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The Implementation of Picture Word Inductive Model (PWIM) in Teaching Writing to Junior High School Students

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ABSTRACT

As the last stage of language learning, many students have difficulty mastering writing skills. Likewise, at SMPN 1 Tembuku, the eighth-grade students in the second semester need help with writing, especially writing recount text. Thus, PWIM can be used as an alternative strategy in teaching writing and overcoming the difficulties mentioned. The present study aimed to investigate the significant effect of PWIM on students' skills in writing recount text. The Quasi-experimental with a posttest-only control group was the research design. As instruments, lesson plans, writing tests, and writing scoring rubrics were used. The result of the data analysis showed that the experimental group's mean score was 76.09, while the control group's mean score was 72.25. It showed that the mean score of the experimental group was higher than the mean score in the control group, and the effect size calculation was in the medium category, with the result of 0.651. Thus, there was a significant effect of using the Picture Word Inductive Model on students' skills in writing recount text. PWIM helps students in the writing process and makes students easier generate their ideas well into writing. Therefore, using PWIM as an alternative strategy in teaching writing was suggested.
Keywords: *Picture Word Inductive Model, Recount Text, Writing Skill*

Introduction

Writing has become an essential skill to be mastered and a skill that is interrelated with other language skill, which is listening, speaking, and reading (Wahyuningsih et al., 2019). According to Hanafiawi et al. (2020) claim that writing is an activity in making words be endless sentences to be text. In addition, based on Lastari and Saraswati (2018), writing is a productive skill that is a part of communication. Writing enables students to communicate their thoughts, opinions, and information by producing a text. In addition, writing is also a form of communication that allows students to express their thoughts, ideas, and feelings in well-constructed text that also reinforces the learning, thinking, and reflecting language they have learned (Ermita et al., 2019).

Writing has several purposes and benefits that can be obtained if you can master it well. Writers will find it easier to write what they want to write if they can clearly define the purpose of their writing (Harmer, 2004). In general, writing aims to entertain readers or express ideas in writing (Nunan, 2003). Some of the purposes of writing are taking notes, sending messages, filling in forms, or creating formal letters (Byrne, 1993). Having good writing skills provides several benefits for students. According to Elmahida et al. (2021), students will gain a practical understanding of literature that will benefit them at every educational level if they have strong writing skills. Writing could also help students become more critical thinkers because it involves finding ideas and organizing them into a written form, where those ideas need to be well presented to ensure that the reader fully comprehends the information (Hanafiawi et al., 2020). Therefore, when students can communicate their thoughts clearly and convincingly, they can more easily access opportunities at school and even in their careers (Langan, 2012).

According to Richards & Renandya (2002), writing involves complex cognitive action from generating and structuring ideas into words that can be read, thus making writing the most challenging language skill to be mastered. That statement was also the same as the statement by Silalahi (2021) that writing skills are indeed very difficult skills to master because the activities in it are complicated to learn. It is certain that still, a significant number of students

find it could not master writing skills well since it has many perspectives that should be thought of (Jacobs, 1981 in Isma, 2018). The authors must consider the five aspects of writing: content, organization, mechanics, language use, and vocabulary. In addition, to create good writing, students must also consider the stages of writing, namely planning, drafting, editing, and final version (Harmer, 2004).

According to Byrne (1993), many students dislike writing because they think it has little value for presentation outside of school or for social interaction and is difficult to do. Writing is a very important skill for students to learn and master because writing is included in every language learning and teaching activity (Beniario & Saputra, 2021). Hanafiawi et al. (2020) express that some issue students face in mastering this skill is the point at which they attempt to make sentences, sections, or messages. They could have been more troublesome in communicating their thoughts, opinions, or arguments in their writing. When it comes to writing, students need more motivation because they have the mindset that writing is difficult and need clarification about what to do (Al-Izhar & Rokhuma, 2023). In addition, since writing involves both product and process that must be balanced, teachers need to consider well in choosing or using appropriate teaching strategies.

