



The Effect of Using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts

Ramadhani Kensi Yutaro Zoebar*, Syofia Delfi, Rumiri Aruan

English Study Program, Faculty of Teacher Training and Education, University of Riau, Indonesia
ramadhani.kensi4110@student.unri.ac.id, syofia.delfi@lecturer.unri.ac.id, rumiri.aruan@lecturer.unri.ac.id
corresponding author: ramadhani.kensi4110@student.unri.ac.id

ABSTRACT

The present study seeks whether there is a significant effect of using Picture Word Inductive model on students' ability of SMAN 4 Pekanbaru in writing descriptive texts or not. This research uses quantitative method, namely by applied Pre-Experimental Design. The research sampling technique is Purposive Sampling. Class X.11 was selected as the sample with the total of 36 students. The instrument used is writing test. The hypothesis was tested using Wilcoxon Test. The research results show that there is a significant effect of using Picture Word Inductive model on students' ability of SMAN 4 Pekanbaru in writing descriptive texts. This is proven from the students' average pre-test score, namely 60.08 (Poor), which experienced a significant increase after using PWIM in students' post-test average score into 82.25 (Very Good). Furthermore, the hypothesis test results show Sig. value $0.000 < 0.05$ leads to the acceptance of the alternative hypothesis (H_a). Thus, it can be concluded that there is a significant effect of using Picture Word Inductive model on students' ability of SMAN 4 Pekanbaru in writing descriptive texts. In addition, students' overall post-test scores have reached the standard of learning achievement criteria in Merdeka Curriculum after applying Picture Word Inductive model.

Keywords: *picture word inductive model, writing, descriptive text*

Submitted	Accepted	Published
14 March 2023	04 May 2024	30 May 2024

Citation	:	Zoebar, R.K.Y., Delfi, S., & Aruan, R. (2024). The Effect of Using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 8(3), 261-268. DOI: http://dx.doi.org/10.33578/pjr.v8i3.9834 .
----------	---	--

INTRODUCTION

Nowadays, learning and mastering foreign language is an important aspect that cannot be separated. Writing is one of the four key English language proficiency areas that students need to focus on. Writing is a communication tool that helps students organize their information, express their thoughts and feelings, and effectively transmit meaning in text (Ermita et al., 2019). Therefore, by writing students can express their thoughts, ideas and views to other people (readers). This is reinforced by Kamariah et al. (2018) points out that writing activities are important things that can be key criteria for better academic positions and success. Given the significance of writing, it is imperative that students acquire critical and creative thinking skills. In high school syllabus for class X, students need to be able to communicate their thoughts and feelings both orally and in written forms. In order to write correct and meaningful sentences, students must comprehend and be aware of grammatical norms including structure, grammar, and punctuation. The outcomes of studying English now are still unsatisfactory, despite the fact that junior high school students were previously taught this writing skill. As evidence, the researcher have conducted interviews with an English teacher at SMA Negeri 4 Pekanbaru to find out how and what problems students experience in writing.

SMA Negeri 4 Pekanbaru has implemented the Merdeka Curriculum at level 2 namely Independent Change. Armadani et al. (2023) point out that in Independent Change, the school completely implements the Merdeka Curriculum's principles and content, which means the school is prepared to use the Merdeka Learning Platform and execute the Merdeka Curriculum on its own. Students' benchmarks in the Merdeka Curriculum are determined by KTTP, specifically formative assessment. Based on the results of the formative assessment that the teacher showed, out of 36 students, there were 17 students who needed additional enrichment or remedial. This context demonstrates that almost half of students are categorized as having poor

writing abilities. The teacher stated that one of the learning materials that was difficult for students to experience was writing descriptive text.

Descriptive Text is a type of genre text learned by students which have functions to describe people, places, things and so on. In writing Descriptive Text, students must pay attention to good and correct writing systematics. Students must use the appropriate vocabulary, must be mindful of grammar and the use of proper punctuation and spelling. Therefore, it is considered difficult for students because of their lack of knowledge about how to use good and correct grammar, lack of knowledge of correct vocabulary, spelling and punctuation also causes their difficulties in writing. In addition, the teacher also told in learning Descriptive Text especially how to compose a good work, students experience difficulties when they want to start writing, namely students have difficulty finding ideas both in terms of the title and the whole text, so students feel confused about how to start.

