

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

Himami Bulqiyah Zam Zam¹, Siti Khodijah²

^{1,2}State Islamic University of KH. Achmad Siddiq Jember, Indonesia

e-mail: himamibulqiyah94221@gmail.com*¹, sikodsiti@gmail.com*²

ABSTRACT

Writing is a vital language skill closely connected with listening, speaking, and reading. One effective strategy to enhance writing ability is the Picture Word Inductive Model (PWIM), developed by Joyce, Weil, and Calhoun. PWIM combines writing and reading by using inductive reasoning to link words with images. To boost students' motivation in learning English writing, teachers must select creative and effective teaching methods. The right strategy makes it easier for teachers to deliver material and helps students grasp the content more effectively. This research aims to explore the implementation of PWIM in teaching writing to eighth-grade students of SMPN 6 Situbondo, specifically Class A with 24 students. A descriptive qualitative method was used, with data collected through observations, interviews, and document analysis. Data validation was ensured through source and technique triangulation. The findings reveal four key aspects of PWIM implementation: the objectives of PWIM, the materials used, the steps in its application, and the evaluation of its impact on students' writing skills.

Key Words: *Descriptive Text, Picture Word Inductive Model, Teaching Writing*

INTRODUCTION

Writing is one of the essential language skills, closely connected to listening, speaking, and reading. In the context of English language learning, writing is often considered the most complex skill, as it requires students to organize their ideas and express them coherently in written form (Wahyuningsih *et al.*, 2021). To address these challenges, effective teaching strategies are necessary to support students in developing their writing skills in a structured and engaging manner (Yarmi *et al.*, 2024).

One instructional approach that has proven effective is the *Picture Word Inductive Model* (PWIM), developed by Joyce, Weil, and Calhoun (Calhoun, 1999). PWIM is a strategy that integrates writing and reading through inductive thinking, where students are guided to identify and label objects in images, build vocabulary, and gradually form sentences and coherent paragraphs (Hulu *et al.*, 2023). The use of familiar and concrete visual media helps students make meaningful connections and stimulates long-term memory, making the learning process more interactive and accessible (Oktafiani & Husnussalam, 2021).

In practice, PWIM promotes active student participation, creativity, and gradual development of writing competence. Its instructional steps include labeling, categorizing words, constructing sentences, expanding sentences, composing paragraphs, drafting and revising, and finally, producing and presenting final written texts (Amin *et al.*, 2025). These stages enable learners to internalize the structure and function of written language effectively.

From an Islamic perspective, the importance of writing is emphasized in the Qur'an, in Surah Al-'Alaq verses 4-5:

عَلَّمَ ۚ بِالْقَلَمِ ۚ عَلَّمَ الَّذِي
يَعْلَمُ ۚ لَمْ يَلَمْ مَا الْإِنْسَانُ

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. According to Tafsir Al-Qurtubi, these verses underline the divine encouragement for humans to write as a means of acquiring and preserving knowledge. Writing plays a vital role in ensuring that knowledge is not forgotten and can be passed on to future generations. Without writing, the transmission and development of knowledge would be severely limited.

Previous research has supported the effectiveness of PWIM in enhancing students' writing ability. For example, a study by Yustiani (2016) at SMPN 3 South Tangerang found that students taught using the PWIM strategy performed significantly better in writing recount texts than those taught without it. However, the success of this strategy largely depends on how well it is adapted to the classroom context, including the learners' characteristics and the school environment.

This study investigates the implementation of PWIM in teaching writing to eighth-grade students at SMPN 6 Situbondo. Based on preliminary observations and interviews with teachers, many students struggle to express their ideas in written form and often lack interest in writing activities. This research aims to examine the application of PWIM in the classroom and assess its effectiveness in improving students' writing skills, as well as to identify possible improvements to optimize its impact

METHOD

This research employs a qualitative descriptive method to explore the implementation of the Picture Word Inductive Model (PWIM) in teaching writing skills to eighth-grade students at SMPN 6 Situbondo. This approach was chosen because it allows for an in-depth understanding of classroom phenomena without manipulating or interfering with the learning process. The researcher acted as a non-participant observer to preserve the authenticity of students' behavior and classroom dynamics. Data were collected through three techniques: classroom observation, in-depth interviews, and document analysis. Observations were conducted over a three-week period to monitor teaching activities and student engagement with PWIM strategies. Semi-structured interviews with the English teacher and selected students provided insights into their perceptions and experiences with the model, while relevant teaching documents such as lesson plans and student assignments were analyzed to support and validate findings. Data were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing/verification. To ensure data credibility, the researcher applied source triangulation comparing data from teachers and students and technique triangulation cross-checking results from observations, interviews, and documentation. The study was conducted in a structured sequence, including pre-field preparation, fieldwork, and data analysis, to comprehensively describe the goals, materials, procedures, and evaluation aspects of PWIM as used in real classroom settings.

