IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH THINK-PAIR-SHARE WITH PICTURE WORD INDUCTIVE MODEL (PWIM)

Maria Kristina Simon*, Siane Herawati, Rizky Lutviana
Universitas PGRI Kanjuruhan Malang, Indonesia
Mariakristinasimon2412@gmail.com

ABSTRACT

This study aims to improve the English vocabulary mastery of seventh-grade students at SMPK Sang Timur Malang through the implementation of the Think-Pair-Share (TPS) and Picture Word Inductive Model (PWIM) teaching methods. The research was conducted as a classroom action research (CAR) carried out in one cycle consisting of four meetings. Each stage of the research included planning, action, observation, and reflection. Data were collected through observations, tests, reflective journals, questionnaires, and interviews. The findings showed that the combination of TPS and PWIM effectively improved students' vocabulary mastery. This was evident from the improvement in test scores, improved student engagement during the learning process, and positive responses toward the methods used. Therefore, this teaching strategy proves to be effective and applicable for supporting vocabulary learning in junior high school English classes.

Keywords: *vocabulary mastery, Think-Pair-Share(TPS), Picture Word Inductive Model(PWIM), Classroom Action Research(CAR), English Language Learning*

INTRODUCTION

Vocabulary plays a vital role in language learning, as it significantly influences students' ability to communicate in English, including in speaking, reading, and writing. In the Indonesian context, where English is taught as a foreign language, students often have limited exposure to English outside of the classroom. This lack of exposure results in low vocabulary mastery, which negatively impacts their overall language proficiency and confidence in communication. As previous studies have shown, such as those conducted by Marpaung (2020) and Hidayat (2021) vocabulary mastery contributes significantly to students' writing abilities and general language skills. Therefore, effective and engaging teaching strategies are needed to enhance vocabulary acquisition among students.

Think-Pair-Share (TPS) is a cooperative learning technique developed by Frank Lyman in 1990 that promotes active student participation through three stages: thinking individually, pairing to discuss ideas, and sharing with the larger group. This method allows students to reflect, communicate, and collaborate, making the learning process more dynamic and meaningful. On the other hand, the Picture Word Inductive Model (PWIM), introduced by Calhoun (1999), uses images to help students recognize new vocabulary. By observing

and labeling images, students can more easily relate new words to real-life contexts, aiding both comprehension and retention. Despite several studies supporting the effectiveness of both TPS and PWIM when used individually, there is limited research exploring the integration of these two methods within a single instructional framework. This study was conducted at SMPK Sang Timur Malang to address the need for improved vocabulary instruction. The aim is to investigate how the combined application of TPS and PWIM can improve vocabulary mastery among seventh grade students.

REVIEW OF THE LITERATURE

Vocabulary acquisition is a critical component of language learning that directly influences students' ability to express ideas and understand written or spoken texts. According to Hiebert (2005), vocabulary is defined as the knowledge of words and their meanings. Without sufficient vocabulary, students may struggle with communication in all language skills. Research has shown that students with strong vocabulary mastery are more capable of writing effective texts and engaging in meaningful communication. This has encouraged educators and researchers to explore innovative teaching strategies that can improve students' vocabulary acquisition.

One such strategy is the Think-Pair-Share (TPS) method, a cooperative learning approach introduced by Frank Lyman in 1990. TPS consists of three stages: students first think individually about a topic or question, then pair up with a classmate to discuss their thoughts, and finally share their ideas with the larger group. This method not only fosters active engagement but also promotes social interaction and critical thinking. According to Bermillo and Remollo (2022), the TPS technique enhances students' vocabulary understanding and positively influences their attitudes toward learning. Similarly, Robertson (2006) noted that TPS allows students to respect and learn from others' viewpoints, creating a more interactive classroom environment.

