



## Evaluating PWIM and GTM in Teaching English Basic Structure for EFL Undergraduates

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### Article History:

Received: April 14<sup>th</sup>, 2020

Revised: September 7<sup>th</sup>, 2020

Accepted: November 11<sup>st</sup>, 2020

Published: December 31<sup>st</sup>, 2020

### Keywords:

EFL undergraduates,  
English Basic Structure (EBS),  
Grammar Translation Method  
(GTM),  
Picture Word Inductive Model  
(PWIM)

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**Abstract:** This research aimed at evaluating the use of the Picture Word Inductive Model (PWIM) and Grammar Translation Method (GTM) in teaching English Basic Structure for EFL undergraduates. Eighty-four students were randomly chosen as a sample from over 400 EFL undergraduates students in the second semester of the English Education Program. Furthermore, the samples were grouped into two classes, 43 students in the PWIM group and 41 students in the GTM group. The research employed the mixed-method research of convergent parallel design. The efficacy of the PWIM and GTM was investigated in terms of learners' ability to develop structured sentences. The PWIM, as a new experience in teaching Basic Structure, was administered in two cycles. On the other hand, the GTM as the conventional teaching method was implemented within six sessions. In PWIM, two poster pictures were modeled as the instruments. At the end of the treatment, a post-test of structured sentences was assigned in both groups. The test consisted of 25 error analysis questions. As the results, in PWIM class, the highest score was 98, the lowest score was 66, and the average score was 78.1. Meanwhile, in the GTM class, the highest score was 96, the lowest score was 42, and the average score was 64.6. Moreover, the research indicated that most students were enthusiastic in the learning process and experienced different exciting learning process through PWIM. It can be said that applying PWIM as the new teaching method in teaching English Basic Structure is needed to enrich and broaden students' learning outcomes.

## INTRODUCTION

All over the world and over decades, Teaching English as a Foreign Language (TEFL) has always been a crucial issue for every non-English language country, including Indonesia. In TEFL, grammar teaching plays a vital role in EFL classrooms, one of the most controversial issues in foreign language research (Başöz, 2014). Several teaching methods, teaching materials, and teaching media, from the conventional model to the contemporary one, had been practiced and evaluated (Ahmed, 2016; Sermsook

et al., 2017). Since this issue's demand is increasing from time to time with different needs and contexts, different practices and evaluations are continuously required. When the learners were given more practice and evaluations, more achievements would be fulfilled (Effendi et al., 2017).

In Indonesia, several practices had been conducted in a variety of methods. However, the practice of GTM and Direct Method was still the primary methods in teaching English grammar used by EFL teachers. Those two methods were very

often found in a combination and delivered using bilingual English and Bahasa (Anabokay & Suryasa, 2019). Moreover, the Grammar Translation Method's primary purpose is to understand grammatical rules and memorize an enormous vocabulary list. Students need to read and understand written literature and sentence construction (Elmayantie, 2015). Therefore, high school students needed to be highly achieved their English acquisition outcomes through GTM (Aqel, 2013).

Meanwhile, the implementation of the Picture Word Inductive Model (PWIM) method has been currently practiced in several students' levels from elementary to university level. The practices cover the students' needs in four English language skills, including reading, listening, speaking, and writing. In the beginning, PWIM was developed by Emily Calhoun, a senior teacher for beginning reading and writing students from kindergarten to elementary in the United States. 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 and their writing vocabulary and discover phonetic and structural principles present in words (Calhoun, 1999).

This current research was carried out to examine PWIM and GTM in developing structured sentences for students of the English Education Program, at second semester in Universitas Indraprasta PGRI. In this program, the students must understand Basic Structure due to English grammar rules, one of their subjects, not only for themselves but also for their future students. This subject is delivered for all students of the second semester, containing parts of speech, several tenses, subject-verb agreement, nouns, article,

determiners, and quantifiers, to develop structured sentences. The initial condition showed that the students' achievement remained low from year to year. Most students admitted and stated that understanding tenses due to the language context was the most challenging matter. The students consciously acknowledged that their internal factors caused the difficulties. The internal factors mostly caused limited vocabulary acquisition and grammar understanding, for they were not too diligent in reading English literacy.