Merdeka Curriculum basically provides "independence" to all parties involved in teaching and learning process (Pratycia et al., 2023). Therefore, in Merdeka Curriculum students have freedom in learning styles that students like. Likewise with teachers who have freedom in choosing methods, strategies, learning models and teaching tools used. The explanations above are based on implementing differentiated learning which is important for identifying student learning needs. Based on the results of subsequent interviews from the teacher, students prefer visual learning styles in the form of pictures which can make students very enthusiastic in the learning process.

Based on the explanations about problems faced by class X students of SMA Negeri 4 Pekanbaru, the researcher is interested in using Picture Word Inductive Model in developing students' ability in writing descriptive text. According to Calhoun (as cited in Isma, 2018) states that Picture Word Inductive Model is an inquiry-oriented language strategy designed to teach writing, reading and language systems by using pictures containing familiar objects and actions to acquire vocabulary. In this research, PWIM is a learning strategy in writing that uses picture to stimulate students' thinking inductively from specific thinking (looking at picture) to general thinking (analyzing picture namely determining vocabulary based on what is seen from picture, then collected vocabularies are arranged into sentences and then into paragraphs). Picture Word Inductive Model is a learning strategy that helps students develop their writing skills by incorporating their ideas into their writing. Therefore, the objective of this research is to find out whether there is a significant effect of using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts.

LITERATURE REVIEW

Writing

Writing is a linguistic ability in the English language that is used to communicate thoughts that have been put into written form. According to Brown (2003) states that Writing is a traditional way of putting information into written form by honing the grammatical and lexical components that are part of language. Writing is a process that someone performs based on their writing skills by paying attention, applying the laws of writing and language to represent the writer's ideas, feelings, and emotions, and transforming meaningful texts into written form (Sinurat, 2019). To put it briefly, writing is one of the four key skills that students should acquire in English. Writers use written aspects like syntax, mechanics, and vocabulary to express and convey their ideas through written form.

Picture Word Inductive Model

According to Calhoun (as cited in Isma, 2018) explained that Picture Word Inductive Model is a learning strategy designed to teach writing, reading and language systems by using pictures containing familiar objects and actions to acquire vocabulary. In this research, the researcher applied Picture Word Inductive Model (PWIM) in writing ability which is apply in group. PWIM seeks to assist students in expanding their vocabulary and enhancing their understanding of words, phrases, and paragraph structures. Beniario & Saputra

(2021) explains that the use of PWIM used by English teachers as an alternative strategy in teaching writing skills as well as with aim that students get better writing scores. Thus, PWIM was chosen by teachers as a strategy in solving problems in writing.

Descriptive Text

Descriptive texts are designed to provide or convey information on various subjects, such as people, places, objects, and so forth (Ermita et al., 2019). Descriptive text basically helps the reader see what the writer is trying to say. Descriptive Text is a type of writing whose words have real world meanings to stimulate students to paint a clear picture of their experiences (Jayanti, 2019). According to Hakimah (2022) Descriptive Text is a text that describes something based on a real object. Thus, a descriptive text is a kind of writing that serves to both describe and impart to its audience information based on facts, including details about people, places, things, and so on.

METHOD

This research used quantitative method, namely by applied Pre-Experimental Design: Pre-test (O¹), Treatment (X) and Post-test (O²). Pre-test used to measure students' ability before treatment applied. In this case, Pre-test given at first meeting in order to know about students' ability in writing descriptive text before treatment of using Picture Word Inductive Model. After that, the Treatment of using Picture Word Inductive Model was carried out in 4 meetings. The Procedures of implemented Picture Word Inductive Model as follows: (1) Makes groups consisting of 4-5 students; (2) Selects an interesting picture related to the topic of Historical Building and Tourism Place; (3) Asks students to determining what vocabularies are in the picture; (4) Asks students to label vocabularies they have identified by drawing a line from the object/area identified; (5) Asks students to classify the words into word classes (noun, adjective, verb) based on picture word chart; (6) Provides opportunities for students to add words, if desired, to the picture word chart; (7) Leads students in creating a title for the picture word chart; (8) Asks students to write a descriptive text based on picture word chart. Last, Post-test given at the last meeting to find out whether there is a significant effect of using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts.

