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Enhancing Students' Descriptive Writing Skills through the Picture Word Inductive Model (PWIM)

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Abstract. Research on enhancing students' descriptive writing skills has consistently highlighted challenges, particularly the persistent gaps in performance and the limited effectiveness of conventional teaching methods. In this context, the present study addresses these issues by implementing the Picture Word Inductive Model (PWIM) at SMP Negeri 48 Surabaya during the 2020/2021 academic year. Initial data revealed a significant problem: the pre-test scores of the 42 students in class 7-B showed a mean of 62.88, with only 4.76% meeting the success criteria, underscoring the ineffectiveness of traditional approaches. Despite modest gains in the post-test scores of Cycle I, where the mean increased to 72.76 and 16.67% of students passed, the results remained inadequate. By employing Classroom Action Research (CAR) and focusing on PWIM, this study aimed to bridge the identified gaps. Observational data and testing across two cycles demonstrated significant advancements by Cycle II, with a mean post-test score of 85 and 80.95% of students meeting the success criteria, indicating a substantial improvement in descriptive text writing skills. The t-test analysis further confirmed the effectiveness of PWIM in significantly enhancing students' writing performance. These findings suggest that PWIM not only addresses the deficiencies in students' writing but also offers a viable strategy for broader application in similar educational contexts. The study underscores the need for future research to explore the long-term effects and applicability of PWIM across different subject areas to further validate and refine its effectiveness.

Keywords: descriptive text, PWIM strategy, writing, writing skills

INTRODUCTION

Writing is universally acknowledged as a foundational skill critical to effective communication, yet it poses significant challenges for students, often more so than other language skills due to its inherent complexity. Unlike listening or speaking, writing necessitates the integration of multiple cognitive processes, making it particularly demanding. Widodo and Slamet (2022) identifies writing as the most challenging language skill because it requires not only intellectual effort but also the ability to think creatively and critically, blending these with the precision of language use. This complexity is further compounded by the need for students to produce texts that are not only coherent but also grammatically accurate, as highlighted by Hulu et al. (2023) and Widodo and Slamet (2021). Mastery in writing demands a deep understanding of word choice, sentence structure, and the grammatical frameworks that underpin written language. Sabat and Slamet (2019) underscore the dual function of writing as both a tool for reinforcing grammatical and vocabulary knowledge and as a medium for expressing and organizing ideas systematically. Therefore, the process of translating thoughts into structured, coherent text requires more than a superficial grasp of language; it demands a sophisticated application of linguistic skills, an understanding of textual coherence, and the ability to navigate the intricate demands of written communication (Oshima, 2007; Wahyuningsih et al., 2019).

The writing process itself can be likened to navigating an unfamiliar terrain using a map. It involves several stages that contribute to the creation of a well-structured written work. As highlighted by Hedge (1988, p. 9; Hedge T., 2000a), successful writing encompasses a series of stages: prewriting, drafting, revising, and editing. Each stage is crucial for developing a final piece that effectively communicates the writer's intended message. Prewriting involves brainstorming and organizing ideas, drafting focuses on putting those ideas into a structured format, revising requires refining and improving the draft, and editing involves correcting grammatical and stylistic errors. Mastery of these stages is essential for achieving communicative competence and academic success in writing (Slamet, 2024; Widodo & Slamet, 2022). Despite the recognition of these processes, many students struggle to fully grasp and effectively apply them. This gap in understanding highlights a significant problem in writing instruction. Students often lack the metacognitive skills necessary to manage and navigate the writing process effectively. They may not fully appreciate the importance of each stage or may struggle with transitioning between them. This deficiency can result in writing that lacks coherence, clarity, and adherence to grammatical norms.