Regarding that situation, this study focused on applying and examining two different methods of GTM and PWIM in teaching Basic Structure. By employing the two different methods, the study tried to compare and find the best teaching method. The study results would contribute to a new experience and insight to increase the students' achievement as the primary concern of the learning outcome.

## **THEORETICAL SUPPORT**

Teaching English as a Foreign Language (TEFL) in Indonesia is a great challenge since Indonesia has thousands of traditional languages based on each region's uniqueness. Different region exposes different challenges which mean different teaching approaches are needed. A study in Taliwang may represent one of the challenges. It captured several English teaching challenges in the classroom setting based on teachers' perspectives, students' perspectives, and the school's facility issue. The findings showed that teachers had to provide several efforts in dealing with the English teaching challenges, such as applying various teaching methods and techniques, equaling students' proficiency level and learning situation, utilizing available resources and facilities, providing motivational feedback, identifying appropriate methods or materials, and teachers' self-reflection (Songbatumis, 2017).

Regarding the challenges, teaching practices and evaluations have been administered with different methods and approaches. One of the methods that have been currently implemented is called the Picture Word Inductive Model (PWIM). Several types of research have evaluated the practices and showed the efficacy of the PWIM. One of the latest researches was conducted in vocational senior high school students and 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 was effective to increase the students' communicative competence, which was reflected in the student's pronunciation, fluency, grammar, and vocabulary, as well as the motivation and creativity in the learning process (Nurani & Rosyada, 2017).

Another research on PWIM for different skills was examined in 2018. Engaged by 54 students of the English Education Program at the university level, the research was applied to generate and motivate the students to develop two genres of essays: descriptive and compare and contrast essays. The findings showed that through PWIM, most of the students inductively improved their critical thinking and experienced the exciting process in the writing process (Rosyada, 2018). Nevertheless, the findings also revealed that the students' writing needed to be supported by sufficient English grammar knowledge.

Previously, several studies on the implementation of PWIM were administered in several countries in Asia, such as China and Taiwan. 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 no significant effect on the use of PWIM. However, qualitatively, the students expressed that PWIM had a positive effect on their English learning process (Jiang, 2014).

An investigation on PWIM was also conducted in Taiwan, where children started to learn English in the third grade. Regarding the problem of achievement and motivation on the Taiwanese elementary English learners, the PWIM and Communicative Learning were integrated as an alternative approach to improving the learners' literacy and the learners' interest in acquiring the English language. Those approaches proved that both teachers and students experienced new exciting processes, and the combining approaches brought changes in educational perspectives (Nathan & Scobell, 2012).

Besides speaking and writing skills, several studies on the use of PWIM were investigated in vocabulary acquisition, one of the crucial aspects of the students' weaknesses in learning English grammar (Nathan & Scobell, 2012; Swartzendruber, 2007). The studies concluded that the use of PWIM contributed a significant difference of students' vocabulary achievements than students who had only been taught by explanation. In general, all the above studies show that PWIM is a useful model for teaching English as a foreign language.

However, a conventional method of GTM that had been applied for years in teaching English grammar, considered to be combined or reformulated to find the best practices. The latest study on this issue was conducted in 2018. A combination between the classic grammar translation and the modern communicative language teaching resulted in the formation of a new method named the communicative grammar-translation method. The method consisted of three special procedures. The first was

