

THE IMPLEMENTATION OF PWIM IN ENGLISH LEARNING FOR STUDENTS OF PROGRAM PESANTREN SISWA

Amrina Rosyada¹, Agustina Ramadhianti²
Universitas Indraprasta PGRI
4mrin4@gmail.com

ABSTRAK

Penerapan PWIM dalam pembelajaran bahasa Inggris untuk siswa Program Pesantren Siswa (PPS) adalah kegiatan pelayanan masyarakat. PWIM adalah *Picture Word Inductive Model*, model visual yang komprehensif dari teknik pengajaran bahasa Inggris yang telah dipelajari sebelumnya di beberapa lembaga formal dari tingkat dasar hingga tingkat universitas. PWIM dilaksanakan dalam pembelajaran bahasa Inggris untuk siswa Program Pesantren Siswa (PPS), sebuah lembaga organisasi masyarakat non-formal di bawah Yayasan Baitul Hasan Jagakarsa. Sebanyak 15 siswa berusia 12 hingga 22 tahun terlibat dalam kegiatan pengabdian masyarakat ini yang bertujuan menerapkan pengalaman baru belajar bahasa Inggris sehingga para siswa dapat memahami bahasa Inggris dengan lebih mudah dan efektif. Kegiatan pengabdian masyarakat ini diselenggarakan dengan membantu dan membimbing pembelajaran bahasa Inggris kepada siswa melalui PWIM. Berdasarkan analisis deskriptif dan korelasional, hasilnya menunjukkan bahwa penggunaan PWIM telah memberikan kontribusi yang signifikan terhadap pemahaman bahasa Inggris siswa. Dapat dikatakan bahwa PWIM efektif dalam pembelajaran bahasa Inggris, baik untuk lembaga formal dan lembaga non-formal. Juga dibuktikan bahwa gambar berarti seribu kata dan itu akan tersimpan dalam pikiran siswa lebih lama.

Kata kunci: picture word inductive model, pembelajaran bahasa Inggris, kegiatan pengabdian kepada masyarakat

ABSTRACT

The implementation of PWIM in English learning for students of Program Pesantren Siswa (PPS) is a community service activity. PWIM is Picture Word Inductive Model, a comprehensive visual model of English teaching technique that has been studied previously in several formal institutions from elementary level to university level. The PWIM is implemented in English learning for students of Program Pesantren Siswa (PPS), a non-formal institution of community organization under the Baitul Hasan Jagakarsa Foundation. Engaged by 15 students of 12 to 22 years old, this community service activity is aimed at applying a new experience of learning English so that the students would understand English more easily and effective. This community service activity is administered by assisting and mentoring English learning to the students through PWIM. Based on the descriptive and correlational analysis, the results show that the use of PWIM has contributed a significant effect on the students' English understanding. It can be said that PWIM is effective in English learning, both for formal institutions and non-formal institutions. It is also proved that a picture means a thousand words and it would store in students' minds much longer.

Keywords: picture word inductive model, English learning, community service activity

INTRODUCTION

All over the world and over decades, Teaching English as a Foreign Language (TEFL) has been always a crucial issue for every non-English language countries, including Indonesia. Several teaching methods, teaching materials, teaching medias, from the conventional model to the contemporary one, have been practiced and evaluated. the implementation of Picture Word Inductive Model (PWIM) has been practiced in several students' levels from elementary to university level. The practices cover the students' needs in four skills of English language, including reading, listening, speaking, and writing. PWIM was firstly developed by Emily Calhoun, a senior teacher in the United States for beginning reading and writing of students from kindergarten to elementary. The PWIM basic model uses real life pictures of familiar objects, actions, and scenes to draw out words from children's listening and speaking vocabularies. In this way, the PWIM helps

students add words to their sight-reading vocabulary as well as their writing vocabulary, and also discover phonetic and structural principles present in the words (Calhoun, 1999).

Several studies on PWIM were conducted in several countries of second language or foreign language acquisition. In the term of vocabulary acquisition, several studies concluded that the use of PWIM contributed a significant difference of students' vocabulary achievements than students who had only been taught by explanation (Melorose, Perroy, & Careas, 2015; Swartzendruber, 2007). Moreover, an investigation on PWIM was also conducted in Taiwan where children start to learn English in grade three. Regarding to the problem of achievement and motivation on the Taiwanese elementary English learners, the PWIM and Communicative Learning were integrated as an alternative approach in improving the learners' literacy and the learners' interest in acquiring English language. Those approaches proved that both teachers and students experienced new interesting process and the combining approaches brought changes in educational perspectives (Tobergte & Curtis, 2013).

Other researches on the use of PWIM were continuously administered. In 2014, a comprehensive study was managed in China and engaged by 234 students of fourth grade and seventh grade. For about seven weeks, the study examined the use of PWIM by using the comparative analysis between experiment groups and control groups to find out potential higher output in speaking and writing. Quantitatively, the study found that there was no significant effect on the use of PWIM; but qualitatively, the students expressed that PWIM had a positive effect on their English learning process (Jiang & Kyle, 2014).

