

# IMPROVING THE STUDENTS' WRITING ABILITY OF THE SMPN 48 SURABAYA TO WRITE DESCRIPTIVE TEXT BY USING PICTURE WORD INDUCTIVE MODEL (PWIM)

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## Abstract

The purpose of this research was to enhance students' descriptive text writing abilities through the implementation of the Picture Word Inductive Model (PWIM) at SMPN 48 Surabaya in the academic year 2020/2021. Classroom Action Research (CAR) was used to study 42 students as the research subjects in class 7-B. The instruments used to collect the data were observation and tests. Pre-test results indicated that students performed below the expected level of success; the mean score was 62.88, the lowest score was 50, and the highest score was 84. Only two students (4.76%) passed the test. Then, in the results of post-test cycle I, the number of students who passed the test based on the success criteria remained at 7 students (16.67%). The mean score was 72.76, with 60 being the lowest and 84 being the highest. However, when compared to the pre-test results, significant improvements in the students' descriptive text writing ability were observed. In cycle II, post-test results indicated that students' ability to write descriptive texts had improved slightly. The mean score was 85, with 78 being the lowest and 92 being the highest. 34 students passed the test with an 80.95% passing rate. This research was stopped when it met the success criteria. The result of the t-Test was as follows: Paired Two Samples for Means indicated that the researcher could accept the hypothesis in the event that the post-test mean was greater than the pre-test's mean. It was concluded that students' writing abilities improved significantly as a result of the PWIM strategy's implementation toward students' writing abilities for descriptive texts.

**Keywords:** *writing, descriptive text, PWIM strategy, online learning*

## INTRODUCTION

Writing is a skill that is required in written communication form, and it can be difficult for even the students to produce quality work in this area. According to some, it is the most difficult language skill to master because it necessitates multifaceted thinking while learning. As a critical skill and one of the most difficult language skills to learn when compared to other language skills that require intellectual ability and inventive ability, writing ability is required to be noticed between the teacher and students during learning activities (Alexander, 1975, p. 8; in Batubara, 2017, p. 9). It is disguised that students, in their role as writers, require knowledge of how to write words correctly, how to set and assemble the words attempted into sentences that are intended to be meaningful in relation to the grammatical rules involved. "Writing reinforces the grammatical structures and vocabulary as it is implemented in its forms," according to Raimes (1987, p. 3). As a result, writing is a language skill that allows

you to express an idea in written form. The writer will use knowledge of structure and vocabulary to convey the idea to the reader.

The writing process is a series of steps that someone goes through in order to create a written work, much like using a map to navigate to an unfamiliar location. At all levels of the educational system, the ability to achieve communicative competence in writing is a critical component of language development and academic success for students. So the students, in their capacity as authors, must recognise that each step in the writing process is significant in the overall process. On page 9 of Hedge (1988), and again in Hedge T. (2000a), it was noted that “Writing has certain processes that lead to successful pieces of written work that should be taken into consideration; these processes are as follows: prewriting; draught; revise; and edit.” After becoming aware of the writing processes, the student is expected to master the written form of the language and to learn specific structures that are not commonly used in oral communication but that are necessary for effective written communication through a process of instruction.

In junior high school, students learn to write in English, which is one of the language skills and a productive skill that they will use in the future to express their thoughts and feelings (Maharani, 2018). Writing is one of the skills taught in the eighth grade of Junior High School, and it is based on the school-based curriculum. The teaching of writing aims to enable students to master functional texts as well as monologue texts or paragraphs in the form of descriptive and procedural writing. Students in seventh grade are taught to write descriptive texts, which is one of the genres of writing texts. This is done in order to teach students how to describe themselves and their surroundings. The fact remains that a large number of students struggle with writing descriptive texts because their teachers rarely go beyond the generic structure and technique for writing descriptive texts, and they rarely employ any innovative methods or approaches to teach the students (Maharani, 2018, p. 2). The students may become disinterested or bored as a result of this, and they may have difficulty learning descriptive texts. The students are unable to completely describe the parts, qualities, and characteristics of the things during the writing process of the descriptive texts that are being used as a result of this limitation in descriptive text writing.