As the result of preliminary observation, where researchers conducted interviews with eighth-grade English teachers as well as eighth-grade students at SMPN 1 Tembuku in the 2022/2023 academic year, it showed that the eighth-grade students at SMPN 1 Tembuku have difficulties in writing, especially writing recount text. They had difficulty generating their ideas into writing and spent much time on it. Students needed clarification about creating sentences with proper spelling and tenses. They also needed more vocabulary mastery and had low motivation of learning. In addition, the teaching strategy employed by the teacher could be more varied. In contrast, the conventional strategy (expository strategy) was used monotonously by the teacher in teaching writing to the students. The students also have low writing skills, and it can be seen from the student's average scores in each class that they are under the minimum standard of mastery (KKM) of 75.

Table 1
Writing Average Score Of The Eighth Grade Students In SMPN 1 Tembuku

Class	Number Of The Students	Standard Minimum Of Mastery (KKM)	The Average Score For Writing
VIII A	32	75	56.47
VIII B	32		60.50
VIII C	31		64.52
VIII D	32		53.31
VIII E	31		65.10

The data table above present that the average writing score of eighth-grade students is still under the minimum mastery standard. Since the minimum standard of mastery in SMPN 1 Tembuku for English subjects is 75, students have yet to reach the expected target value. Thus, it was very important for teachers to consider alternative strategies that effectively improve students' writing skills. A teaching strategy is a plan that includes actions or strategies that will be used to instruct students in order for them to reach the intended results (Sarode, 2018). Based on Elmahida et al. (2021), teachers have an important role as facilitators responsible for providing and exploring writing teaching strategies to support students' learning process in writing classes. Thus, students can get meaningful learning and achieve the desired learning goals. Determining the appropriate writing teaching strategy can make learning and teaching activities more interesting, enabling the students to understand the material provided and achieve the desired goals easier (Astrini et al., 2020). Therefore, PWIM could be an alternative strategy in teaching writing that effectively improves students' writing skills.

Calhoun (1999) stated that the Picture Word Inductive Model or PWIM is strategy of teaching for beginning reading and writing. PWIM employs an integrated language arts approach and includes spelling, mechanics, and phonetic analysis component skills. It is an interesting and effective strategy for improving students' writing skills. According to Sirande (2019), PWIM is a method that combines pictures and words. This method improves students' vocabulary and helps them develop reading and writing skills. One medium that can be used in education is pictures. Writing with pictures helps students learn common vocabulary and language forms used in real-world situations (Raimes, 1983). As everyone likes to see pictures, utilizing pictures in showing composing animating understudies becomes intrigued and propelled in learning. As a result, educational activities can be meaningful.

PWIM is a flexible strategy that can be used at any level of students and any language skill, especially in writing (Beniario & Saputra, 2021). PWIM has activities that could stimulate students' inductive thinking from specific to general thinking (observing the picture, identify the words, and make the available words become

a sentence and then a paragraph) that could aid students in the writing process and guide them in organizing their imagination, creation, and ideas effectively (Meifira & Syarif, 2019). PWIM provides several advantages. Namely, students can repeatedly listen to vocabulary pronounced correctly, see repeatedly vocabulary written correctly or spelt correctly, and are also directly given examples of the use of mechanical and grammatical devices by the teacher. From these advantages, students learn writing and indirect listening, speaking, and vocabulary mastery.

Previous research showed that implementing PWIM in teaching writing improved students' writing skills effectively. Research conducted by Isma (2018) on tenth-grade vocational high school students in teaching descriptive text shows that PWIM helped students write sentences or paragraphs through labelling activities and identifying objects. These activities also enriched their vocabulary mastery. Research by Kurniawati and Khhomariyah (2018) on tenth-grade high school students in teaching recount texts also showed that using the PWIM in teaching writing increased students' activeness and motivation in learning writing. In addition, the research by Sabrina et al. (2020) on tenth-grade high school students in teaching narrative text showed the results that students could generate their ideas into good sequences with appropriate text structures through the vocabulary they identify as a guide when PWIM has been implemented. Moreover, the research conducted by Ermita et al. (2019) on English education program students in teaching descriptive texts shows the results of implementing PWIM provide students with clear guidance so that they can use vocabulary well and are able to write paragraphs with more detailed information. But unfortunately, there has not been much research on PWIM implemented in junior high school, especially for teaching recount text.