Another influential method in vocabulary instruction is the picture word inductive model (PWIM), developed by Calhoun (1999). PWIM uses visual stimuli to help students identify and learn vocabulary by analyzing pictures, labeling objects or actions, and creating descriptive sentences. This model supports visual learning and allows students to connect words to real-life contexts, which facilitates deeper understanding and retention. Li (2011) and Rohmah (2017) emphasized that PWIM is effective in developing vocabulary and writing

skills, as students are encouraged to construct logical and creative texts based on visual input. Numerous studies have supported the individual effectiveness of TPS and PWIM. Marpaung (2020) found that PWIM helped students understand new vocabulary by connecting it with familiar images. Wahyu Hidayat (2021) reported that students taught using PWIM could write better descriptive paragraphs due to increased vocabulary mastery. Kurniawan et al. (2022) also confirmed that PWIM significantly improved students' writing skills and attitudes toward learning English. In addition, Putri and Santoso (2021) demonstrated that TPS enhanced student engagement and vocabulary retention through discussion and collaboration.

However, while these studies affirm the effectiveness of TPS and PWIM as separate methods, there is a notable gap in research regarding their combined application. Integrating the visual and inductive strengths of PWIM with the interactive and cooperative features of TPS may yield grater benefits, particularly in an Indonesian EFL context where textbook based instruction remains dominant. By reviewing relevant literature, this research establishes a foundation for combining these two approaches into a cohesive instructional strategy.

METHODOLOGY

The This study employed a Classroom Action Research (CAR) design based on Burns'(2010) model, which consists of six interconnected stages: Exploring, Identifying, Planning, Action, Observation, and Reflection. The aim of this research was to improve students' vocabulary mastery by implementing the Think-Pair-Share (TPS) and Picture Word Inductive Model (PWIM) methods as instructional interventions in a real classroom setting. Data collection was carried out using various instruments, including observation, tests, interviews, and documentation to provide a comprehensive view of the classroom learning process and outcomes. The instruments used included observation sheets, vocabulary test, interviews, and documentation. The observation sheets were used to assess student engagement and teacher implementation during learning activities. A multiple-choice vocabulary test was administered after each cycle to evaluate students' vocabulary acquisition. Interviews were conducted with selected students to gather feedback on their learning experiences, and documentation such as photographs and field notes provided supporting evidence of student participation and classroom activities. The data were analyzed

descriptively. Observation data were categorized based on levels of student activity, while test results were analyzed using percentage scores to determine overall improvement. Interview responses were thematically coded to identify recurring patterns in student feedback. The combination of these data sources provided a comprehensive understanding of how the TPS and PWIM methods affected students' vocabulary mastery. The success criteria included achieving a minimum score of 75 by at least 70% of students and ensuring that over 75% of students actively participated in classroom activities.

FINDINGS AND DISCUSSION

The results of this class action research were conducted in one cycle consisting of four meetings. The method used in learning is a combination of Think-Pair-Share(TPS) and Picture Word Inductive Model (PWIM) to improve vocabulary mastery of seventh grade students of SMPK Sang Timur Malang.During the planning phase, the researcher prepared lesson plans, selected pictures based materials, designed group discussion activities, and developed observation sheets along with several assessment tools. These included multiple choice tests, reflective journals, questionnaires, and interview guidelines to collect data throughout the process. The implementation stage took place over four meetings. In the first meetings, students Were introduced to descriptive text using pictures as the main media. They were divided into groups and given labeled pictures containing various objects. Their task was to observe the pictures, recognize the shape and appearance of each object, match the names to the correct items, and translate them into Indonesian. The second meeting, students continued working in groups to share and discuss their observations. Through the pair and share activity, they exchanged idea with others and presented the outcomes of their discussions. At the end of the session, each students wrote a brief reflection listing the new vocabulary they had learned. The third meeting was focused on assessment through a multiple-choice test based on the pictures and vocabulary introduced in the earlier meetings. Finally, the fourth meeting was dedicated to data collection using questionnaires and interviews. The questionnaire aimed to gather students' feedback on the learning process, their interest in the methods used, and their views on learning vocabulary through pictures and group discussion. Interview were conducted with selected students from both high and low performing groups to gain deeper insights into their learning experiences and gather suggestions.

Table 1. observation results student activities.