descriptive text is a type of writing in which the words have real-world meanings to enable students to paint a vivid mental picture of their experience (Maharani, 2018). Teachers often say that descriptive text is easy for junior high school students to comprehend, but in fact,

many students have difficulty understanding such text because they have difficulty analyzing the purpose, structure, and language features as well as applying them in the written form. It has been discovered based on the pre-observation research that was conducted especially during the Covid-19 pandemic, in which English is a difficult subject that is taught in SMPN 48 Surabaya, that the students have a number of issues when it comes to writing about this. When teachers provide in-class or virtual lectures, students feel bored and have a hard time focusing on the lecture. This causes difficulties for students, as they have to rely solely on their imagination and experiences when writing a descriptive text. Writing descriptive text is difficult for students because they don't yet know the words they will need. Due to the possibility of improving their writing ability, especially through online learning regarding the pandemic Covid-19 era, it is assumed that they will need appropriate writing strategy when they are learning descriptive text. Only 83% of the students were able to meet the Minimum Mastery Criteria (MKM). To overcome the issues, it is critical to provide a great learning strategy. By conducting an online study, the researcher will implement the Picture Word Inductive Model (PWIM) strategy to help the students with their writing assignment.

Under the Covid-19 pandemic era, SMPN 48 Surabaya, the education field, as well, utilizes the government's online learning system, so that teachers and students can access content whenever and wherever they want, without limitations by location, time, or the lack of a fixed space. The concept of online learning involves using electronics as a medium for learning. Virtual schools employ online learning technologies in the field of education (Purba: 2002; in Hariyati, 2020, p. 18). Because all of the processes used in classroom teaching are done in real time online, but at the same time virtual means with computers, laptops, and mobile phones that are located in one place, students are following the lesson from different locations.

Picture Word Inductive Model (PWIM) is a strategy to take advantage of students' aptitude for thinking inductively and building up a logical and phonetic framework on structural and phonetic analysis (Jiang & Perkins, 2013, p. 8). Students can employ this approach, and as a result, they can employ basic vocabulary as a foundation for their writing. The point of this strategy is to build vocabulary concepts and sentence structures as well as paragraphs and whole essays. PWIM is anticipated to provide much-needed assistance to students' writing processes because it is specifically designed to help students hone their reading, writing, and language skills, and will assist the students in overcoming their writing issues. Teaching students to identify each object in a picture helps them learn how to accurately

describe the objects. The last point to remember is that, when writing about a picture, it will be easier to develop their descriptive writing.

In dealing with these issues, the researcher intends to offer Picture Word Inductive Model (PWIM) online learning as an alternative approach to improve students' writing ability by way of PWIM being used to help improve descriptive writing skills during the pandemic Crisis on Covid-19 period. Using the PWIM model is considered the best choice because this model takes the results of the research on writing skills and incorporates them into the model. Additionally, this technique understands teaching writing activities that are suitable for various learning styles as students' progress through different writing classes. Aspect of PWIM technique like deciding on images, identifying images, classifying words on images, reading the words aloud, organizing sentences, and producing a sentence sequence, can be organized using genre-based teaching method. This researcher named this study "Improving Students' Writing Descriptive Text by Using Picture Word Inductive Model (PWIM) Approach through Online Learning at SMPN 48 Surabaya". The researchers set out to examine the implementation of the Picture Word Inductive Model (PWIM) in online learning at SMPN 48 Surabaya so as to better understand the results students were achieving in terms of writing the descriptive text. After the hypothesis was established, it was known as  $H_a$ : significant impact on students' writing skills can be achieved through PWIM.

## **LITERATURE REVIEW**

### **1. Writing**

The primary goal of writing is to convey the information by putting the ideas into words so that others can understand them. Language production, often referred to as productive skill, is a language skill that involves the use of language (Hermer, 2007, p. 16). It can also be described as a writer's skill when you are trying to get your message across to your readers. Writers have to regulate their writing based on their goals and readers' needs so that they can effectively communicate. It is suggested prior to the writer having written to others, and critical to have a clear idea of the writer's intent in writing as well as the reader who will be reading.