This research was conducted at SMA Negeri 4 Pekanbaru, located on Jl. Adi Sucipto No. 67, Pekanbaru with research time from January 2023 – March 2024. Writing test is the instrument employed in this research. There are 2 types of tests that given to students, namely:

a. Pre-test

Pre-test is a test administered to students before using Picture Word Inductive Model. In the pre-test, students were instructed to write a descriptive text using one of the three titles listed on the instrument sheet. The topic of writing test in pre-test is about Historical Buildings and Tourism Places in Indonesia and Riau (Borobudur Temple, Siak Sri Indrapura, Asia Heritage).

b. Post-test

Post-test is administered after using Picture Word Inductive Model. In the post-test, students write a descriptive text using Picture Word Inductive Model, selecting one of the three titles they desired and each title is accompanied with a picture on the post-test instrument. The topic of writing test in post-test is about (National Monument, Great Mosque of An-Nur, Alam Mayang Park).

The data analysis technique used in this study is as follows: a. Three Raters scored students' pre-test and post-test using the writing assessment rubric; b. Classifying student pretest and post-test scores based on the scoring system; c. Using SPSS to find the mean score and standard deviation between pre-test and post-test students; d. Normality Test (If the value of significance > 0.05 the distribution data is normal, If the value of significance < 0.05 the distribution data is not normal); e. Hypothesis test (Wilcoxon test). According to Hayes (2021) the Wilcoxon test is a non-parametric test used to determine the significance of paired data results from two data whether they are different or not, but it is only used for data that is not normally

distributed. To determine significance, use the following formula (If the probability Asymp. Sig < 0.05, H₀ is rejected, If the probability Asymp. Sig > 0.05, H₀ is accepted).

RESULTS AND DISCUSSION

Results

This part discussed the results of students' writing descriptive text tests after being given Picture Word Inductive Model treatment in 4 meetings. Descriptive statistics of pre-test and post-test scores.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	50.00	70.00	60.08	6.518
Posttest	36	75.00	95.00	82.25	5.800
Valid N (listwise)	36				

The statistics reveal that when students use the Picture Word Inductive Model, their average post-test score increases. The average student's pre-test score was 60.08, whereas the average post-test score was 82.25. The average score of students increased by 22.17 points between the pre-test and post-test. Based on the findings, it can be concluded that employing the Picture Word Inductive Model improved students' Writing Descriptive Text abilities.

The Comparison between Students' Pre-Test and Post Test

The treatment given to students in 4 meetings had a good effect on students' writing abilities. This is evidenced by the improvements in the score for each writing component as well as the average pre-test and post-test scores. The improvements can be seen in Table 2 and Figure 1.

Table 2. Improvements in Each Components of Writing

Components of Writing	Pre-Test	Post-Test	Improvements
Content	65	90.95	25.95
Organization	60.1	80.55	20.45
Grammar	51.8	76.37	24.57
Vocabulary	61.1	85.62	24.52
Mechanic	62.4	77.77	15.37
Total	300.4	411.26	110.86
Average	60.08	82.25	22.17

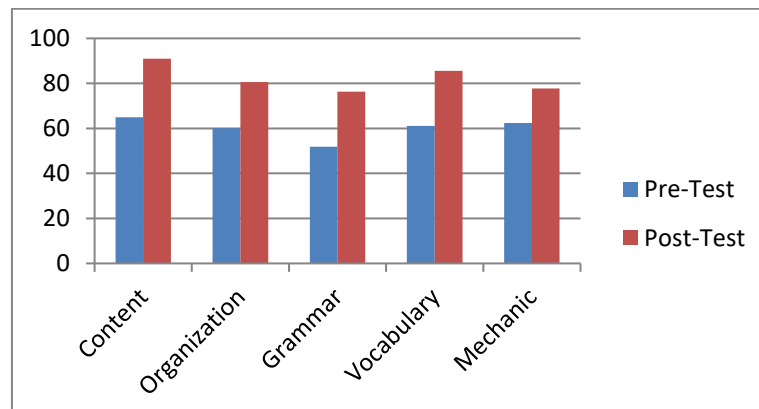


Figure 1. Chart of Pre-Test and Post-Test in each Writing Components

Based on Table 2 and Figure 1 shows the average score of each component of writing has significantly improved. The most significantly increased start from Content which increased from 65 to 90.95 (25.95 improvement). Second, Grammar increased from 51.8 to 76.37 (24.57 improvement). Third, Vocabulary increased from 61.1 to 85.62 (24.52 improvement). Fourth, Organization increased from 60.1 to 80.55 (20.45 improvement) and Fifth, Mechanics increased from 62.4 to 77.77 (15.37 improvement). So, it can be concluded that there is a significant effect of using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts.