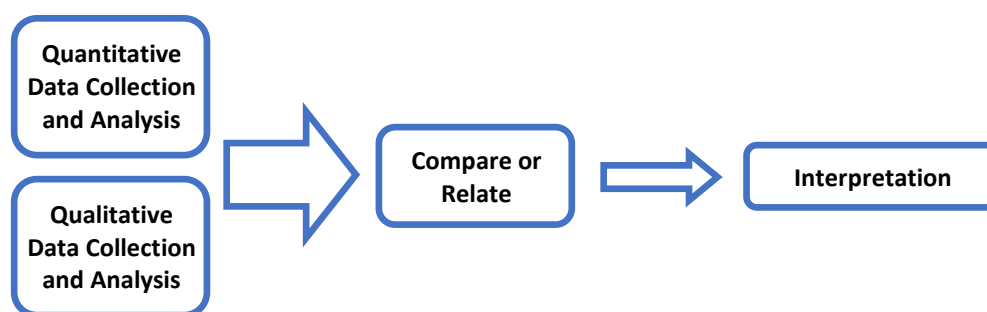
a structural procedure which allowed the learners to learn grammar rules and vocabulary. The second was the transitional procedure, which allowed the students to practice using the rules in translation and pronunciation drills. The third was the communicative procedure, which allowed the learners to use their knowledge of grammar and vocabulary in communicative activities. The implementation of the three procedures was mainly designed to achieve three learning outcomes, such as enabling the learners to deliver English essential communication both in spoken and written, promoting the learners' language accuracy and fluency in communication, and improving the learner knowledge of grammar and vocabulary to enhance initiatives in communication (Kaharuddin, 2018).

The previous descriptions expressed that every method brought different experiences and effectiveness. There was no single method that could increase the students' learning outcome. Moreover, the prior studies had not examined yet the level of students' engagement in the learning process that was one of the crucial variables in the learning outcome's success (Hadiyanto et al., 2017). Therefore, this study would discover the

students' involvement in the learning activity, students' experiences during the PWIM as the nyet examined PWIM contributions to their learning outcomes. This study also would broaden teachers' horizons in practicing different methods and approaches in teaching English as a foreign language in Indonesia, particularly in teaching the English Basic Structure.

## METHOD

This study was mixed-method research with convergent parallel design. A comprehensive analysis based on quantitative data and qualitative data collections was converged from two analyses in comparative analysis and descriptive analysis in this design. By evaluating the use of PWIM and GTM as the methods in teaching English Basic Structure, both quantitative and qualitative data were combined equally to determine the efficacy of the intervention and the students' enthusiasm in experiencing the parallel learning process. Moreover, the analyses were merged to complete each other and provide a convergence of data sources. (Creswell, 2014). Figure 1 illustrated the design of this study.



**Figure 1.** Research Design

The population of this research was the students in the second semester of the English Education Program. The total population involved ten classes, and each class consisted of 40 to 45 students. Among over 400 students, the sample was

taken randomly by mapping technique (West, 2016). The sample was distributed to 43 students of PWIM and 41 students of GTM, with 84 students. The PWIM group comprised 12 male students and 31 female students, while in GTM group

comprised of 7 male students and 34 female students.

In evaluating the PWIM in two cycles, two poster pictures were displayed with one poster picture. After the intervention of PWIM, a post-test of 25 error analysis sentences was assigned, both for the PWIM group and GTM group. The test covered 12 types of tenses for present tenses, past tenses, and future tenses. The test was adopted from the subject's handbook (Leki & Azar, 1982), and each number was scored 4, with a total score of 100.

The intervention of the PWIM was conducted in two cycles due to the allotted time in applying step-by-step instructions. Each cycle was examined in 3 sessions or three meetings. In the first session of each cycle, the subject of tenses was explained in the presentation and then continued to discuss and questions and answers. In the last session of the cycle, a poster picture was displayed and accomplished by instructional steps to be followed by the students. In this research, the instructional steps of the PWIM were established due to the classrooms' needs. The instructional steps included seven steps in a sequence, which were: 1) identify verbs based on the picture; 2) read aloud each verb; 3) add more verbs when necessary; 4) classify the verbs into transitive or intransitive verbs; 5) find the synonyms of the verbs; 6) generate verbs into structured sentences; and 7) evaluate each sentence due to the types of tenses. For each cycle, the students were given 15 minutes to elicit verbs and 30 minutes to generate structured sentences. After the intervention of PWIM in two cycles, a post-test was assigned consisted of 25 error analysis. Each student had to complete the test in 1 hour, then exchanged the test with their classmates. After the exchange, the assignment was analyzed in the classroom discussion and scored. With this intervention, this group acts as the experiment group.

Meanwhile, another group was engaged in GTM intervention. The GTM was employed in the entire semester of fourteen meetings; though, only six meetings were considered in this research. In this method, a teacher was the center of the learning process, which had to provide and deliver all the lessons to the students. Students had to learn the given materials and memorize particular vocabulary based on the lessons (Curtis, 2017). In this way, the GTM acted as the classical method that the group was called the control group.

