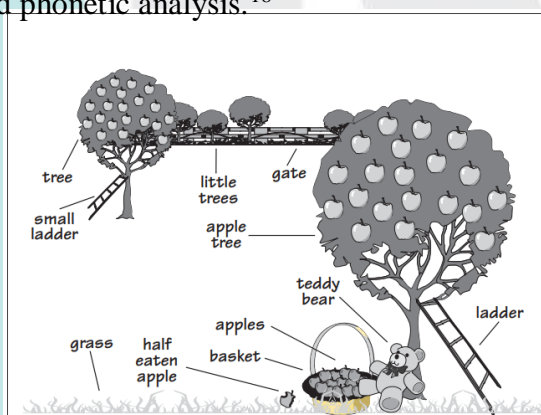
¹⁵ Nur Husnil Khatimah, Sri Hariati Mustari, *Penerapan Picture Word Inductive Model dalam Meningkatkan Kosakata Bahasa Inggris Siswa*, Vol 1 No.2 Maret 2022, P 183.
<https://ojs.unm.ac.id/progresif/article/viewFile/31873/14873> (Accessed on 17 July 2024)

¹⁶ Eliya Fitri, "The Use of Picture Word Inductive Model (PWIM) to Improve Students' Vocabulary Achievement at MTS Assyafi'iyah Gondang", *skripsi* (Tulungagung: IAIN Tulungagung, 2016), page 51-52.

enables students to comprehend and apply words in context, hence improving their cognitive capacities and general language competency.

Picture Word Inductive Model

The Definition of the Picture Word Inductive Model Emily Calhoun created the Picture Word Inductive Model (PWIM) in 1999 as a teaching method to aid language development, particularly for English Language learners (ELLs). It helps students improve their vocabulary, sentence structure, and writing abilities by teaching both subject and sentence structure at the same time. Calhoun states the PWIM language learning technique involves use of pictures of familiar items and actions to elicit words from children's listening and speaking vocabulary.¹⁷Jiang and Perkins describe PWIM as a method that uses children's inductive thinking to generalize structural and phonetic analysis.¹⁸



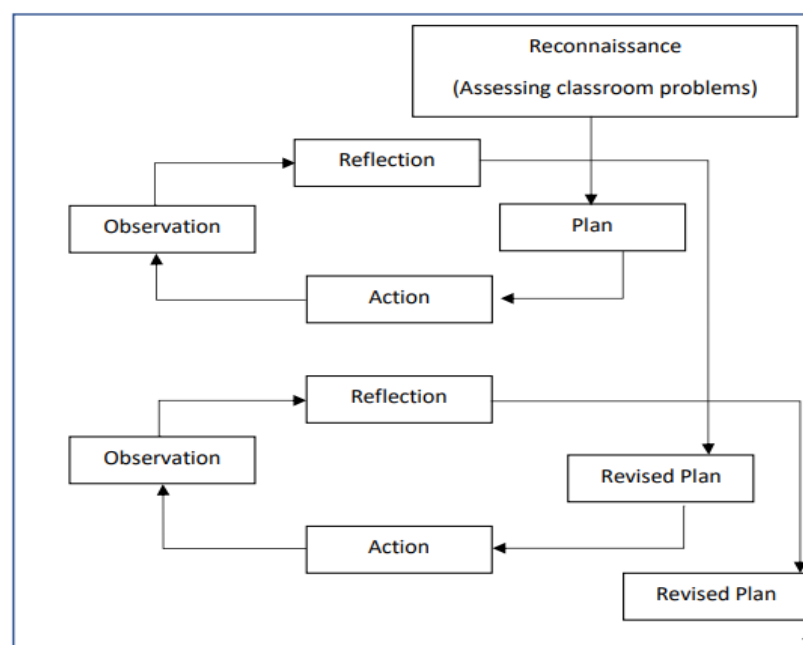
Picture Word Inductive Model, Adapted from Emily F. Calhoun

¹⁷ Emily F. Calhoun, *Teaching Beginning Reading and Writing with the picture word inductive model* (Alexandria: Association for Supervision and Curriculum Development, 1999), p. 21.