From the explanation, it can be said that PWIM has an effect on students' skills in writing. The explanation can be used for students to improve their skill in writing recount text. A recount text is a kind of text that chronologically retells an event or past event. Recount text has the purpose of retelling or informing past events as well as entertaining the readers (Sianipar et al., 2020). Based on the 2013 curriculum, recount text is one of the texts taught in junior high school in the eighth grade of the second semester. Thus, all eighth-grade students in the second semester are required to master fundamental writing skills. Specifically, the students are expected to master writing skills that they could be able to write orally or in writing simple and brief recount texts about personal experiences by paying attention to social functions, text structure, and language features. Considering that PWIM also has never been implemented in teaching writing to students of junior high school, especially at SMPN 1 Tembuku. Therefore, the text genre involved and the setting of this study became the novelty of this research. Thus, the researcher was interested in conducting a study on the effect of the PWIM on students' skills in writing recount text of eighth-grade second-semester students at SMPN 1 Tembuku in the 2022/2023 academic year.

The current study aimed to investigate whether the application of PWIM has a significant effect on students' skills to write recount text. Thus, the results of the study were expected to contribute to several parties, such as students, in helping them in improving their skills of writing to be better using PWIM. To the teachers in making the process of teaching and learning writing become more interesting, as well as providing teachers with knowledge about interesting and innovative learning strategies using PWIM. To the school, the results of the study can be used to develop the quality of the activity of learning and teaching at school to be better and more interesting. Finally, to other researchers as an input or reference for further research on teaching writing using PWIM.

Method

This research was quantitative research which employed quasi-experimental with a posttest-only design. According to Fraenkel (2012), experimental research is as design of the research that is used to see the cause and effect among or between variables. The current study aimed to investigate whether PWIM has an effect significantly on students' skills in writing recount text. As the design of the research implemented in this study was a quasi-experimental with a posttest-only design, there were two groups as samples, namely the control and experimental group

The determination of samples from the total population of 157 eighth-grade students in the second semester at SMPN 1 Tembuku, consisting of five classes and consisting of 32 students in each class, was carried out using the cluster random sampling technique. This sampling technique was used because of the large number of clusters. In addition, this sampling technique involves selecting groups or clusters rather than selecting individuals (Kothari, 2004). Thus, the student learning and teaching activities can still

run as usual. In determining the sample, both samples must be in normal distribution and homogeneous. The normality and homogeneity test results showed that all five classes were in normal distribution and homogeneous. Since the sample used in this study is two, then the sample selection was done using a lottery. The results of the first lottery were determined as the experimental class (VIII-A). Then, the results of the second lottery were determined as the control class (VIII D). Thus, the samples in the current study were class VIII-D as the control class and class VIII-A as the experimental class.

During the implementation, PWIM was given to the experimental group (VIII-A) as treatment, while conventional strategy (expository strategy) was given to the control group (VIII D). There were five meetings in total in each class, four treatment implementation meetings, and one post-test meeting. The method of data collection in this study was tests in the form of a writing test. The instruments used were lesson plans that were used as teachers' teaching guides during implementing of the treatment, writing tests that were given in the post-test, and a writing scoring rubric that was used to assess students' writing in the post-test. The test writing instrument and writing scoring rubric were confirmed to be valid and reliable before being used in collecting data. Instrument validation used Gregory's Formula, where the researcher asked experts to examine the validity of the instrument. The content validity results of the writing test and writing scoring rubric instruments are presented in Table 2 and Table 3.

Table 2
The Result of Cross Tabulation Table of Writing Test

Expert Judge 2#		Expert Judge #1	
		Irrelevant	**Relevant**
	Irrelevant	0	0
	Relevant	0	4

$$\text{Content validity} = \frac{D}{(A+B+C+D)}$$
$$= \frac{4}{(0+0+0+4)}$$
$$= \frac{4}{4}$$
$$= 1.00$$

Table 3
The Result of Cross Tabulation Table of Writing Scoring Rubric

Expert Judge 2#		Expert Judge #1	
		Irrelevant	**Relevant**
	Irrelevant	0	0
	Relevant	0	5

$$\text{Content validity} = \frac{D}{(A+B+C+D)}$$
$$= \frac{5}{(0+0+0+5)}$$
$$= \frac{5}{5}$$
$$= 1.00$$

From the calculation of content validity using Gregory's Formula, the result obtained was 1.00. Referring to the qualifications of content validity in Table 4, these results fall into the very high qualification. So that both instruments have very high content validity.