In collecting the data, the research was supported by quantitative and qualitative data. The quantitative data was collected through the test scoring system, while the qualitative data was collected through observation, note-taking, and picture documentation during the intervention. The collected data was then statistically calculated and analyzed in descriptive analysis and t-test two-tailed analysis. Both analyses presented the data by comparing the PWIM group and the GTM group. Finally, the results of the comparative analysis were illustrated in the interpretation as the qualitative analysis.

## **RESULT AND DISCUSSION**

Before the data analysis, the sample should be examined in a normality test analysis as the requirement test analysis in a comparative analysis (Bray et al., 2014). Using the Lilliefors analysis and the significant value of 0.05, the data in both groups showed the normal distribution. In the PWIM group, the Lilliefors observed score (Lo) was 0.1238 compared to the Lilliefors table score (Li), which was 0.1351. Meanwhile, in the GTM group, the Lo score was 0.1362 compared to the Li score of 0.1384. Since both groups showed the sample's standard distribution, the comparative analysis was granted to be continued.

Based on the collected data, there were 84 respondents distributed in two

groups of research classes, 43 respondents for the PWIM class and another 41 respondents for the GTM class. The results showed several differences between the PWIM class and the GTM class based on the data collections. In PWIM class, there were several scores over 90 and no less than 60. Meanwhile, in the GTM class, there were several scores over 90, but a few are under 50. The detailed scores for both classes were classified into several categories. For the PWIM group, the classification was distributed into three categories: A for very good, B for good, and C for satisfactory. For the GTM group, the classification was comprised of 5 categories: A for very good, B for good, C for satisfactory, D for needs improvement, and E for unacceptable. The details of both groups were presented in the following Table 1 and Table 2.

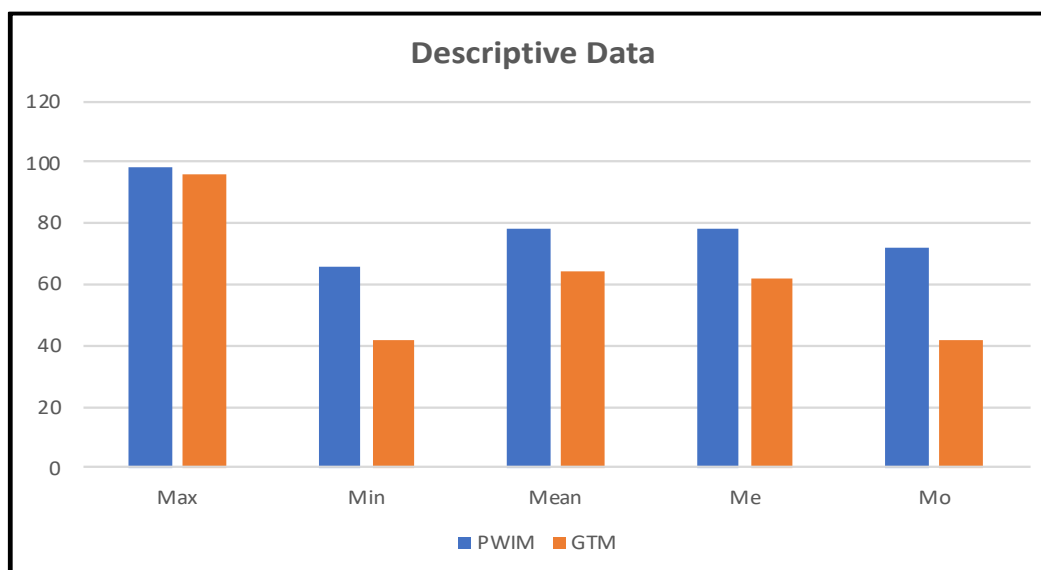
**Table 1.** Results Data of PWIM Group

No.	Score	Category	Frequency
1	89-100	A	5
2	77-88	B	17
3	65-76	C	21
<b>Total Respondents</b>			<b>43</b>