Normality Test

Oztuna et al. (2006) explains that normally distributed data is required for parametric test, and if the data is claimed not to be normally distributed, we can perform a non-parametric test. The normality test measurement in this study uses Shapiro-Wilk test because the amount of data is less than 50 data.

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.171	36	.009	.921	36	.013
Posttest	.207	36	.000	.913	36	.008

Based on the table above, the pre-test significance level of 0.013 is less than 0.05 ($0.013 < 0.05$), indicating that the data is not normally distributed. Then, the post-test significant value of 0.008 is less than 0.05, indicating that the data is not normally distributed.

Hypothesis Test

The Wilcoxon test is used to determine the significance of paired data results from two data, whether they are different or not, but it is only applicable to data that is not normally distributed.

Table 4. Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	36 ^b	18.50	666.00
	Ties	0 ^c		
	Total	36		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

From the table above, The Negative Ranks doesn't indicate a decrease in score from pre-test to post-test, both in N value, Mean Rank and Sum of Ranks. The Positive Ranks shows that the scores of 36 students have increased from pre-test to post-test, namely with Mean Rank was 18.50 and Sum of Ranks were 666.00. The Ties indicates that no value is the same before and after the test. The data shows that students' writing scores improved after using PWIM. To find out whether there is a significance or not, can be seen as follows: a) If the probability (Asymp. Sig) < 0.05, H0 is rejected. b) If the probability (Asymp. Sig) > 0.05, H0 is accepted. The hypothesis test is presented in table 5.

Table 5. Wilcoxon Test Statistics

	Posttest - Pretest
Z	-5,237 ^b
Asymp. Sig. (2-tailed)	.000

Based on the table above, the Asymp. Sig. (2-tailed) is 0.000, indicating that it is less than 0.05. So, H_0 is rejected and H_a is accepted. Because H_a is accepted, it can be concluded that there is a significant effect of using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts.

Discussions

Based on the findings of this research, several conclusions can be drawn to show that there is a significant effect of using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts. These findings are based on data analysis, which demonstrates that students who were taught using the Picture Word Inductive Model experienced a significant increase in average score in Post-Test. Through 36 students before treatment by using Picture Word Inductive Model and after treatment using Picture Word Inductive Model which was executed during four meetings, there is a significant increase in writing score results between before and after using Picture Word Inductive Model. This is demonstrated by the average results of students' writing tests, where pre-test average experienced a significant increase, namely 60.08 with "Poor" level to post-test average namely 82.25 with "Very Good" level. The size of the increase between Pre-Test and Post-Test was 22.17 points. The increase in students' average results shows that there is a significant effect of using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts.

Similar results were also experienced by Sari & Santika (2020) in their research entitled The effect of applying picture word inductive model on students' achievement in writing descriptive text. The results of their research showed that the average student score before being taught applying Picture Word Inductive Model was only 47.5 (Pre-test), while the average student score after being taught applying Picture Word Inductive Model was 85.5 (Post-Test). This shows that there was an increase in the average score from pre-test to post-test. This research and their research both use the same learning strategy, namely Picture Word Inductive Model and are taught in Writing Descriptive Text. However, the difference between this research and their research is that; this research was conducted at Senior High School level with the sample of 36 students, while their research was conducted at Junior High School level which was carried out at MTs. Islamiyah Medan with the sample of 30 students.

Based on the data obtained by the researcher, the average score of students from pre-test to post-test experienced a significant increase in each writing component. Based on results of the data that has been analyzed, aspect "Content" is the highest writing aspect with improvements of 25.95. Continuing with aspect "Grammar" with improvements of 24.57, then followed by aspect "Vocabulary" with improvements of 24.52. Next, followed by aspect "Organization" with improvements of 20.45. And the last aspect is aspect "Mechanic" with improvements of 15.37.