Writing is another productive skill defined as the practice of using orthographic symbols in complex processes. In construction, a good writing requires that writers utilize appropriate grammar rules, utilize relevant vocabulary, and take into consideration the aspects of a well-written text. According to linguists, there are definitions of writing that

may help us achieve a better understanding of the concept. In Celce-view, the idea that writing is the production of the written word and the text is used to communicate is controversial. Self-initiated topics arise when writers make decisions based on ideas or stimuluses, and the decisions lead to new topics for them to write about. So, it suspects that they are formulating goals and plans to structure their compositions systematized.

## **2. Descriptive Text**

Descriptive text is a text that describes something, either a person or an object. It was created to capture the essence of an individual, place, or object (Gerot & Wignell, 2008, p. 208). Thus, to sum up, a descriptive text is one that describes something or someone based on what the thing or person really is. Visual representations bring the writing to life, thus allowing the reader to fully engage in the narrative by using their imagination. A representation of the world is provided in descriptive text; it could be said that descriptive text illustrates people, places, events, situations, thoughts, and feelings. The Oshima & Hogue stated “Describing is similar to painting a picture with words.” The main goal of a good description is to provide descriptive detail that supports the image. The explanation above demonstrates how descriptive text is a clear description of people, places, objects, or events, and describes why they should be described in more detail. An effective description would include enough detail to convey a general impression of the subject being described, as well as varying degrees of detail. There are various kinds of details: these usually pertain to a person's sense of sight, touch, smell, taste, and sound.

## **3. Picture Word Inductive Model (PWIM)**

Emily Calhoun, a well-known author of instructional techniques, introduced PWIM to the world for the first time in 1999. Inductive Model with Picture Words is considered to be the best method for teaching reading, writing, and the language system (Calhoun, 1999, p. 21). This strategy, which is being proposed, may be able to assist students in resolving their writing problems, particularly when writing descriptive texts. This strategy guides students through the process of identifying each object in a picture that they will be designing. The students will have an easier time developing their descriptive writing skills if they use a picture as a starting point. When used in conjunction with explicit instruction and structured inductive activities, the Picture Word Induction Model (PWIM) is an inquiry-oriented strategy that is intended to improve reading and writing skills.

The Picture Word Induction Model (PWIM) assists students in the acquisition of sight words, as well as the expansion of their speaking vocabulary into a reading and writing

vocabulary, among other things. PWIM makes use of a picture word chart as a media format. Students are required to locate words by identifying them. It is their practise to write words around the pictures. Students' writing processes can be aided by using an illustrated dictionary, which is created by writing words around the pictures on the chart. As a result, this strategy guides students through the process of writing titles, factual sentences, and paragraph construction. PWIM is an integrated technique that is intended to help students maintain their ability to think inductively while in school. Inductive learning, according to Nunan (1991, p. 156), is an experience in which students are not explicitly taught about grammar or other types of rules, but rather discover rules through their own experience with language.

#### **4. Online Learning**

Online learning, also known as virtual classroom, is a type of information technology that is used in the field of education to deliver instruction. All of the teaching and learning processes that are normally carried out in the classroom are carried out live, but virtually, which means that a teacher teaches in front of a computer that is located in one location while students follow the lesson from other computers that are located in different locations. It is possible to obtain course material for free in the form of files that can be downloaded, whereas interactive teachers and students can work together on assignments or discussions in the form of discussion forums and emails on a more intensive basis. According to the description above, it is assumed that the fundamental concept of online learning is to provide new classes that are equivalent to conventional classes that have been offered in existing schools up to this point. Cisco (2001) argued that online learning is beneficial. Online learning is the delivery of information, communication, education, and training over the internet, and it provides a set of tools that can enhance the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs, and computer-based training), allowing students to better respond to the challenges of globalization as it develops. Online learning necessitates a shift in how we approach learning management. The management of online learning is then concerned with how students can learn information in accordance with the topic under consideration. The management of online learning is concerned with the learning process.