¹⁸ Xuan Jiang and Kyle Perkins, *A Conceptual Paper on the application of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory*: Interdisciplinary Journal of Teaching and Learning, Vol. 3, 2013, p. 9

RESEARCH METHOD

This study applied the Classroom Action Research (CAR) design. The subjects were the students in seventh grade at SMP An-Nashr Malang. This class was chosen because of having challenges of vocabulary mastery. This research was applied collaboratively with the English teacher. This collaboration occurs at all cycle stages, including planning, execution, observation, and reflection. Teachers used observation sheets to document student activity and growth during the learning process, which was the foundation for analyzing activities with researchers. The researcher planned to conduct two cycles in this classroom action research. The cycle of the classroom action research project will be the identification of a problem (planning), collecting data (action), analysing and interpreting data (observation, and developing an action (reflection).



The flow of Classroom Action Research (CAR)

The data of this current research were collected through observation and test including preliminary tests, pre-test, and post-test. The data of observation were analyzed qualitatively in line with students' responses to learning activities utilizing the Picture Word Inductive Model (PWIM) technique. Then, the outcomes of the data analysis were presented as qualitative descriptive. Yet, the data of test were analyzed quantitatively before and after learning using PWIM. Testing takes the form of matching. This was achieved by measuring the proportion of correct answers divided by the total score.¹⁹

¹⁹Trianto, *Penelitian Tindakan Kelas*, cetakan III (Jakarta: Prestasi Pustaka, 2012) page 63.

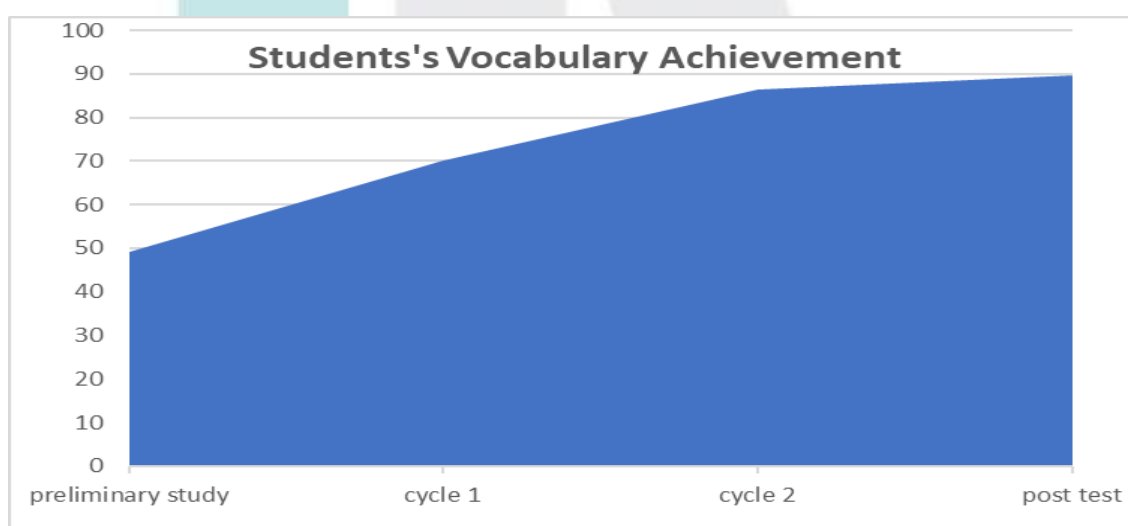
FINDINGS

In the first meeting, the researcher conducted a preliminary test. And the researcher discovered that the student's vocabulary skills were weak. The majority of students did not meet the minimal completion score of 75. They only received an average score of 49 but the success criteria of the English subject at this school is 75. In detail, 20 Students still have a score below 75. The student who got an 80 score was 1 student or 4,76%. The students who got 70 scores were 2 students or 9,52%. Students who got 65 scores were 3 students or 14, 29%. Students who got 60 scores were 2 students or 9,52%. Students who got a 55 score were 2 or 9, 52% of students. Students who got a score of 50 or less were 10 students or 47.62%. This case means that the student's vocabulary mastery needs to increase through a teaching method that can undertake their problems such as using Picture Word Inductive Model (PWIM).