Table 4
Content Validity Qualification

Content Validity	Qualifications
0.80 – 1.00	Very High
0.60 – 0.79	High
0.40 – 0.59	Moderate
0.20 – 0.39	Low
0.00 – 0.19	Very Low

After the instrument was confirmed valid, the next tryout was conducted in a class outside the sample class to check the reliability of the instrument. Two English teachers were asked to score the students' writing using the writing scoring rubric. The scores that had been given were then calculated using the Interclass Correlation Coefficient processed by SPSS 26. The results of the instrument's reliability presented in Table 5.

Table 5
Result of Intraclass Correlation Coefficient

		95% Confidence Interval	
	Intraclass Correlation	**Lower Bound**	**Upper Bound**
Singles Measure	0.66	0.41	0.82
Average Measure	0.80	0.58	0.90

The intraclass correlation coefficient calculation showed a result of 0.80 in average measure. This showed that the reliability of the instrument was in very high consistency seen from the reliability qualifications in Table 6. So that the instrument can be said to be reliable.

Table 6
Reliability Qualification

Reliability	Qualifications
0.80 – 1.00	Very High
0.60 – 0.79	High
0.40 – 0.59	Moderate
0.20 – 0.39	Low
0.00 – 0.19	Very Low

The type of data collected was one type of data, which was quantitative data which was in the form of students' score of writing. The data

obtained were then analyzed quantitatively, both descriptive and inferential analysis. The effect size calculation was also done to see how big the effect of PWIM gave on students' skill in writing recount text. In the descriptive analysis, it is done to determine the median, mode, mean, variance, and standard deviation of the data. Then in the inferential data analysis, there were three steps performed, they were normality test, homogeneity of variance test, and hypothesis test (independent sample t-test). All of the analysis was calculated using SPSS 26, while the calculation of effect size was calculated by using the effect size calculator by Daniel Sopan. The data analysis result was then presented in the form of a table with an explanation of the results obtained, whether it shows that PWIM has an effect significantly on students' skills to write recount text.

From the explanation, then the hypothesis of this research was as follows:

Ha: "there was significant effect of Picture Word Inductive Model on students' recount text writing skills at the second semester of eighth grade students in SMPN 1 Tembuku in the academic year 2022/2023."

H0: "there was no significant effect of Picture Word Inductive Model on students' recount text writing skills at the second semester of eighth grade students in SMPN 1 Tembuku in the academic year 2022/2023."

Findings

Descriptive analysis of post-test in the control and experimental group

The activities of writing in the experimental group and control group were conducted four times by using lessons plan for the experimental group and lessons plan for the control group. The experimental group was given treatment where they were taught by using PWIM. Meanwhile, the conventional strategy (expository strategy) was taught to the control group. After the four meetings were done, the next meeting for the post-test was conducted. Students' writing tests from the post-test were then assessed by using the writing scoring rubric. The data were then descriptively analyzed to determine the mode, mean, median, range, variance, and standard deviation of the data. Table 7 presents the results of the descriptive analysis of the post-test in the control and control class that were processed by SPSS 26.

Table 7
Descriptive Analysis Result of Post-test in Experimental Group

	Post-test of Experimental Group	Post-test of Control Group
Mean	76.09	72.25
Median	76.00	71.50
Mode	69[a]	76
Std. Deviation	6.27	5.50
Variance	39.31	30.25
Range	24	21
Minimum	65	61
Maximum	89	82

Based on Table 7 it showed the difference in results between the control group and the experimental group. The experimental group has higher mean score, it was 76.09, compared to the control group' mean score, which was 72.25. The score gap between the mean scores in the two groups was 3.84. It showed that after PWIM was given to the experimental group as a treatment, the mean score in the experimental group increased and was higher compared to the control group, who were not given the same treatment as the experimental group but were taught by using a conventional strategy (expository strategy). In addition, the experimental group mean score before the treatment was given was 56.47 and increased to 76.09 after PWIM was implemented, showed that there was an increased in students' skills in writing recount text after the treatment was given. Thus, PWIM shed a significant effect on students' skills in writing recount text in the second semester of eighth-grade students in SMPN 1 Tembuku in the Academic year 2022/2023.