## **METHOD**

### **1. Research Design**

The purpose of this research was to describe the implementation and achievement of the Picture Word Inductive Model (PWIM) through online learning toward students' achievement of the descriptive text writing skill at SMPN 48 Surabaya in the field of action research. Burn (2010, p. 2) argued that action research is research that is committed to identifying problems and resolving them in order to bring about changes and improvements to the problems encountered. Additionally, it is argued that “a type of research is conducted systematically in collecting and analyzing data about the lesson in order to arrive at solutions to some decisions about the future lesson's content (Wallace, 1998, p. 17).” In light of the foregoing, it is clear that this research falls under the category of Classroom Action Research (CAR), which is research conducted in a classroom by a teacher. The researcher identifies several issues concerning students' writing abilities in this study. Then she devised strategies for resolving the issues. She chose to conduct action research using the Kemmis & McTaggart (1982) model, as cited in Burns (2010, pp. 7-9), in which each cycle consists of four phases. Planning, action, observation, and reflection are the four components.

### **2. Research Setting**

The researcher conducted the study at Surabaya's SMPN 48. It is located in Ngagelrejo, Kec. Wonokromo, Kota Surabaya, East Java 60245 on Jl. Bratang Wetan No. 36.

### **3. Research Subjects**

A subject of research is a subset of the population being studied that can be referred to as a sample when the results of the research are generalised (Arikunto, 2013, p. 174). A sample is assumed to be any subset of a population of individuals about whom information is gathered. It may differ from the sample originally selected for a variety of reasons. Cluster random sampling was used to recruit subjects from the population in this study. Fraenkel and Wallen stated, “Cluster random sampling is the process of selecting groups, or clusters, of subjects rather than individuals (Fraenkel & Wallen, 2009).” The research subjects were 7th grade students at SMPN 48 Surabaya in class 7-B, which consists of 42 students.

#### **4. Data and Research Instruments**

Primary data are those obtained directly from the research subject through the use of an instrument or data analyzer. They serve as the source of intended information during the research's implementation (Cresswell, 2012). The researcher used observation, field notes, and tests as instruments to collect data on the students' ability to write descriptive text using the PWIM approach. There were two distinct types of tests: pre- and post-test. A pre-test would be administered to students prior to any treatment in order to examine the data, and a post-test would be administered to students following treatment in order to examine the research hypothesis.

#### **5. Data Collection Procedures**

There were two types of data in this study, which were referred to as qualitative and quantitative data, respectively. All of the information gathered through observations was categorized as qualitative information. Observations were made during the implementation of the Picture Word Inductive Model (PWIM) for the subjects of the research, which took place through online learning. The quantitative data, on the other hand, came from the students' results on the writing tests. The term "test" refers to a series of statements or questions that are used to assess an individual's or group's skill, knowledge, intelligence, or talent (Arikunto, 2013, p. 173).

#### **6. Data Analysis**

During the data collection and analysis process, the researcher employed two different techniques. By making observations, we were able to gather qualitative information. The quantitative information was gathered from the writing tests, in the meantime. The researcher was able to describe the activities of the subjects in the classroom at a specific time after observing them. The researcher observed the learning process in the classroom before, during, and after the actions were carried out by the students. The purpose of the observation is to gather some information about the impact of PWIM implementation in the context of online learning on the writing skills of the students participating in the study. In addition, field notes were used to ensure that the researcher's research was carried out in the manner that had been planned by taking notes on the aspects that were observed during the research.

Writing tests were administered to students in order to assess their progress in writing. There will be a pre-test to determine the students' writing ability prior to the



implementation of the actions, as well as a post-test to determine the students' writing development following the implementation of the actions. It is based on a writing rubric that evaluates content and organization as well as grammar, vocabulary, and mechanics. Writing tests included a pretest and a posttest, which revealed the mean scores of the students. The researcher used the Microsoft Excel to analyze the students' scores in order to determine the difference between the mean scores of the students before and after the actions taken to test the hypotheses that were provided. The researcher then reported her findings along with supporting data and drew conclusions based on the data she had analyzed in relation to the hypothesis under consideration.

