CHAPTER V

CONCLUSION AND SUGGESTION

A few conclusions and recommendations were reached as a result of evaluating the data gathered by the researcher and then applying them to the implications of the implementation of the Picture Word Inductive Model (PWIM) for the 7th grade at SMPN 48 Surabaya on the students' writing descriptive texts, which was done in an online classroom using Microsoft Teams. A summary of the findings of this research, as well as some recommendations to readers, are intended to be provided at the conclusion of this chapter. These recommendations are intended for English teachers, students, and other researchers, among other groups of individuals.

5.1 Conclusion

Based on the findings and discussions, the researcher derived some conclusions regarding to the implications of the implementation of the Picture Word Inductive Model (PWIM) for the 7th grade at SMPN 48 Surabaya on the students' writing descriptive texts. In accordance with the findings of the observation, the majority of the students in cycle 2 performed admirably, demonstrating enthusiasm for learning and becoming personally involved in the educational process. Following the implementation of PWIM, there were some improvements in the students' test scores, which resulted in some improvements in the students' ability to write descriptive texts.

Two cycles were used to implement the Picture Word Inductive Model (PWIM). Cycle 1 activities focused on introducing the PWIM strategy to students, developing their understanding of descriptive text, modelling the text, and implementing the PWIM strategy to construct descriptive text. In Cycle 2, the actions concentrated on implementing the PWIM strategy's steps to help students improve their writing ability. Following the implementation of PWIM, students' writing abilities improved, as did the teaching and learning process. The following are the results of the research conducted during Cycles 1 and 2: Pre-test results indicated that students performed below the average level of success implied by the mean score of 62.88, the lowest score being 50 and the highest being 84. Only two students (4.76%) passed the test using the Minimum Mastery Criteria (KKM) of ≥ 83. Then, in the post-test cycle 1 results, the number of students passing the test based on the success criteria remained at seven (16.67%). The mean achievement score for students' writing ability was 72.76. The lowest possible score was 60, while the maximum possible score was 84. However, when compared to the pre-test results, significant improvements were observed in the students' descriptive text writing skills. The post-test results from cycle 2 indicated that students' ability to write descriptive texts had improved somewhat. Cycle 2's mean score was determined to be 85. Meanwhile, the lowest and highest scores were 78 and 92, respectively. 34 students passed the exam with an 80.95% passing rate. This study was discontinued when it met the success criteria. The t-Test: Paired Two Sample for Means result indicated that the researcher can accept Hypothesis

(Ha) if the mean of the post-test is greater than the mean of the pre-test. It is concluded that the students' writing scores improved significantly as a result of the PWIM strategy's application to their descriptive text writing ability.

5.2 Suggestion

The researcher would like to make some recommendations at the conclusion of this chapter, which she hopes will be useful directed to:

5.2.1 The English Teachers

The researcher hopes that the findings of this study will be used as a basis for assisting English teachers in the development of more effective writing strategies that will benefit their students' learning in the future. One of other objectives is to ensure that the findings of the research will be applicable in all teacher education courses throughout the world. New strategies in the English learning process, particularly for students who use the Picture Word Inductive Model (PWIM) strategy, should be explored by teachers in order to improve students' writing abilities during the pandemic. During the Covid-19 era.

When it comes to selecting writing activities, the English teacher should be more creative. Teachers should be aware of what students require in order to improve students' writing abilities, which may be lacking. It is also recommended that if they intend to use PWIM, they take into consideration the current situation of the class in order to

effectively manage the class. In order to increase the students' enthusiasm for writing, they should also take into consideration learning materials and pictures as a medium of communication.

5.2.2 Students

In order to assist students who are at risk of failing in writing because they are unable to describe things in words, research is being conducted on implementing the Picture Word Inductive Model (PWIM) in an English learning class. If students understand the PWIM strategy for improving writing ability, they will be more motivated and interested in writing and expressing their ideas. In order to maintain a positive attitude toward English class, the students must manage their own attitudes. It is critical for students to write on a regular basis in order to improve their writing skills. Furthermore, they should always take an active role in the process of teaching and learning, as well as complete the task assigned to them by their teacher. Work in pairs, groups, or individually is also something they should be able to manage.

5.2.3 Other Researchers

It is possible that other researchers conducting studies with the Picture Word Inductive Model PWIM strategy to improve students' descriptive writing skills will use this study as a starting point. Finally, the research may assist educators in discovering new approaches to improving students' written communication skills, and this information

may serve as a springboard for further research that may in turn inspire other researchers to conduct similar research. It is suggested that other researchers investigate this technique using different types of research, such as experimental or correlational studies, because this research only deals with the use of PWIM to improve the students' ability to write descriptive text.