The aspects of Content, Grammar and Vocabulary are the components of writing that have increased most significantly. After using Picture Word Inductive Model in "Vocabulary" context, students felt helped in writing descriptive text because they obtained vocabulary ideas from picture such as identifying nouns, verbs and adjectives. This was confirmed by Riyadi (2017) who claimed that PWIM is an interesting learning strategy using pictures that makes it easier for students to brainstorm about what to write. In this case, with the convenience provided by PWIM, students can obtain various vocabulary from picture that they identify as nouns, verbs and adjectives. This is what makes vocabulary in students' writing results experience a significant increase. Then in "Content" context, when students identify vocabulary, students get ideas from the picture they have identified by stimulating their thinking to make sentences and construct supporting concepts

connected to the topic "Historical Buildings and Tourism Places" into a complete descriptive text. This shows that the students have been able to systemically in composing the right words to create good descriptive text. Based on the results of students' post-test from "Content" and "Vocabulary" aspects showed that students had written descriptive texts containing lots of vocabularies, students' content writing had also contained complete and detailed topics in describing descriptive texts about Historical Buildings and Tourism Places. In addition, students have describe descriptive text completely and specifically according to the use of text structure of descriptive text.

Furthermore, the "Grammar" aspect is also a writing component which experienced a significant increase in students' post-test results after using PWIM. In this research, the researcher implemented treatment using PWIM in groups. The researcher guided students to brainstorming in analyzing/identifying the vocabulary contained in the picture (nouns, verbs and adjectives). After all vocabulary was collected, the researcher taught how to arrange word by word until it became a complete sentence was composed according to proper writing conventions. Then the researcher guided students in making sentences using simple present tense that matched the language features of descriptive text based on the vocabulary they had obtained from the picture. This observation is in line with research by Yuniyarsih & Saun (2014) which states that PWIM provides concrete visuals in learning words and sentences and offers captivating visuals to help students acquire new vocabulary and construct sentences. Because the treatment using PWIM is carried out repeatedly, students become accustomed to writing sentence after sentence according to the rules of writing descriptive text. The results of "Grammar" in students' post-test, on average students have written descriptive texts using grammar that is in accordance with the language features of descriptive text, such as using simple present tense sentences, using singular and plural forms correctly, using adjectives, verbs and conjunctions. In summary, the increased of content and vocabulary have a significant positive effect on students' grammar results.

As mentioned earlier, the writing components that experienced the most significant improvement after using Picture Word Inductive Model were Content, Grammar and Vocabulary. The results of this research is different from Isma's research (2018) about Applying Picture Word Inductive Model (PWIM) on students' writing descriptive text. Isma's research shows that students' writing skills improve the most in the areas of content and organization. Furthermore, a research by Ermita et al. (2019) on Picture word inductive model for better descriptive text writing also shows different results, where the highest increase in students' writing skills were in Text Structure (Organization) and Language Feature (Grammar). In summary, using Picture Word Inductive Model in learning writing descriptive text has been proven to improve students' ability in writing descriptive text.

The hypothesis test results which show Asymp. Sig. value (0.000) leads to accepted of the alternative hypothesis (Ha). So, it can be concluded that there is a significant effect of using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru In Writing Descriptive Texts. The research results also show that students' overall post-test scores have reached standard of Learning Goal Achievement Criteria (KTTP) in Merdeka Curriculum after using Picture Word Inductive Model. In order to gain meaningful effect in implementing this strategy, the teacher prepares the material well, choosing interesting pictures that are appropriate to learning material, guiding the students in students' groups and expanding understanding on using PWIM.

CONCLUSIONS AND RECOMMENDATION

It can be concluded that there is a significant effect of using Picture Word Inductive Model on Students' Ability of SMAN 4 Pekanbaru in Writing Descriptive. In addition, the hypothesis test results show Sig. value $0.000 < 0.05$ leads to accepted of the alternative hypothesis (Ha). Furthermore, after using Picture Word Inductive Model, students' ability in all writing components also experienced significant increases starting from content, grammar, vocabulary, organization and mechanic.