## RESULTS FINDINGS AND DISCUSSION

The researcher performed a preliminary investigation via observation in online learning before beginning the research. before students learned to write using the Picture Word Inductive Model (PWIM). From what was learned, the researcher discovered that some students were completely uninterested in what the teacher had to say. Students were inactive when it came to interacting with the teacher in regards to the materials they were given. In school, writing was an extremely difficult skill for students. The students had trouble choosing the appropriate vocabularies when writing, and because of this, they did not master many vocabularies. When students seemed disinterested in the teacher's explanation, most of them could not respond to the teacher's question. They just kept doing the assignment, which was set by the teacher. Post that, the teacher administered a preliminary assessment to determine the ability of the students in writing descriptive text prior to beginning any treatments. This test was a test of descriptive text essay writing. Next, 42 students and the teacher engaged in a study period of 42 minutes for the students to review prior information. the conclusion of the pre-cycle test was made apparent in the figure.1:

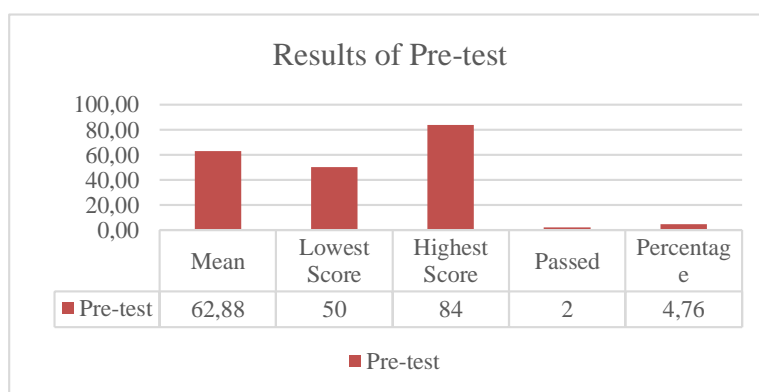


Figure.1 Results of Pre-test

The data presented in figure.1 was based on the assumption that the students performed below the average in terms of academic achievement. It was determined that the mean score was 62.88, with the lowest score being 50 and the highest score being 84. According to the agreement at SMPN 48 Surabaya, only two students passed the test based on the Minimum Mastery Criteria (KKM), which is  $\geq 83$  points on the scale. There were only two students who were successful out of the entire class (4.76%). The researcher found the students had limited questions to the teacher about the materials during online classroom. Moreover, the quality of their writing was still lacking in terms of language usage, vocabulary, and organizational elements. Because some of the students made noise while the teacher was explaining the material, and because they were also perplexed about how to write descriptive text, it was still difficult for them to express their thoughts and words in written text. Possibly, this class required a strategy for mastering their writing skills, particularly in the area of descriptive composition and description. On the basis of this observation, it was determined that the "Picture Word Inductive Model (PWIM)" would be the most appropriate approach to use during teaching and learning activities in an online classroom. Students' achievement in writing skills for the descriptive text is expected to increase as a result of learning this strategy.

This first cycle was conducted on June 1<sup>st</sup>, 2021 consisting three meetings. This cycle explained how the teaching learning activity took place during online learning then would be continued with the next cycles according to the situation. From the observation, the researcher found some facts happened in the online classroom during learning process. It could be described as follows: at the beginning, teacher greeted students. It made them became concentrating and paid attention interacted with them by checking the attendance via online classroom. Then, she explained about descriptive text and all related to it such as the social function of descriptive text, its generic structure and its feature. The generic structure consists of identification and description also language features that descriptive text used. During the online classroom, the researcher, as the English teacher, asked the students to involve in discussion related to descriptive texts. At the end of the cycle I, the research provided post-test cycle 1 to measure the students' improvement on writing skill of the descriptive texts. The results of the pre-test and post-test 1 were presented on the following table and figure in order to compare to the previous results on pre-test.