In addition, study on PWIM to increase students' communicative competence was held in 2017. Engaged by 47 students of eleventh grade. The research contributed to the enhancement of the students' communicative competence. The findings showed that the use of PWIM is effective to increase the students' communicative competence which is reflected in the students pronunciation, fluency, grammar, and vocabulary, as well as the motivation and creativity in the learning process (Nurani & Rosyada, 2017).

The latest research on PWIM was managed in 2018. Engaged by 54 students of English Education Program in university level, the research was applied to inductively generate and motivate the students in developing two genres of essays which were descriptive essay, and compare and contrast essay. The findings showed that through PWIM, most of the students inductively improved their critical thinking and experienced interesting process in the writing process (Rosyada, 2018).

Based on the previous researches, this current community service activity is established to assist and mentor the students of Program Pesantren Siswa (PPS) in the English learning through different teaching model. The students of PPS are mostly not interested in English learning. The students know that English learning is very important, especially in the global era where English is one of the international language. Unfortunately, since most of the students face several difficulties in learning English, the students think that English is such a complicated subject to be learnt. One factor that mostly makes students face the difficulties is that the teachers apply a conventional teaching model, from time to time. Thus, the students get bored and discouraged on the engagement of the English learning process. In this way, the students would fail to understand the lesson. Therefore, this community service activity is aimed at delivering a new and interesting experience in English learning. The PWIM would encourage the

students to be participated in the English learning. At the end, the students are hopefully gaining the best results of their learning.

METHODS

This community service activity was conducted in Muslim community center of Baitul Hasan Jagakarsa, located in Jln. Moch. Kahfi II No. 44 RT 002 RW 001 Kelurahan Jagakarsa, Kecamatan Jagakarsa, Jakarta Selatan, DKI Jakarta. The members are more than 500 people comprised in four sub-districts which are Lenteng Agung, Jagakarsa, Srengseng Sawah, and Ciganjur; and the members are ranged from little children under 5 years old to older adult people of over 60 years old.

There are several programs in this Muslim community, and one of the program is Program Pesantren Siswa (PPS). Enrolled by over 40 students of variety students from junior high school to college or university, this program delivers science knowledge both on Muslim's perspectives and global issues perspectives. Therefore, the English learning becomes one of the important issue for the students of this program.

Regarding the community service activity purposes, this community service activity was engaged by 15 students comprised into 7 students of 12 to 16 years old; and 8 students of 17 to 22 years old. The entire activity of English learning was administered in 3 months for 12 meetings with the duration of 2 hours in every meeting. The meetings were set in every Saturday afternoon. The community service activity was conducted in 5 months and covered four phases, as follow:

1. Laying the foundations

For the first phase, the team negotiated goals and roles including organizing stakeholders, steering groups and clarifying roles; identifying assumptions about research; highlighting the context of the situation; and identifying the purpose of the research.

2. Planning

In this second phase, the team negotiated perspectives to illuminate the research questions, develop methods for collecting information, and develop an analysis plan. Technically, the team collected sufficient information about the community partner needs and prepared for the material based on the team experiences and related previous researches and literatures.

3. Information gathering and analysis

In this phase, the team negotiated meaning and learning on gathering information, analysing and interpreting the information. All the participants were encouraged to get engaged and challenged to share their knowledge and experiences through PWIM. In this phase, the process of gathering information conducts two instruments which are a questionnaire and a test. The collected data is furtherly analyzed and performed in descriptive and correlational analysis.

4. Acting on findings

Based on the data analysis and interpretation, the team summarized and documented all the information into a final report. The team also set up a mini handbook consisted of the English Basic Grammar lesson. This mini-handbook was duplicated into amount of the participants and then distributed.

RESULT

This community service activity was administered in Program Pesantren Siswa and engaged by 15 participants. The participants were comprised in 4 male and 16 female; from junior high school level to university level. The participants were distributed into 1 participant of 12 years old, 2 participants of 13 years old, 2 participants of 15 years old, 2 participants of 16 years old, 2 participants of 17 years old, 2 participants of 18 years old, 2 participants of 20 years old, and 2 participants of 22 years old.

For three months, the participants were assisted and mentored on English Basic Grammar, particularly on English tenses, through the use of PWIM. The English Basic Grammar through PWIM covered 5 aspects of the participants' outputs, which are: 1) English understanding; 2) new words generating; 3) new words spelling; 4) vocabulary enrichment; and 5) sentences generating. The lessons were delivered in 12 meetings in every Saturday afternoon for 2 hours. Meanwhile, the PWIM was implemented in three cycles where each cycle applied the sequence of the PWIM procedures, namely: 1) selecting picture; 2) generating words based on the picture; 3) classifying each word based on the parts of speech; 4) adding more words when necessary; 5) reading aloud the words; and 6) generating sentences from the words according to the English tenses.

After 11 meetings, the last meeting or the 12th meeting was set on taking the participants output. Each participant had to complete two instruments which were Basic English Grammar test and a PWIM questionnaire. The test consisted of 10 numbers and each number was scored 2 points. The questionnaire consisted of 5 statements and each statement provided by Likert scale from 1 to 5. The result score was statistically calculated and performed in the form of table and chart.