Traditional methods of teaching writing often fail to address the multifaceted challenges inherent in this skill. Conventional approaches, which tend to emphasize rote learning and isolated grammar exercises, fall short in preparing students for the complexities of real-world writing tasks (Meliasari et al., 2018). Such methods may contribute to a lack of development in critical thinking and problem-solving skills, which are essential for effective writing. To address these deficiencies, it is crucial to adopt instructional strategies that promote a comprehensive understanding of the writing process and equip students with practical tools for improvement. This approach should include explicit instruction on each phase of writing, from planning and drafting to revising and editing, coupled with targeted feedback that guides students through their specific areas of need (Sabat & Slamet, 2019). Creating diverse and realistic writing opportunities allows students to apply their skills in various contexts, reinforcing their learning and adaptability. Furthermore, establishing a supportive learning environment that encourages constructive feedback and peer review can significantly enhance students' writing abilities by fostering collaborative learning and continuous improvement. By integrating these strategies, educators can better address the limitations of traditional methods and support students in developing robust writing skills.

In junior high school, English writing instruction plays a crucial role in helping students articulate their thoughts and emotions, a skill that is essential for both academic and future professional success (Maharani, 2018). According to the school-based curriculum, writing is classified as a productive skill with instructional goals designed to help students master various text types, including both functional and monologue texts such as descriptive and procedural writing. In seventh grade, the emphasis is placed on descriptive writing, which is intended to enable students to vividly describe themselves and their environments. Despite this focus, many students encounter significant challenges with descriptive writing. This difficulty stems largely from the limited range of instructional methods employed by teachers, who often concentrate solely on teaching the generic structure and basic techniques of descriptive texts. Such an approach frequently overlooks more innovative methods that could enhance student engagement and deepen their understanding (Rachel, & Samban, 2022). Consequently, students may find the subject matter uninteresting or monotonous, which impedes their ability to effectively describe the attributes, qualities, and features of their subjects in their descriptive writing assignments.

Descriptive text writing requires students to create vivid mental images for the reader, yet many students find it challenging to comprehend and apply the purpose, structure, and language features of descriptive texts. Pre-observation research conducted at SMPN 48 Surabaya during the Covid-19 pandemic revealed that students experienced considerable difficulties with writing descriptive texts. English, which was already perceived as a challenging subject, became even more daunting in the virtual learning environment. The shift to online instruction exacerbated these challenges, as students struggled to maintain focus and engagement during both in-class and virtual lectures. The reliance on imagination and personal experience, coupled with insufficient instructional support, further impeded their ability to produce effective descriptive texts. This lack of adequate guidance in the virtual setting contributed to a heightened sense of difficulty and frustration among students, highlighting the need for more effective and supportive instructional strategies. Consequently, only 83% of students met the Minimum Mastery Criteria *(known as KKM)*, indicating a need for improved instructional strategies. To address these challenges, it is critical to implement an effective teaching strategy. The Picture Word Inductive Model (PWIM) has been proposed as a solution to enhance students' writing abilities. PWIM leverages students' inductive thinking skills and helps them build a logical and phonetic framework through structural and phonetic analysis (Rachel & Samban, 2022). By employing PWIM, students can use basic vocabulary as a foundation for their writing, gradually developing more complex vocabulary concepts, sentence structures, paragraphs, and essays. This strategy is designed to support students' reading, writing, and language skills, providing a structured approach to overcome writing difficulties. By identifying and describing objects in pictures, students learn to accurately depict these objects in their writing, thereby improving their descriptive writing skills.

Existing studies have highlighted the effectiveness of PWIM in enhancing students' writing skills. Research by Jiang and Perkins (2013) demonstrated that PWIM could significantly improve students' vocabulary acquisition and sentence structure development. However, there is still a lack of comprehensive studies that explore the application of PWIM in online learning environments, particularly during the Covid-19 pandemic. This gap in the literature underscores the need for further research to validate the effectiveness of PWIM in virtual settings and its potential to address the unique challenges posed by remote learning. The implementation of PWIM in online learning at SMPN 48 Surabaya aims to address these gaps. The online learning system, supported by the government's initiatives, allows teachers and students to access content without limitations of location or time, using electronic devices such as computers, laptops, and mobile phones (Purba, 2002; in Hariyati, 2020, p. 18). By integrating PWIM into this virtual learning environment, the study seeks to provide a more engaging and effective instructional strategy for teaching descriptive writing.