**Table 2.** Results Data of GTM Group

No.	Score	Category	Frequency
1	89-100	A	4
2	77-88	B	7
3	65-76	C	9
4	54-65	D	6
5	42-53	E	15
<b>Total Respondents</b>			<b>41</b>

According to the collected data and the statistical calculation of the data, there are several differences between the PWIM group and the GTM group results. The PWIM group results showed that the highest score was 98 for one respondent, the lowest score was 66 for two respondents, the average score was 78.1, the median score was 78, and the mode score was 72 and 80 for five respondents in each score. Meanwhile, in the GTM group, the results showed the highest score was 96 for two respondents, the lowest score was 42 for four respondents, the average score was 64.6, the median score was 62, and the mode score was 42 for four respondents. The overall differences are descriptively illustrated in the following Figure 2.



**Figure 2.** Descriptive Data

The results showed differences in all categories between the PWIM and the GTM groups based on the descriptive

data. The lowest difference was shown in the maximum score of each group, 98 compared to 96. Meanwhile, the high

differences were shown in the mode score, which was 72 compared to 42; and the minimum score was 66 compared to 42. To compare the mean score between the PWIM group and the GTM group, the PWIM group had higher scores than the GTM group. With the mean score of 78.1 in the PWIM group, 20 respondents achieved over the score while the rest of 23 respondents reached lower than the score. Meanwhile, the mean score of 64.6 in the GTM group showed 20 respondents achieved over the score while another 21 respondents gained under the score. Descriptively, all the differences revealed that the use of PWIM brought significant differences between the intervention group and the control group.

Regarding the descriptive analysis, the t-test two-tailed analysis was examined to determine the intervention's significant effect. By comparing the t-observed and t-table of the PWIM and GTM groups, the value of t-observed resulted in a score of 0.132, and the t-table resulted in a score of 1.989. In this way, the compared score showed that the t-observed was lower than the t-table. The result expressed no significant effect between the PWIM group and the GTM group, which indicated that there was no significant effect on the intervention of PWIM.

The comparative analysis showed no significant effect on the implementation of PWIM and GTM. Meanwhile, the descriptive analysis pictured the opposite result. All categories in the descriptive analysis revealed the differences between PWIM and GTM, where the PWIM results were higher than the GTM results. The differences described the significant effect of the PWIM implementation that brought different experiences in the learning process.

A qualitative analysis was also carried out during the intervention to support the results of the descriptive analysis. As previously stated, two cycles

of intervention were implemented in the PWIM group. The results showed an increasing achievement from the first cycle to the second cycle. In the first cycle, a poster picture of the educational theme was displayed. In 15 minutes, the respondents successfully elicited 75 verbs and generated 43 structured sentences from the verbs in 30 minutes. From the sentences, there were 39 simple structured sentences and 4 compound structured sentences developed. In the next cycle, a political theme of the poster picture was displayed. The poster picture helped the respondents to elicit 50 verbs in 15 minutes and develop 43 structured sentences in 30 minutes. The sentences consisted of 41 simple structured sentences and 2 compound structured sentences. In PWIM, selecting a picture plays a vital role in assisting the respondents in generating words and sentences. Therefore, the selected picture applied in the first cycle, and the second cycle influenced the respondents' difficulty eliciting the verbs. The data yielded the number of the verbs were declining from the first to the second. Though, the excitement of the respondents' engagement was clearly expressed during the process of the intervention. The respondents were excited to elicit the verbs as many as they could and challenged to be the first to find out every verb. Figure 3 showed the expression of the respondents' excitement and achievement.



**Figure 3.** Respondents' Excitement in PWIM

Based on the comparable data of quantitative data and qualitative data, the research results showed that the use of PWIM contributed some implications for the respondents' changes and experiences in the learning process and the respondents' learning outcomes.

In the quantitative analysis, although the t-test two-tailed analysis revealed that there was no significant effect on the intervention of PWIM to the respondents' achievement in developing structured sentences; the results of the descriptive analysis presented that there were significant differences on the respondents' scores between the PWIM group and the GTM group. This result was also supported by the qualitative analysis that followed.

In the descriptive analysis, in the qualitative analysis, the results expressed the respondents' excitement in the process of learning. Most respondents were excitedly challenged to be actively engaged in the learning process, eliciting verbs as many as they could, and developing the verbs in the structured sentences based on the tenses' discussion. The following Figure 4 shows the elicited verbs through PWIM.