RESULTS AND DISCUSSION

Result

This research was conducted to investigate how the teacher implemented the Picture Word Inductive Model (PWIM) strategy in teaching writing skills. The researcher employed qualitative methods to collect data through interviews, classroom observations, and

document reviews. These methods were chosen to gain a comprehensive understanding of the teaching practices and learning outcomes related to the PWIM strategy. Based on the results of data collection, including the teacher's and students' responses, classroom activities, and supporting teaching materials, the following findings describe the implementation of PWIM in teaching writing skills at SMPN 6 Situbondo:

The Goal of PWIM in Writing Skill at SMPN 6 Situbondo

The primary objective of applying the Picture Word Inductive Model (PWIM) in teaching writing at SMPN 6 Situbondo is to enhance students' understanding of English writing and gradually build their confidence. Based on interviews conducted with Mrs. A, the English teacher responsible for implementing PWIM in class, it was revealed that the method aimed not only to improve technical writing abilities but also to reduce students' anxiety when expressing themselves in written English. Mrs. A explained that many students were initially hesitant to write because they lacked confidence and were afraid of making mistakes. However, she found that introducing vocabulary through images helped ease students into the process. She stated:

"By using pictures, students are more willing to participate. They begin to recognize the words and how to use them in sentences. It's easier for them to understand writing structures, especially when learning descriptive texts. With this strategy, they become more active and less afraid of trying"

This impact was also reflected in student feedback. ABS, an eighth-grade student, shared that she previously struggled with understanding English writing in grade VII. She mentioned that the use of PWIM by Mrs. A significantly changed her experience in the classroom:

"Back then, I couldn't understand much. But now with this method, I can follow the lessons more easily. We enjoy the learning more, and it's easier to write sentences when we have pictures to guide us."

Another student, ADS, expressed that the visual support made learning English more enjoyable and less intimidating:

"When we use pictures, it's more exciting. I can look at the image, think of the words, and write sentences. I'm not scared to make mistakes anymore. It's fun"

Observations conducted during the classroom sessions confirmed these statements. Students were actively engaged, responding confidently to questions, and participating in group tasks involving vocabulary identification and sentence construction. The PWIM strategy served as a scaffold that allowed them to transition from recognizing words to composing structured texts, particularly descriptive paragraphs. Supporting documentation, such as the lesson plan (RPP), also reinforced this goal. The learning objectives in section C clearly emphasize student engagement and comprehension, aiming for students to confidently explain material, answer questions, and participate actively in class discussions.

The implementation of PWIM at SMPN 6 Situbondo not only supports the development of students' writing skills but also plays a significant role in fostering a more engaging and student-centered classroom environment. By combining images with word association and guided writing activities, PWIM has proven effective in helping students overcome their writing challenges while increasing their enthusiasm for learning English.

The Material of PWIM in Writing Skill at SMPN 6 Situbondo

In implementing the Picture Word Inductive Model (PWIM) strategy, the instructional materials used by the English teacher at SMPN 6 Situbondo were thoughtfully designed to support students' engagement and comprehension in writing activities. Based on interviews and classroom observations, it was found that the main learning tools included printed images and English textbooks. These materials served as the core foundation around which writing exercises were structured. Mrs. A, the English teacher, explained that she often began the lesson by distributing visual prompts to student groups, stating:

"Usually, I give pictures to each group so they can work together in identifying and describing the content. I also select pictures that are connected to daily life or specific themes like school, nature, or cultural events. Sometimes, I include guided questions to help them explore the image more deeply"

The students responded positively to this approach. ABS, one of the eighth-grade students, shared her experience by saying:

"The teacher always uses pictures when we learn writing. Each group gets a picture to describe, and it really helps us to get ideas and understand the topic better"

Another student, ADS, emphasized how this visual method enhanced creativity in the classroom:

“It’s exciting when the teacher brings pictures. They help us imagine what to write, and sometimes we can even choose which picture to describe. That makes the lesson more interesting.”