There are several recommendations for English teachers, students, school institution and future researcher. 1). For English Teachers: English teachers can use PWIM in teaching writing descriptive texts to improve students' descriptive text writing skills and overcome students' difficulties in writing. 2). For

Students: Students can use PWIM to improve their descriptive text writing skills and overcome difficulties in writing whether applied in learning writing in class or in extracurricular activities. 3). For School Institution: It is recommended that schools invite and encourage all school agencies and teachers to use PWIM in improving students' descriptive text writing skills and can provide training and resources to teachers effectively to be able to use PWIM. 4). For future researchers: Future researchers can further utilize this learning strategy not only to improve students' writing skills, but can also be used in other English language skills.

REFERENCES

- Armadani, P., Kartika Sari, P., Abdullah, F. A., & Setiawan, M. (2023). Analisis Implementasi Kurikulum Merdeka Belajar Pada Siswa-Siswi SMA Negeri 1 Junjung Sirih. *Jurnal Ilmiah Wahana Pendidikan, Januari, 2023*(1), 341–347. <https://doi.org/10.5281/zenodo.7527654>.
- Beniario & Joni Saputra. (2021). the Effect of Picture-Word Inductive Model Strategy on Students' Writing Skill in Descriptive Text. *Inovasi Pendidikan, 8*(2), 10–21. <https://doi.org/10.31869/ip.v8i2.2992>
- Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. San Fransisco, California: Longman University Press
- Ermita, M., Emzir, E., & Lustyantje, N. (2019). Picture Word Inductive Model for Better Descriptive Text Writing. *Indonesian EFL Journal, 5*(2), 73–84. <https://doi.org/10.25134/ieflj.v5i2.1736>
- Hakimah, N. (2022). The Students ' Writing Ability to Write Descriptive Text by Using Picture Word Inductive Model (PWIM). *P-SEMART Journal, 2*(3), 42–53.
- Hayes, A. (2021). Wilcoxon Test: Definition in Statistics, Types, and Calculation. Retrieved from <https://www.investopedia.com/terms/w/wilcoxon-test.asp>
- Isma, A. (2018). Applying Picture Word Inductive Model (PWIM) on Students' Writing Descriptive Text. *Jurnal JEC: Journal of Education and Counseling (Vol.1)*, 1-12.
- Jayanti, A. D. (2019). Students Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang. *ENGLISH FRANCA : Academic Journal of English Language and Education, 3*(01), 71–94. <https://doi.org/10.29240/ef.v3i01.843>
- Kamariah, A., Husain, D., Atmowardoyo, H., & Salija, K. (2018). Developing Authentic-based Instructional Materials for Writing Skill. *Journal of Language Teaching and Research, 9*(3), 591–599. <https://doi.org/10.17507/jltr.0903.19>
- Oztuna, D. E. (2006). Inverstigation of Four Different Normality Tests in Terms of Type 1 Error Rate and Power under Different Distribusutions. *Turkish Journal of Medical Sciences, 36*(3). <https://dergipark.org.tr/tr/download/article-file/129239>.
- Pratycia, A., Putra, A. D., Ghina, A., Salsabila, M., & Adha, F. I. (2023). Analisi Perbedaan Kurikulum 2013 dengan Kurikulum Merdeka Jurnal Pendidikan Sains dan Komputer. *Jurnal Pendidikan Sains Dan Komputer, 3*(1), 58–64.
- Riyadi, D. (2017). The use of picture word inductive model strategy in improving a descriptive text writing. Tanjungpura University.
- Sari, A. W., & Santika. (2020). The Effect Of Applying Picture Word Inductive Model (PWIM) on the Students' Achievement in Writing Descriptive Text. 463, 172–175. <https://doi.org/10.2991/assehr.k.200819.033>
- Sinurat, J. D. (2019). The Application of Picture Word Inductive Model (Pwim) To Improve Students' Achievements in Writing Descriptive Text. *Journal MELT (Medium for English Language Teaching), 2*(2), 111–125. <https://doi.org/10.22303/melt.2.2.2017.111-125>
- Yuniyarsih, P., & Saun, S. (2014). Using Picture Word Inductive Model (PWIM) to Teach Junior High School Students in Writing a Descriptive Text. *Jelt, 2*(2), 192–199.