For the result of the first cycle consisting of two, the average score of students' achievement progressed. It was 70. In detail, one student received the highest score of 90, followed by four students with 85 and two students with 80. In addition, four students met the Success criteria while the other ten students had scores less than 75. The data reveals that 47.62% of students have yet to meet the success requirements. This data indicates that although some students showed exceptional performance with scores above 75, there are still a considerable number of students who have not met the criteria level. Therefore, more effort is needed to improve their achievement. Yet, to meet the criterion of success, the researcher extended the second cycle. Based on reflection researcher found that some aspects can be repaired to solve the problem such as [1] enhancing pictures for each individual, [2] improving learning implementation, [3] providing direct learning aids to students, both with proper pronunciation of words as well as proper writing, [4] motivating to boost students' confidence, providing more in-depth support to students who lack the confidence to share their thoughts or ask questions, [5] giving appreciation to students who show commitment to learning well and positive attitudes in class by giving direct praise. The second cycle revealed that the student's achievement was in progress. The average score was 86,4 and it reached the criteria of success. In detail, out of 21 students, 10 students scored above the average. Among them, one student got the highest score of 100, followed by three students with 95 and 5 students with 90 scores. In addition, five students scored 85, and two students scored 80. 3 students got a score of 75. In brief, the final test using PWIM showed that the student's average score was 89.76. hence, it can be claimed that the use of PWIM in teaching vocabulary is effective.

DISCUSSION

This section discusses the results of the preliminary study, cycle 1, and cycle 2, as well as the post-test activities which showed that the use of PWIM effectively improved students' vocabulary. This strategy not only increased student's vocabulary but also encouraged them to be more engaged in English study. Students gain enthusiasm, and confidence, and enjoy studying. The result of the preliminary study reveals the actual condition of the students, that the students had little vocabulary. The pre-test conducted by the researcher showed poor results, with an average score of only 49 out of 21 students. Due to this, the researcher tried to solve the problem by using PWIM. PWIM is used as a learning strategy because in this model students are actively involved in learning. The students' achievement of vocabulary mastery using PWIM in each phase is shown below.



Graphic of Student's Vocabulary Achievement in each phase Using PWIM

Based on the graph, it can be inferred that students increased their vocabulary in every phase. It is shown that the students' vocabulary has improved during the implementation of PWIM in the preliminary study, cycle 1, cycle 2, and post-test. Yet, the researcher and teacher collaborator evaluated the student's involvement, enjoyment, attentiveness, and confidence during the teaching and learning process, as their vocabulary knowledge. The application of PWIM in teaching and learning demonstrated a significant change from the previous method. In conclusion, the student's vocabulary mastery through teaching using Picture Word Inductive Model (PWIM) can be developed. This finding is in line with the research conducted by Puspitasari and Dewi, (2024) and Kamarudin, (2021). They highlighted the PWIM is effective to increase the students' vocabulary mastery.

CONCLUSION AND SUGGESTION

The findings of this study indicate that the objectives formulated at the start of the investigation were successfully achieved. The specified success criteria, which included an average score of 75 and 80% active engagement in learning, were reached. The statistics also indicated that students' average vocabulary mastery score made it up to 86.4, while the level of active learning score reached 80.95%. The findings give strong evidence that the Picture Word Inductive Model (PWIM) method improves students' vocabulary learning, particularly in the context of daily activities. Students demonstrated a greater capacity to recognize, understand, and apply new words taught utilizing the PWIM method. This is evidenced by test results and classroom observations, which reveal that students not only improved quantitatively but also had a more positive attitude about gaining English vocabulary. The findings of this research highlighted the PWIM method for vocabulary teaching is effective to apply. Hence, for teachers, it should be highlighted that PWIM method should be applied in the teaching and learning process, particularly for developing vocabulary mastery.

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