Table.1 Results of Pre-test and Post-test Cycle I

Criteria	Pre-test	Post-test Cycle I
Mean	62.88	72.76
Lowest Score	50	60
Highest Score	84	84
Passed	2	7
Percentage	4.76	16.67

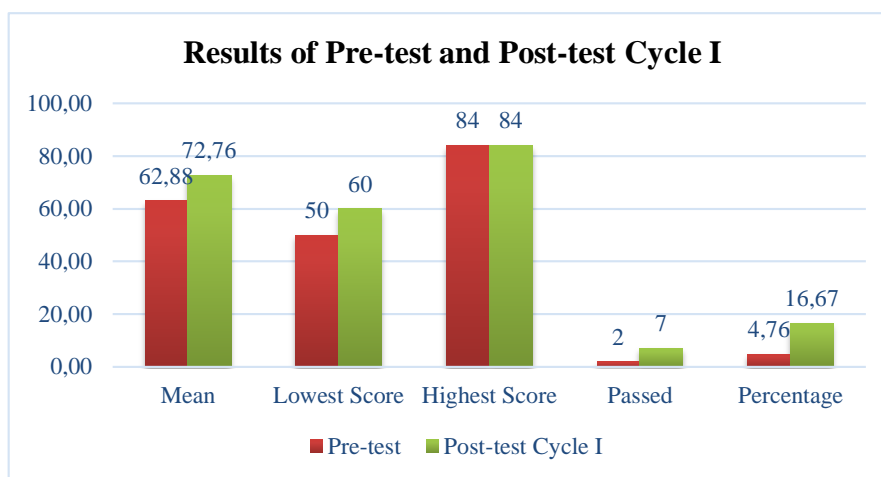


Figure.2 Results of Pre-test and Post-test Cycle I

From the table.1 and figure.2, it can be argued the implementation of PWIM toward the students' achievement in writing descriptive text was improving, but it still needed to do the next cycle because the implementation of PWIM strategy on the first cycle couldn't reach the minimum standard success of the research where due to the students who passed the test based on the criteria of success were still 7 students, or it could be said the percentage of students' success was still 16.67%. On the other hand, the mean of the students' achievement in writing skill was 72.76. the lowest score was 60 and the highest score was 84. Nonetheless, if it is compared to the results of the pre-test, the improvements toward the students' writing skill of the descriptive text were improved in matter of mean's results from 62.88 to 72.76, the highest score was same that was 84 and the lowest score was from 50 to 60. Meanwhile, the numbers of students who passed the test were improving from 2 students to 7 students. It can be argued the numbers of students increased 5 students in the percentage of 9.52%. Related to the results of the cycle I, the researcher decided to continue the next cycle to make this research would be success.

Cycle II was conducted in accordance with the outcome of cycle I. On June 3<sup>rd</sup>, 2021, Cycle II concluded. The researcher followed the same procedure as in cycle I. The

majority of this cycle's activity focused on the writing processes themselves, beginning with planning, drafting, editing, and finally writing the final version. The students appeared to be engaged throughout this online learning activity. They used the picture word charts to brainstorm their ideas. They created sentences using the words they had previously written on their notes' picture word charts. They were capable of producing coherent paragraphs. In conclusion, when compared to the pre-test and Cycle I, their paragraphs were able to perceive. The researcher presented the results of tests administered, including a pre-test, a post-test in cycle I, and a post-test in cycle II, in order to determine whether or not the PWIM had a significant effect on the students' writing ability. The following table and figure summarize the results of the pre-test, post-test cycle I, and post-test cycle II:

Table.2 Results of the Tests

Criteria	Pre-test	Post-test Cycle I	Post-test Cycle II
Mean	62.88	72.76	85.00
Lowest Score	50	60	78
Highest Score	84	84	92
Passed	2	7	34
Percentage	4.76	16.67	80.95