No.	Student activity indicator	Score (1-4)	category
1	Siswa memperhatikan penjelasan guru tentang kosakata baru.	3	Good
2	Siswa antusias dalam mengamati gambar saat kegiatan PWIM.	3	Good
3	Siswa menyebutkan kata-kata yang ada dalam gambar dengan benar.	3	Good
4	Siswa menuliskan kosakata yang di temukan dari gambar dengan ejaan yang benar.	3	Good
5	Siswa berpartisipasi aktif dalam diskusi pasangan saat Think-Pair-Share(TPS).	3	Good
6	Siswa mampu berbagi hasil diskusi dengan kelompok lain.	4	Very good
7	Siswa dapat membuat kalimat sederhana menggunakan kosakata yang baru dipelajari.	4	Very good
8	Siswa mendengarkan dan memberikan tanggapan terhadap pendapat teman.	4	Very good
9	Siswa menunjukan sikap percaya diri saat menyampaikan jawaban.	4	Very good
10	Siswa menunjukan peningkatan dalam jumlah kosakata yang di pahami di bidang pertemuan sebelumnya.	3	Good
	Total score	34/40	85%
	Overall category		Very good

Table 2. observation results teacher activities.

No.	teacher activity indicator	Score	category
1	Guru memulai pembelajaran dengan apersepsi yang menarik.	3	Good
2	Guru menjelaskan tujuan pembelajaran dengan jelas.	3	Good
3	Guru menggunakan media pembelajaran yang sesuai(gambar untuk PWIM).	3	Good
4	Guru membimbing siswa dalam mengamati gambar dan menemukan kosakata(PWIM).	3	Good
5	Guru mengarahkan Think-Pair-Share(TPS) dengan baik.	3	Good
6	Guru memberikan kesempatan kepada siswa untuk berdiskusi dan berbagi hasil diskusi.	3	Very good
7	Guru memberikan contoh dalam penggunaan kosakata dalam kalimat.	3	Very good
8	Guru memberikan umpan balik terhadap jawaban siswa.	2	Fair
9	Guru mengelola kelas dengan baik dan menciptakan lingkungan belajar yang konduktif.	2	Fair
10	Guru menyimpulkan materi secara jelas di akhir pembelajaran.	4	Very good

Total score	31/4	77.5%
Overall category	0	Good

Based on the observation sheets, student activity during the learning process showed a high level of engagement. Out of ten observed indicators, six were categorized as "good" and four as "very good", resulting in a total score of 34 of maximum of 40. This means that student activity reached 85%, which falls under the "very good" category. These results indicate that the use of Think-Pair-Share (TPS) and Picture Word Inductive Model (PWIM) effectively encouraged students to actively participate in learning activities such as observing pictures, engaging in group discussion, and sharing their ideas. Meanwhile, teacher activity was also assessed using ten indicators. Most aspects were rate as "good" and one indicator was rated as "very good", resulting in a total score of 31 out of 40. This equals 77.5% which is categorized as "good". This shows that the teachers carried out the lesson well, starting from the introduction, facilitating group work, using visual media, and encouraging student involvement. However, there is still room for improvement, This shows that the teachers carried out the lesson well, starting from the introduction, facilitating group work, using visual media, and encouraging student involvement. However, there is still room for improvement, particularly on providing varied feedback and strengthening the closing part of the lesson.

The results revealed that 23 out of 25 students (92%) scored above 75, indicating that they had met the learning objectives in terms of vocabulary acquisition. Feedback from the Questionnaires and interviews was also largely positive. Students reported that use of PWIM and TPS helped them understand vocabulary more easily, encouraged active participation, and boosted their confidence through group discussion and presentations. Some students mentioned that learning through pictures and peer discussions felt more enjoyable and easier to follow, while also helping them expand their vocabulary. Overall, this research suggests that combining PWIM and TPS not only improves learning outcomes but also creates a more engaging, student-centered classroom environment that fosters both language development and social confidence.