The document review of the school’s lesson plan (RPP) confirmed the systematic use of these materials. In section F, the plan listed “printed pictures” and “textbooks” as the primary resources for the writing lessons. The pictures were not only used as illustrations but functioned as central tools to stimulate vocabulary development and sentence construction an essential part of the PWIM approach.

Observations during classroom activities revealed that students were highly motivated when interacting with these visual materials. They actively discussed the images in groups, listed visible objects, and gradually built descriptive sentences. The teacher supported this process by circulating among groups, asking probing questions, and encouraging students to expand their ideas.

In essence, the integration of thematic and engaging pictures, alongside standard textbooks, provided a balanced and dynamic set of materials that aligned with the principles of PWIM. This material design successfully fostered creativity, supported vocabulary acquisition, and helped students organize their thoughts into coherent written texts.

The Step of PWIM in Writing Skill at SMPN 6 Situbondo

The implementation of the Picture Word Inductive Model (PWIM) in teaching writing skills at SMPN 6 Situbondo followed a series of well-structured steps aimed at guiding students from visual interpretation to written expression. Based on interviews with the teacher and students, as well as observations and supporting documents, the process was designed to encourage collaboration, creativity, and contextual language use.

Mrs. A, the English teacher, described the sequence she typically follows in the classroom. She explained:

“I usually begin with a short explanation about the descriptive text. Then, I divide the students into groups each with five members and distribute the images along with the worksheets. Each group analyzes the picture like building a visual dictionary by adding arrows and labeling what they see. From there, they begin to describe the picture in their own words.”

She also emphasized the importance of guided learning during group activities:

“After discussions, I support the students in interpreting the images accurately. I encourage them to ask questions, use descriptive language, and express their thoughts freely. I move around the class, observe their progress, and provide feedback to help refine their writing”

Students, too, reflected positively on the process. ADS, a class VIII student, shared:

“At the beginning, the teacher explains about descriptive texts. Then we are divided into groups and given a picture. We add arrows and label objects in the image kind of like turning the picture into a dictionary. Then we take turns presenting our answers to the class”

Another student, ABS, noted the benefits of working with peers:

“This method made me more confident in expressing ideas. Working in groups helped because I could learn from my friends, and I enjoyed describing the pictures. It made learning fun and not boring.”

The Learning Plan (RPP) reinforced this sequence, outlining that lessons begin with material delivery, followed by group formation, and conclude with collaborative activities and presentations, all aligned with the PWIM method. Based on classroom observations, the teacher consistently applied the following steps:

1. Preparation – Organizing materials such as descriptive text guides, printed images, and worksheet sheets.
2. Group Division – Students were placed into small collaborative teams of five.
3. Strategy Introduction – The teacher introduced the PWIM method and explained how to engage with the images.
4. Guided Labeling – Students labeled objects in the images and began forming word associations.
5. Collaborative Discussion – Each group analyzed the image and discussed how to describe it in English.
6. Presentation – Groups presented their descriptions in front of the class, practicing both writing and speaking skills.

7. Feedback Session – The teacher reviewed students’ work, highlighted strong points, and suggested areas for improvement.

In conclusion, the instructional steps followed in applying the PWIM strategy created an engaging, supportive learning environment. The structured approach allowed students to move from visual identification to sentence and paragraph construction with guidance at every stage, strengthening both their confidence and competence in writing English.

The Evaluation of PWIM in Writing Skill at SMPN 6 Situbondo

The evaluation process in implementing the Picture Word Inductive Model (PWIM) at SMPN 6 Situbondo was primarily formative, focusing on continuous feedback and student development throughout the learning stages. According to Mrs. A, the English teacher, assessments were not limited to final written products, but instead emphasized the entire learning process, from group collaboration to sentence construction. She shared:

“I usually apply formative assessments in writing. Students work in groups and describe pictures step by step. I observe how they build sentences and how well they understand what they are writing.”

Student perspectives confirmed this approach. ABS, a student in class VIII, explained:

“Mrs. A would check and assess our group writing, especially when we describe people, places, or animals in the picture. After we present the results, she discusses them with the whole class so we can all understand better”

Similarly, ADS noted that feedback was a regular part of the process:

“After our group presents sentences, Mrs. A gives suggestion on grammar and vocabulary. It helps us fix our mistakes and improve our writing”

From classroom observations, it was evident that the evaluation strategy was integrated into each lesson. The teacher moved between groups during activities, providing immediate feedback and assessing participation. This allowed her to identify students who needed additional guidance and adjust the support accordingly. Peer assessment was also encouraged students were

asked to respond to each other's work, helping them reflect critically and learn collaboratively.