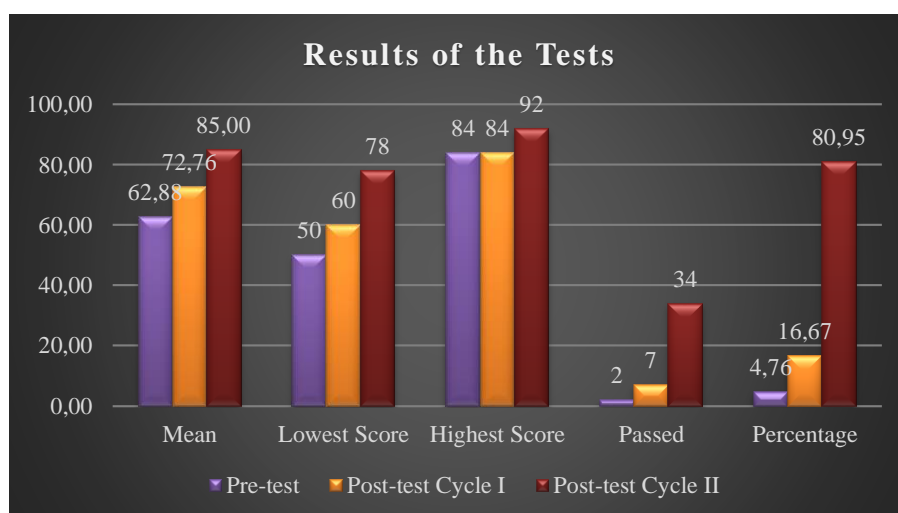


Figure.3 Results of the Tests

According to table.2 and figure.3, there was an increase in students' scores following the implementation of PWIM, which resulted in an increase in students' ability to write descriptive texts. The mean score for cycle II was determined to be 85. Meanwhile, the lowest and highest scores were 78 and 92. Following that, the percentage of students passing the cycle II post-test increased. 34 students passed the test with an 80.95 percent passing rate. It is argued that the students passed the test based on the Minimum Mastery Criteria (KKM) of  $\geq 83$  as

agreed upon at SMPN 48 Surabaya, and that this research was stopped once the students met the success criteria. The researcher then calculated and analyzed the results of pre- and post-tests on students' abilities to write descriptive texts in the case of hypotheses testing. To begin, the normality test was used to determine whether the data were normally distributed. To determine the normality of the data, this study used the F-Test: Two-Samples for Variances formula. The result indicated that  $L_{count} < L_{table}$  was  $0.1075 < 0.1353$  which indicates that  $L_{count} < L_{table}$  equals Normality Distribution. The researcher then conducted a hypothesis testing, as illustrated in the table below:

Table.3 t-Test: Paired Two Sample for Means

	<i>Pre-test</i>	<i>Post-test</i>
Mean	62.88095238	85
Variance	71.52206736	11.65853659
Observations	42	42
Pearson Correlation	0.450195659	
Hypothesized Mean Difference	0	
Df	41	
t Stat	-18.95687296	
P(T<=t) one-tail	3.35697E-22	
t Critical one-tail	1.682878002	
P(T<=t) two-tail	6.71395E-22	
t Critical two-tail	2.01954097	

The result of the t-Test is as follows: Paired Means from two samples indicated that the mean for Pre-test is 62.88 and the mean for Post-test is 85. The obtained t-value (t Stat) is -18.95687296, which is greater than the significance level of 0.05. The researchers calculated the results using the P(T=t) two-tail p-value, which is the p-value for the two-tailed form of the t-test. Because the p-value (6.71395E-22) is less than the 0.05 threshold for statistical significance, the researcher can accept the hypothesis (Ha). As a result, Ha is accepted when the mean of the post-test is greater than the mean of the pre-test. It is concluded that students' writing scores improved significantly as a result of the PWIM strategy's application to students' descriptive text writing ability. This finding supports the primary hypothesis of the study, which is that students' reading comprehension has significantly improved as a result of accepting Ha.

## CONCLUSION

Two cycles were used to implement the Picture Word Inductive Model (PWIM). Cycle I 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 II, 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 I and II: 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  $\geq 83$ . Then, in the post-test cycle I 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 II indicated that students' ability to write descriptive texts had improved somewhat. Cycle II'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 ( $H_a$ ) 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.

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