Discussion

The results of this study showed that the combination of Think-Pair-Share (TPS) and Picture Word Inductive Model (PWM) methods effectively improved the vocabulary mastery

of seventh grade students at SMPK Sang Timur Malang. This improvement can be seen from the vocabulary test results, where the majority of students achieved scores above the mastery standard. Additionally, students demonstrated greater activeness during the learning process. In theory, this success aligns with Calhoun's (1999) argument, which suggests that PWIM helps students build vocabulary contextually through picture visualization. In this study, the use of pictures helped trigger students became more engaged in the lesson and felt less bored, as learning with visual aids made it more concrete and accessible, this is supported by Wulansari and Santika (2021), who observed that the use of PWIM can effectively enhance students achievement in writing descriptive text by improving vocabulary acquisition. Similarly, Jiang (2021) highlighted that PWIM is an engaging method that helps young learners connect vocabulary with real word objects, improving both comprehension and retention.

Meanwhile, the TPS method played a key role in increasing student participation. The process of paired discussion and sharing in class allowed students to first think independently, the refine their understanding through two-way communication with their peers. This process is support by research from Putri and Santoso (2021), which shows that TPS can boots students participation in vocabulary learning by encouraging collaboration and the sharing of information. In this study, students became more active in speaking and gained greater confidence when presenting the results of their discussion. This supports the findings of Rizky (2021), who found that TPS not only increased students' vocabulary mastery but also improved their reading comprehension through collaborative efforts.

Additional insights were gained from student interviews, where many students reported that they found it easier to understand and remember vocabulary through picture and group discussions. Some students also expressed greater confidence in speaking English, as the method made the learning process fun less intimidating. This is in line research of Ihsan (2021), who found that TPS helped students feel more comfortable in their language use, fostering a more positive learning environment. Thus, the combination of TPS and PWIM proved not only to improve vocabulary mastery but also to create a more interactive and enjoyable learning atmosphere. Furthermore, it helped build students' confidence in their language skills. These findings are consistent with previous research, which shows

that both TPS and PWIM, individually or in combination, have a positive impact on language learning, especially in vocabulary development. This aligns with the conclusions of Manuputty (2020), who noted that PWIM can improve student speaking achievement by providing visual support, while Hasan (2023) emphasized that TPS can boost students' vocabulary acquisition and overall engagement in learning.

CONCLUSION

This study shows that the Picture Word Inductive Model (PWIM) and Think- Pair-Share (TPS) methods are very effective in improving vocabulary mastery of seventh grade students of SMPK Sang Timur Malang. Observation results showed that student and teacher activities were in the good to excellent category, with 92% of student successfully achieving scores above 75 on the vocabulary test. Students also found it easier to understand and remember new vocabulary through picture media and group discussions. In addition, this method helps improve students' confidence in speaking in front of the class, making learning more interesting and interactive. To optimize learning outcomes, teachers are advised to use other media variations, such as picture based digital technology. The students' reflection process can also be strengthened with more directed guidance. Teachers are expected to continue to develop their competencies by attending learning innovation training. In addition, collaborative activities such as group discussions or daily conversation simulations can be expanded to support students' skill development. Further research is recommended to test the effectiveness of this method on other materials so that the benefits can be applied more widely.

REFERENCES

Abubakar, P. F. (2023). Improving Students' Speaking Skill through Think Pair Share Strategy: A Classroom Action Research on the English Education Program Students of STKIP Kie Raha Ternate. *Langua: Journal of Linguistics, Literature, and Language Education*, *6*, 35–42.

Atsari, F. (2018). *Strategies in Vocabulary Acquisition*. *145*(Iconelt 2017), 119–125. https://doi.org/10.2991/iconelt-17.2018.27

Echalico-Bermillo, J., & Roma-Remollo, E. (2022). Picture Word Inductive Model (PWIM) on Students' Vocabulary Achievement and Attitude. *Indonesian Journal of Contemporary Education*, *4*(1), 19–28. file:///Users/katrinaloo/Downloads/24-50-1-PB.pdf

Gallo-Crail, R., & Zerwekh, R. (2002). Language learning and the Internet: Student strategies in vocabulary acquisition. *New technologies and language learning Cases in the less commonly taught languages*, 55–72. http://nflrc.hawaii.edu/networks/tr25/tr25-3.pdf