This evaluation approach was consistent with the school's Learning Plan (RPP), which highlighted formative assessment as the primary evaluation method. It involved monitoring group discussions, written output, presentations, and overall engagement. Notably, the evaluation went beyond just checking answers; it fostered dialogue, peer support, and active learning. ABS mentioned an example of this interactive process:

"When our group shares our answers, other groups are invited to give feedback. We learn how to write better from each other's suggestions"

In addition to formative strategies, Mrs. A occasionally administered individual writing tasks to assess student progress independently. These summative assignments typically involved writing descriptive texts based on visual prompts, applying what they had practiced in group settings. In conclusion, the evaluation of PWIM at SMPN 6 Situbondo was multifaceted, combining ongoing observation, peer input, and individual assignments. This approach provided a well-rounded picture of students' writing development, allowing for continuous improvement while encouraging collaboration, creativity, and confidence in using English.

Discussion

This study explored the implementation of the Picture Word Inductive Model (PWIM) in teaching writing skills to eighth-grade students at SMPN 6 Situbondo. The discussion integrates findings from field observations, interviews, and document analysis with relevant theoretical perspectives, primarily those of Calhoun (1999) and prior research. The goal of this discussion is to analyze how theory aligns with actual classroom practices and to evaluate the effectiveness of the PWIM strategy in developing students' writing abilities.

At the core of PWIM is the objective to enhance students' ability and confidence in writing English through structured visual prompts and inductive reasoning. The findings from SMPN 6 Situbondo confirm that the strategy helped students reduce anxiety when writing and encouraged them to express ideas more freely. This aligns with Calhoun's theoretical framework, which positions PWIM as an active learning strategy centered on image observation, vocabulary generation, and sentence construction (Mutmainna *et al.*, 2025). Through visual engagement and repeated structured practice,

students gradually developed their writing skills in a way that was accessible and motivating. Teachers played a vital role by facilitating group discussions and guiding students through the process of identifying words, labeling images, and forming coherent texts (Cahyani, 2023).

In relation to teaching materials, the implementation of PWIM at SMPN 6 Situbondo utilized a combination of printed images, thematic posters, worksheets, and standard English textbooks. These materials were not only aligned with the learning objectives but also designed to actively engage students in meaningful writing tasks. Calhoun emphasized that authentic, visually rich materials play a significant role in boosting students' understanding and retention of new vocabulary and writing structures. This was evident in the classroom, where students responded positively to picture-based prompts that reflected real-life situations (Aris *et al.*, 2021). The materials used successfully acted as scaffolds, helping students progress from identifying objects to constructing complete descriptive paragraphs. This finding is also consistent with the study by Siti Apiyah Yustiani, which demonstrated that visual aids in PWIM significantly increased student engagement and improved writing performance (Yustiani, 2016).

The instructional steps implemented by the teacher also reflected the systematic nature of PWIM as described in the literature. Lessons began with the teacher introducing descriptive text material, followed by forming student groups to collaborate on picture analysis (Rahmatika *et al.*, 2020). Students labeled parts of the image with arrows mimicking the function of a picture dictionary and used these labeled elements to construct descriptive sentences. Guided discussions and feedback sessions helped reinforce learning, allowing students to refine their writing. This approach is consistent with Calhoun's model, which emphasizes the stages of presenting images, eliciting words, categorizing vocabulary, and gradually moving into sentence and paragraph formation. The structured steps not only supported language acquisition but also fostered student collaboration and critical thinking. Observations confirmed that students were more engaged, enthusiastic, and confident when using this strategy (Mukhlisin *et al.*, 2023).

Evaluation within the PWIM framework at SMPN 6 Situbondo primarily took the form of formative assessment. The teacher continuously monitored student progress through observation, oral questioning, and review of written tasks. This aligns with Calhoun's emphasis on the importance of formative evaluation in helping students internalize learning and improve gradually (Meifira & Syarif,

2020). The teacher also incorporated peer feedback, allowing students to evaluate and learn from each other's work, which encouraged critical reflection and collaborative improvement (Purba & Simamora, 2023). Students themselves acknowledged that receiving feedback both from the teacher and their peers helped them become more aware of their errors and motivated them to write better. This was further supported by occasional summative assessments to individually measure writing development, ensuring a comprehensive evaluation process.