Inferential Analysis Of Post-test In Control and Experimental Group

Normality Test

The data that has been obtained must be confirmed whether it was normally distributed or not. This is one of the requirements for conducting hypothesis tests. The data of the post-test from both control and experimental groups were calculated by using Kolmogorov-Smirnov, which was processed using SPSS 26. The normality test result for the control and experimental group and control group data are presented in Table 8.

Table 8
Test of Normality

	Class	Kolmogorov-Smirnov		
		Statistic	**Df**	**Sig.**
Post-test Score	**Experimental Group**	0.08	32	0.20
	Control Group	0.09	32	0.20

The data can be said to be distributed normally if it fulfils the acceptance criteria of the normality test. If Sig. $p > 0.05$, which means the data was distributed normally. Meanwhile, if Sig. $p < 0.05$, it means the data were not distributed normally. Referring to the result of the test of normality in Table 8, the significant value of both the control and experimental group was 0.20, and

it exceeded p>0.05. Thus, both the data in the control and experimental group fulfilled the acceptance criteria of the normality test that the data were distributed normally.

The Test of Homogeneity

After the data was confirmed to be normally distributed, the next step was to ensure that the data variance of the sample of the research was homogeneous. The test of homogeneity was carried out by using Levene's Statistic, which was processed using SPSS 26. The homogeneity test result of both the control and experimental group are presented in Table 9.

Table 9
Homogeneity Test of Variances

		Levene Statistic	Df 1	Df2	Significant
Post-test Score	**Based on Mean**	0.45	1	62	0.50
	Based on Median	0.43	1	62	0.51
	Based on the median and with adjusted df	0.43	1	60.61	0.51
	Based on Trimmed Mean	0.42	1	62	0.51

The data can be indicated as homogeneous if Sig. p > 0.05. Referring to Table 9, the significant value based on mean was 0.50. Based on the median was 0.51. Based on the median with adjusted df was 0.51, and the significant value based on the trimmed mean was 0.51. All aspects of homogeneity showed Sig. p > 0.05. Thus, indicate that the data of both of the group of experimental and control group were homogenous.

Hypothetical Test

This study aimed to investigate whether PWIM significantly provides an effect on the eighth-grade students' skills in writing recount text at SMPN 1 Tembuku. Hypothesis testing was used to examine the hypothesis of the study and whether the null hypothesis was accepted or not. The hypothetical test was calculated by using the Independent sample t-test formula, which was processed by using SPSS 26. The result of hypothetical test is presented in Table 10.

Table 10
Result of Independent Sample T-test

		T-Test For Equality Of Means		
		t	Df	Sig. (2-Tailed)
Post-test Score	**Equal Variances Assumed**	2.60	62	0.01

Based on the results in Table 10 showed that Sig. (2-tailed) was 0.01. In hypothesis testing, if Sig. (2-tailed) was more than 0.05 (p> 0.05), it means that the null hypothesis was accepted because there were no significant differences between the two classes. Meanwhile if Sig. (2-tailed) was less than 0.05 (p < 0.05), it means the null hypothesis was rejected because there was a difference significantly between the two classes. Since the t-test result in Table 10 was Sig. (2-tailed) = 0.01, which was less than 0.05, mean the alternative hypothesis was accepted because there were differences significantly between two classes. Therefore, in conclusion, there was a significant difference in PWIM on students' skills in writing recount text in eighth-grade students of the second semester at SMPN 1 Tembuku in the academic year 2022/2023.