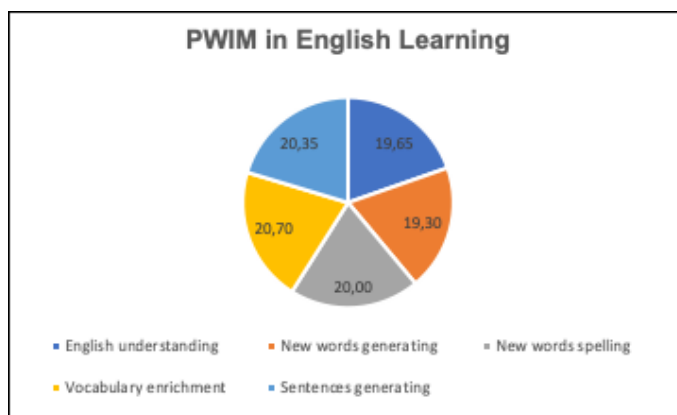


Figure 1. The Use of PWIM in English Learning

The above chart shows the result on the participants answers on the use of PWIM in English learning. The participants responded that the PWIM highly contributed to the English learning. In detail, the percentage of the PWIM contributions can be ranked from the highest to the lowest as follow: 1) vocabulary enrichment for 20.70; 2) sentences generating for 20.35; 3) new words spelling for 20.00; 4) English understanding for 19.65; and 5) new words generating for 19.30. The percentage shows that the use of PWIM is important in delivering 5 aspects of English learning in equal significance.

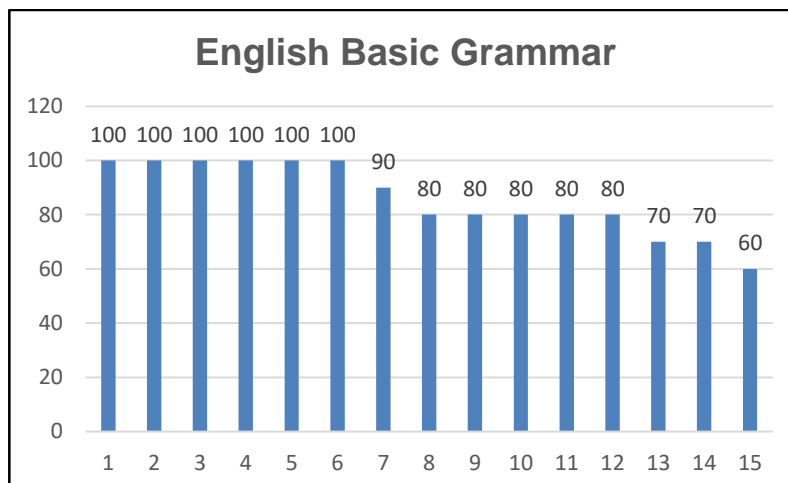


Figure 2. The English Basic Grammar Score

Meanwhile, the graphic shows the result of the participants' score due to the English Basic Grammar Test. The highest score is 100 for 6 participants, score 90 for 1 participant, score 80 for 5 participants, score 70 for 2 participants, and the lowest score is 60 for 1 participant. With this result, it can be said that most of the participants are successfully gained the best results and experienced a new interesting process in English learning.

Table 1. Summary of the Result Score

Participants	PWIM Questionnaire	Basic Grammar Test
1	25	100
2	23	100
3	23	100
4	22	100
5	22	100
6	21	100
7	15	90
8	20	80
9	19	80
10	17	80
11	14	80
12	13	80
13	16	70
14	17	70
15	18	60

Based on the above results, both on the PWIM questionnaire's answers and the English Basic Grammar Test score, show positive output of the participants. It is proved by the result score on the correlational analysis between the answers of the PWIM questionnaire and the result score of the English Grammar Test. With the significant level of 0.5, the statistical calculation shows that $t_{\text{observed}} = 3.435$; and the $t_{\text{table}} = 1.771$. It

means that there is a significant effect of the use of PWIM on the students' English Basic Grammar output.

CONCLUSION

The community service activity that assisting the implementation of PWIM in English learning, has proved another effectiveness of PWIM in the English learning process and output. The results show that different teaching methods are needed in the English learning. Therefore, both teachers and students would gain a lot of advantages, different interesting experiences, and result the best output of the learning process. Definitely, the PWIM is not the only interesting method in the English learning. There are so many different teaching methods, and teachers need to be creative and active to enhance their skill and senses to try and apply a new and different teaching methods. Teachers are expected to have several fresh ideas and become the most inspiring teachers. In this way, the more teachers try and apply different English teaching methods, the more students get engaged and developed their English competence and performance (Nunan, 2016).

ACKNOWLEDGEMENTS

Our greatest gratitude belongs to the Lord of the universe, Allah SWT. With His blessings, all the impossible becomes possible and there is always a way to the team for the accomplishment of the entire activity. To Mr. Aras Lapong, M.T., the leader of the Muslim community center of Baitul Hasan Jagakarsa, our great gratitude goes to him who had given his permission and supports for this community service activity. Last but not least, great thankfulness goes to the entire students of PPS who had willingly joined the program and given the feedback of the program.

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