Formative assessment proved effective not only in identifying students' strengths and weaknesses but also in informing instructional adjustments. The flexible nature of PWIM allowed the teacher to tailor guidance based on student needs, whether through direct intervention during group discussions or personalized feedback after presentations (Siahaan, 2023). The use of peer assessment added another layer of value, as it encouraged students to engage in the evaluation process and learn from multiple perspectives. These findings are consistent with Yustiani's research, which showed that ongoing assessment integrated with the PWIM approach significantly improved student outcomes by promoting reflection and active participation (Yustiani, 2016).

The success of PWIM at SMPN 6 Situbondo was also influenced by several contextual factors. The teacher's familiarity with the method and her proactive role in facilitating the process were crucial. Mrs. A demonstrated a deep understanding of PWIM and skillfully guided students through each phase of the strategy. Her ability to select appropriate images and create a comfortable learning environment played a significant role in student engagement. Moreover, the use of visuals that were relevant to students' lives such as images of school, nature, or familiar objects enhanced relatability and interest, helping students connect with the material more effectively (Sabrina *et al.*, 2020).

The collaborative setup also supported the development of communication and critical thinking skills. Working in groups enabled students to share ideas, learn from one another, and develop their writing collectively. This peer interaction aligns with Vygotsky's theory of social learning, where students benefit from collaborative dialogue and shared problem-solving. Nevertheless, some challenges were identified, such as the varying levels of participation and language proficiency among students. These variations required the teacher to apply differentiated strategies to ensure that all learners remained engaged and supported throughout the writing process (Wahyuningsih *et al.*, 2021).

The overall findings show that the implementation of PWIM at SMPN 6 Situbondo is consistent with Calhoun's theoretical model and supported by previous empirical studies. The strategy effectively facilitated vocabulary development, sentence structure, and paragraph writing through a process that was both visual and interactive. Students not only improved their writing abilities but also showed greater motivation and enthusiasm for learning English. The integration of images, group collaboration, and step-by-step writing activities made the learning environment more dynamic and student-centered.

In conclusion, the use of the Picture Word Inductive Model in teaching writing at SMPN 6 Situbondo demonstrates strong alignment between theory and classroom practice. PWIM proved to be an effective strategy for developing students' writing skills through its emphasis on inductive learning, visual support, and structured collaboration. The approach successfully addressed common challenges in writing instruction, such as students' fear of making mistakes and difficulty organizing ideas. By integrating engaging materials, clear instructional steps, and continuous evaluation, the PWIM method created a positive and effective learning environment. Moving forward, continued teacher training, careful selection of visual materials, and ongoing refinement of group-based learning strategies will be essential to maximizing the impact of PWIM in similar educational settings.

CONCLUSION

Based on the research findings, the implementation of the Picture Word Inductive Model (PWIM) in teaching writing skills at SMPN 6 Situbondo proved to be effective in enhancing students' writing ability through a structured, visual, and collaborative approach. The strategy's goal of increasing student engagement and confidence was achieved by using relevant and thematic picture-based materials that stimulated vocabulary development and supported sentence construction. The instructional steps from presenting descriptive texts and organizing group activities to guiding discussions and presentations enabled students to build writing skills gradually. Evaluation was conducted through formative assessment, focusing on ongoing feedback, peer collaboration, and observation, which helped monitor progress and improve learning outcomes. Overall, the integration of PWIM fostered an interactive and supportive learning environment that successfully improved students' writing competence and motivation in learning English.