Effect Size Calculation

The effect size calculation was carried out to determine how much effect PWIM has on students' skills in writing recount text. It was calculated by using the formula of Cohen's d on the effect size calculator by Daniel Sopan. The result of the calculation of effect size were as follows:

$$d = \frac{Mgroup1 - Mgroup}{SDpooled}$$

$$d = \frac{Mgroup1 - Mgroup}{\sqrt{SD^2group1 + SD^2group2\ /2}}$$

$$d = \frac{76.09 - 72.25}{\sqrt{(6.270^2 + 5.501^2)\ /2}}$$

$$d = 0.65$$

Table 11
The Effect Size Qualification

Effect Size (D)	Qualification
d ≥ 0.80	Large
0.50 ≥ d ≤ 0.80	Medium
0.20 ≥ d ≤ 0.50	Small

Referring to the effect size calculation, the effect size result was 0.65. Based on the effect size qualification in Table 11, the effect size result falls into the medium category. Therefore, it was possible to conclude that PWIM gives a medium effect on students' skills in writing recount text of eighth-grade students in the second semester at SMPN 1 Tembuku in the Academic year 2022/2023.

Discussion

Referring to the results of data analysis, it has shown that PWIM significantly shed an effect on students' skills in writing recount text of eighth-grade students in the second semester at SMPN 1 Tembuku in the academic year 2022/2023. It was proven from the experimental group' mean score after being given treatment

by using PWIM was 76.09, while the control group's mean score which was taught by using the conventional strategy which was the expository strategy was 72.25. It can be seen that the group taught by using PWIM obtained a higher mean score than the mean score in who taught by using different teaching strategy (conventional strategy). Referring to the standard minimum of mastery (KKM) at SMPN 1 Tembuku which is 75, the experimental group' mean score has exceeded the standard minimum mastery (KKM). In addition, the calculation of effect size showed the result of 0.65, which was in the medium category. Thus, PWIM has an effect in medium in improving students' skills in writing recount text. This is in line with Kurniawati and Khhomariyah (2018), who said that the PWIM is a strategy that could effectively improve students' recount text writing skills.

Implementing PWIM in teaching writing of recount text helped students in the writing process as well as increased their vocabulary mastery. Students initially only knew a few English vocabulary such as: yes, no, go, come, this, and that and struggled to make sentences well. They are only could make sentences like "I eat apple", "I go there", or "This is my family". After PWIM was given as a treatment in teaching writing of recount text, students' vocabulary increased, and they were able to make sentences well and more variate than before. In line with Isma (2018), who said that the use of pictures in PWIM helped students increase students' vocabulary mastery and helped students in the process of writing sentences or paragraphs.

The PWIM was implementing four times in the class following the procedure of PWIM by Calhoun (1999). The first, second, and third stages of the PWIM which was selecting a picture and identifying familiar objects, and labelling the objects in the picture. At this stage of the procedure, students showed enthusiasm and formed groups to find English words from the objects in their pictures. It was also making the students have a lot of interaction with their classmates as well as with the teacher as a guide. Ermita et al. (2019) have said that this activity in PWIM increased students' social skills in the process of teaching and learning so that they were actively involved in every activity in the classroom. In addition, as the students identifying objects and labelling the objects according to English words also increased students' knowledge of vocabulary. As the students' vocabulary mastery increased, students were able to arrange sentences or paragraphs easier according to the ideas that students had by using the word chart as their personal dictionary. This is shown by the students who could only make three to five simple sentences at first, but now they can make more sentences, like twenty to thirty sentences. The sentences were also more varied through the vocabulary they identified. In line with Sabrina et al. (2020), who said that the PWIM enriches students' mastery of vocabulary which makes it easier for students to make good sentences and paragraphs.

PWIM uses pictures as the media that helps students in their writing process. In the process of learning and teaching in class, media is one of the important things that need to be considered (Basith & Syafi, 2019). Employed appropriate media will influence the process of learning and teaching to become successful. This is under study by Suprianti (2020). The pictures used during the PWIM was implemented in teaching writing of recount text made the students know what they are going to write. The students got the ideas faster and generalized them better than before, where they spent a lot of time, like fifteen to twenty minutes, just thinking about what they will write. But then the students were able to get their writing ideas in five minutes and it showed an improvement in writing. As in line with Meifira and Syarif (2019), who said that the activities contained in PWIM help students in generating and organizing their ideas well in making sentences or paragraphs. Raimes (1983) also said that using pictures in teaching has advantages that will increase students' enthusiasm for learning and make learning and teaching activities more interesting. This can be seen from students who were initially passive and had no motivation to participate in learning. Then after PWIM was implemented, students became actively involved in every activity of learning and teaching writing. In addition, the PWIM procedure, where students also read aloud, reviewed the words and classified the words, made them understand the words used better. Surely it made the students easier in the next procedure of PWIM, which was to generate their ideas into sentences and sentences into paragraphs. Students have no difficulty in making sentences and paragraphs from the understanding of vocabulary they get when PWIM was employed in the process of teaching writing of recount text. By this state, they were also able to write more detailed information that they wanted to convey. Thus, PWIM was also a

good teaching strategy used in teaching writing (Beniario & Saputra, 2021).