Hasan, Z., Gunung, U., & Aceh, L. (2020). *Increasing Mastery of English Vocabulary*. *8*(2), 69–75. Ihsan, M. (2019). Applying Think-Pair-Share Model in Vocabulary Learning. *Loquen: English Studies Journal*, *12*(1), 11. https://doi.org/10.32678/loquen.v12i1.1918

Hermawan, D. M., Iskhak, I., & Sugiarto, B. R. (2025). Learning daily colloquial vocabulary English of a digital movie. Journal of English Education Program (JEEP), 12(2), 152. https://doi.org/10.25157/(jeep).v12i2.20852

Jiang, X. (2018). Exploring young English learners' perceptions of the Picture Word Inductive Model in China. *TESOL International Journal*, *13*(1), 67–78.

Kamila, A. S., Supardi, I., Prodi, S., Bahasa, P., Fkip, I., & Pontianak, U. (2002). *Teaching English Vocabulary By Using Picture Word Inductive Model (Pwim)*. 1–9.

Kurniawan, H. (2024). *The Effect Of Picture Word Inductive Model (Pwim) On Students' Writing Skill At Seventh Grade Students Of Smpn 14 Bengkulu City*. *09 Nomor 0*.

Manuputty, P., Patty, S., & Wattimena, J. N. (2022). The Application of Picture Word Inductive Model (PWIM) To Improve The Students' Achievement In Speaking 2 Class Of English Department Victory University. *J-MACE Jurnal Penelitian*, *2*(2), 155–164. http://ojs.lppmunvic.ac.id/index.php/jmace/article/view/27

Mutmainna, A., & Usman, S. (2025). *A Study on The Implementation of Picture Word Inductive Model Teaching Writing*. *6*(1), 45–253.

Pajar, J., Kensi, R., Zoebar, Y., Delfi, S., & Aruan, R. (2024). *The Effect of Using Picture Word Inductive Model o n Students ' Ability of SMAN 4 Pekanbaru in Writing Descriptive Texts*. *8*(May), 261–268.

Putri, A. R., & Santoso, I. (2021). Teaching Vocabulary Through Think Pair Share To the Seventh Grade Students At Smp Negeri 3 Cimahi. *Professional Journal of English 4*(6),10151019.https://www.journal.ikipsiliwangi.ac.id/index.php/project/article/view/5483

Rizki Amelia Ogan Komering, K. (2016). Using Think-Pair-Share-Strategy To Improve Vocabulary and Reading Comprehension Achievements of Eighth Grade Students. *Jele Journal of English Literacy Education*, *3*(2), 148–156.

Sari, A. S. P., & Sembiring, N. (2022). Pembelajaran Kosakata Bahasa Inggris Berbasis Sinonim (Persamaan Kata) Bagi Anak Sekolah Minggu Hkbp Hutabaru Binjai. *Prosiding Konferensi Nasional Pengabdian Kepada Masyarakat dan Corporate Social Responsibility (PKM-CSR)*, *5*, 1–10. https://doi.org/10.37695/pkmcsr.v5i0.1616

Sari, A. S. P., Sembiring, N., & Wau, K. (2022). Improving Students' Vocabulary Mastery on Synonyms through the Application of Think Pair Share (TPS) Technique. *Budapest InternationalResearch.* 1646616475.https://bircujournal.com/index.php/birci/article/view/5561

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

Sharma, H. L., & Priyamvada, P. (2018). TPS (Think-Pair-Share): An Effective Cooperative Learning Strategy for Unleashing Discussion in Classroom Interaction. *International Journal of Research in Social Sciences*, *8*(5), 91–100. https://www.ijmra.us/index.php

Sumarsih, I. C. . M. A. (2015). the Effect of Using Picture Word Inductive Model on Students' Achievement in Writing Procedure Text. *REGISTER Journal of English Language Teaching of FBS-Unimed*, *4*(2), 449–455. https://doi.org/10.24114/reg.v4i2.2103

Yen, T. T. (2022). Improving English Writing Performance for High School Students through the Think-Pair-Share Technique. *International Journal of Social Science and Human Research*, *05*(04), 1240–1259. https://doi.org/10.47191/ijsshr/v5-i4-07