REFERENCE

- Amin, S. Z., Sholahudin, S., & Sopian, A. (2025). Implementation of the Picture Word Inductive Model (PWIM) Assisted by a Digital Dictionary in Teaching Arabic Writing Skills. *DIDAKTIKA: Jurnal Kependidikan*, 14(1), 987–998. <https://doi.org/https://doi.org/10.58230/27454312.1798>
- Aris, P., Ampa, A. T., & Sulfasyah, S. (2021). The Effect of Picture Word Inductive Model (PWIM) on the Students' English Writing Achievement at Junior High School. *EXPOSURE: JURNAL PENDIDIKAN BAHASA INGGRIS*, 10(1), 47–55. <https://doi.org/10.26618/exposure.v10i1.4947>
- Cahyani, I. D. A. I. D. (2023). The Application of Picture Word Inductive Model (PWIM) in Teaching Writing Recount Text. *JETAL: Journal of English Teaching & Applied Linguistic*, 5(1), 14–22. <https://doi.org/10.36655/jetal.v5i1.1149>
- Calhoun, E. F. (1999). *Teaching Beginning Reading and Writing with The Picture Word Inductive Model*. Alexandria, Va. : Association for Supervision and Curriculum Development. <https://archive.org/details/teachingbeginnin0000calh>
- Hulu, P., Herman, H., Sinaga, Y., Syathroh, I., Sari, H., Saputra, N., & Purba, R. (2023). Teaching English to Local Vernacular Students in Indonesia: Effects of Using Picture Word Inductive Model (PWIM) on Writing Skills. *International Society for the Study of Vernacular Settlements*, 10(9), 187–197. <https://doi.org/10.61275/ISVSej-2023-10-09-13>
- Meifira, E. N., & Syarif, H. (2020). Improving Students' Writing Ability of Descriptive Paragraph and Their Creativity through Picture Word Inductive Model (PWIM) at Second Semester of Non-English Department Students UIN Raden Fatah Palembang. *International Journal of Educational Dynamics*, 2(1), 15–23. <https://doi.org/10.24036/ijeds.v2i1.229>
- Mukhlisin, R., Supardi, S., & Usuludin, U. (2023). Implementation of Project-Based Learning Model to Improve Writing Skills of Descriptive Texts. *IJE: Interdisciplinary Journal of Education*, 1(2), 124–138. <https://doi.org/10.61277/ije.v1i2.42>
- Mutmainna, A., Usman, S., & Budi, B. (2025). A Study on The Implementation of Picture Word Inductive Model Teaching Writing. *Jurnal Syntax Admiration*, 6(1), 245–253. <https://doi.org/10.46799/jsa.v6i1.2004>
- Oktafiani, D., & Husnussalam, H. (2021). Improving Students' Writing Skills In Descriptive Text Using Picture Word Inductive Model (PWIM) Strategy. *PROJECT (Professional Journal of English Education)*, 4(3), 420–425.

- <https://doi.org/10.22460/project.v4i3.p420-425>
- Purba, A., & Simamora, R. (2023). The Implementation Of Word Webbing Technique To Improve Students' Writing Ability At Seveenth Grade Of SMP SWASTA GKPS 3 Pematangsiantar. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 5(1), 10–17. <https://doi.org/10.36985/jbl.v5i1.717>
- Rahmatika, P., Flora, F., & Sinaga, T. (2020). The Implementation of Picture Word Inductive Model (PWIM) to Improve Students' Writing of Descriptive Text. *U-Jet: Unila Journal of English Language Teaching*, 9(3), 1–12. <https://doi.org/10.23960/UJET.v9.i3.202111>
- Sabrina, K., Kamaluddin, K., & Sapan, Y. T. (2020). The Effect of PWIM (Picture Word Inductive Model) on Students' Competence in Writing Narrative Text. *Journal of Teaching English*, 5(4), 306–310. <https://doi.org/10.36709/jte.v5i3.13868>
- Siahaan, R. (2023). Improving Students' Achievement in Writing Descriptive Text Through PWIM (Picture Word Inductive Model) at SMP Negeri 3 Siborongborong. *International Journal of Education and Literature*, 2(3), 139–147. <https://doi.org/10.55606/ijel.v2i3.103>
- Wahyuningsih, T., Sugianto, Y., & Hasibin, N. (2021). Descriptive Study on the Implementation of Picture Word Inductive Model (PWIM) in Teaching Writing Descriptive Text to the Eighth Grade Students of SMP Sunan Giri 2 Kalipuro in the 2019/ 2020 Academic Year. *LUNAR: Journal of Language and Art*, 3(2), 100–104. <https://doi.org/10.36526/ln.v3i2.1437>
- Yarmi, G., Apriliana, A. C., & Wardhani, P. A. (2024). The Influence of PWIM and PWIM-MID on Descriptive Writing Skills in Terms of Writing Self-Efficacy. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 8(3), 445–453. <https://doi.org/10.20961/jdc.v8i3.91989>
- Yustiani, S. A. (2016). *The Effectiveness of Picture Word Inductive Model (PWIM) on Student's Ability in Writing Recount Text* [Syarif Hidayatullah State Islamic University]. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/33441/1/>