Moreover, during the PWIM was employed in the teaching writing of recount text, students did show positive changes where there was an increase in students' recount text writing skills. However, it cannot be denied that there are some challenges faced during the writing activities in the class. First, some students did not pay attention to the activities of learning and teaching writing properly. Some of the reasons given by the students were that they did not bring dictionaries or pictures, which were the main media used in implementing the Picture Word Inductive Model. Because they do not bring dictionaries or pictures, students prefer to chat with their other friends. This disrupts the learning and teaching activities of writing and can affect the results of the study. Therefore, as a solution, the teacher provided dictionaries and some pictures that students can use during the activities of learning writing. In addition, the teacher reminds students to always pay attention during the class. Moreover, another challenge was time allotment. English learning has a limited time of 90 minutes. Meanwhile, the number of students in one class is quite large, so the material given was sometimes not completed. The solution to overcome this was to deliver the material briefly and clearly so that the PWIM procedure could run according to the lesson plan.

Therefore, in essence, it can be seen that PWIM was an effective strategy for improving students' skills in writing recount text and can be used as an alternative strategy in teaching writing recount text. Using PWIM when teaching writing of recount text helped students in generating their ideas well into written form. The vocabulary identified by the students enriched students' vocabulary mastery, and it helped students in composing sentences or paragraphs. PWIM also makes the teaching and learning activities became fun and makes students more active, and increases students' learning motivation in writing where the students showed enthusiasm and activeness during the process of learning and teaching writing. As what have said by Astrini et al. (2020), that by choosing an appropriate teaching strategy, it will increase student motivation as well as become active and interactive in learning. Thus, the goal of learning can be achieved.

Conclusion

Based on the findings and discussion, PWIM indeed shows that it has a significant effect on students' skills in writing recount text of eighth-grade second-semester students at SMPN 1 Tembuku in the academic year 2022/2023. This was proven by the mean score that was obtained by the class who were taught by using PWIM, which was higher, it was 76.09, compared to the mean score obtained in the class who were taught by using conventional strategy (expository strategy) which was 72.25. In addition, the t-test results also showed the results of Sig. (2-tailed) = 0.01, which was less than 0.05 ($p < 0.05$). It means that there was significantly difference between the two groups and Ha was accepted. In addition, PWIM has a medium effect on students' skills of writing recount text writing, as the result of the effect size calculation was 0.65.

Teaching writing recount text by employed PWIM effectively helped students in improving their skills of writing. PWIM helps students in the writing process, where students more easily generate their ideas well into writing. Through picture identification and labelling activities, students increased their vocabulary, where the vocabulary can be used as their guide in making sentences or paragraphs. PWIM also makes the teaching and learning atmosphere of writing became fun and interesting so that students become more enthusiastic and actively participating in writing class. Thus, PWIM could also be used in teaching writing for other genres, which were recount text, and become an alternative teaching strategy in teaching writing.

Certainly, the research results have made significant contributions to several parties. First, for students who implement PWIM in teaching writing, they could improve their skills of writing, especially recount text. Implemented PWIM in teaching writing of recount text was also helps students understand the material well so that students can generate their ideas into writing at ease. Second, for the teachers where the results of the study contribute to teachers in helping them to gain knowledge related to innovative teaching strategies and can make teaching and learning activities became interesting and fun. Third, the study's result was also significantly making a contribution to the development of the activities in learning and teaching in schools, especially in teaching writing of recount text to be better and more interesting. Finally, for other researchers where the study's result and the theories in it can be used as a reference for further research on using PWIM in teaching students to write recount text.

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