Figure 4. Elicited Verbs in PWIM

Most respondents claimed that they experienced a different learning process atmosphere as a new and challenging experience. It is relevant to the prior study conclusion that through PWIM, students could enjoy the lesson more. The students

were also more motivated, interested, and confident in the teaching-learning process (Ermita et al., 2019).

Combining both quantitative and qualitative data, this research shows that the efficacy of PWIM is not a single analysis based on the respondents' scores. Several previous studies proved those findings with various and comprehensive teaching experiences. Doughty and Long stated that in the language learning, it required input and output which means the learning process is the main matter. In this main matter, the engagement of the students and how teachers encourage the students' engagement play a crucial role in the success of the learning process (Doughty & Long, 2003). Therefore, several evaluations were needed to perform the better intervention in the future (Hall, 2018). In PWIM instruments, choosing the appropriate poster picture as the media and model of the intervention plays a crucial step to direct the learning outcome. It was shown that between the two cycles, the students quickly elicited verbs from the poster picture in the first cycle with the educational theme than the second cycle with the political theme. Several themes due to the sustainable development goals are abundant in this digital era that can be chosen to be presented to develop students' awareness of their lives' circumstances and environment. Humans interact with technologies in different ways and innovative purposes based on needs and settings (Gillen, 2014). Thematic choices function in ordering and providing information to build up a framework of the students' text and organize the sentences' meaning (Wei, 2016).

Continue to the PWIM instructional steps; time allotment for steps number 1 to number 5 limited the students' eliciting proportional words or verbs. Students needed extended time from 15 minutes to 30 minutes to elicit more words. This additional time was also required to be applied for steps 6 and 7, where the



students had to generate structured sentences from the verbs. The extended time was needed from 30 minutes to 45 minutes. Sufficient time for the instructional steps would allow the students to explore and enrich their vocabulary and develop their best-structured sentences. The sequence of the steps was encouraged to be reformulated. It would depend on the subject's needs, students' needs, and the subject's goals. The instructional steps would be examined and reformulated by re-arranging the steps, adding more steps, or even omitting some steps. As long as the students get a more in-depth understanding of the subject, they are changeable and flexible.

For the intervention of PWIM, the cycles needed to be implemented more than two cycles. During the whole semester of 14 meetings, the two cycles were only administered in 6 meetings. The cycles needed to be applied in more cycles from two to three or five cycles. In this case, an appropriate design for each cycle due to the subject's discussion was required.

In general, it can be said that these two methods were appropriate in learning English Basic Structure for beginning EFL undergraduates because of the merely step-by-step instructions, focused relational and exciting themes, and exciting yet straightforward subject. Instructional strategies and focused relational themes were essential to encourage students to involve and achieve the learning outcome (Maulana, 2020). Moreover, real-life poster pictures in PWIM offered a new perspective that brought real-life experiences to the students to be fully encouraged and engaged in the learning process.

## CONCLUSION

The article evaluated the use of PWIM and GTM on students' Basic Structure in the university level. The comparative analysis showed no

significant effect between the use of PWIM and the GTM. However, based on the descriptive analysis, several differences between the groups' output presented the PWIM group had higher scores than the GTM group. It indicated that some students accepted the PWIM implementation while some students were convenient to the GTM.

In conclusion, even though the use of GTM was the primary method in teaching English grammar in Indonesia, the intervention of different methods such as the PWIM and the GTM in parallel groups described the needs for a variety of methods implemented in the learning process. PWIM and GTM's use was appropriate in learning English Basic Structure for beginning EFL undergraduates because of the merely step-by-step instructions, focused relational and exciting themes, and exciting yet straightforward subject. Also, real-life poster pictures in PWIM offered a new perspective that brought real-life experiences to the students to be fully encouraged and engaged in the learning process. This study also implied that different intervention methods, such as PWIM, could be practiced and evaluated for different subjects and different levels. Through the practices and the evaluation, the search for the best practices in teaching EFL students could be identified and formulated. The determination goes for the students' learning outcome that would be hopefully greater achieved.

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