The PWIM is particularly well-suited for online learning as it can be easily adapted to digital platforms. Students can interact with images and words on their screens, engaging in activities such as identifying images, classifying words, reading words aloud, organizing sentences, and producing coherent paragraphs (Lee et al., 2019; Wahyuningsih et al., 2019). This genre-based teaching method ensures that students not only learn to describe objects accurately but also develop a deeper understanding of the writing process (Cahyani, 2023). In addressing the issues faced by students in writing descriptive texts, this study proposes the use of PWIM as an alternative instructional strategy. The research aims to examine the impact of PWIM on students' writing abilities in an online learning context at SMPN 48 Surabaya. By implementing this model, the study seeks to enhance students' descriptive writing skills during the Covid-19 pandemic, providing them with the necessary tools to achieve academic success. The hypothesis of the study posits that significant improvements in students' writing skills can be achieved through the implementation of PWIM. Preliminary findings from similar studies suggest that PWIM can effectively enhance vocabulary and sentence structure, but more research is needed to confirm its efficacy in virtual learning environments. The study will contribute to the existing body of knowledge by exploring the practical application of PWIM in online education and identifying potential areas for further improvement.

Overall, writing is a multifaceted skill that requires innovative instructional strategies to overcome inherent challenges. The PWIM offers a promising approach to enhance students' descriptive writing abilities, particularly in the context of online learning during the Covid-19 pandemic. By integrating PWIM into the curriculum at SMPN 48 Surabaya, this study aims to provide a more engaging and effective method for teaching writing, ultimately improving students' academic performance and mastery of the English language. Further research is needed to validate the findings and explore the long-term impact of PWIM on students' writing skills, ensuring that educators have the necessary tools to support their students' learning journeys.

REVIEW OF LITERATURE

Writing

Writing is a fundamental productive skill that involves transforming thoughts into coherent and effective texts. As Hermer (2007) asserts, successful writing requires adapting content to meet specific goals and address the needs of the audience effectively. Writing transcends mere transcription; it encompasses a complex process that involves strict adherence to grammatical rules, appropriate vocabulary usage, and a keen sense of text coherence and cohesion (Sabat & Slamet, 2019; Widodo et al., 2020, 2022). Celce-Murcia emphasizes that writing is a communicative act where the writer generates ideas, either from internal impulses or external prompts, to construct structured and purposeful compositions. This process highlights the necessity of having a clear intent and a thorough understanding of the target audience to achieve effective communication. Research indicates that various strategies can enhance writing skills; for instance, Fatimah et al. (2019) demonstrated that explicit instruction in writing techniques leads to significant improvements in students' performance. However, challenges persist, including a lack of motivation, inadequate feedback, and limited practice opportunities, as noted by Musafa'ah (2023) and Rachel & Samban (2022). These persistent issues underscore the urgent need for innovative teaching methods that actively engage students and provide the comprehensive support necessary for developing their writing skills.

Descriptive Text

Descriptive text aims to evoke vivid images in the reader's mind by meticulously detailing the attributes of a person, place, or object. Gerot and Wignell (2008) emphasize that effective

descriptive writing should encapsulate the essence of its subject, enabling readers to visualize and experience the described entity through their senses. Oshima and Hogue's analogy of description as 'painting with words' underscores the importance of incorporating detailed and sensory-rich elements to enhance the impact of descriptive writing. Research reveals that students frequently struggle with descriptive writing due to challenges in grasping its purpose, structure, and language features (Hyland, 2004; Makarim, 2024). These difficulties are often exacerbated by traditional teaching methods that emphasize rote learning and basic techniques without addressing the deeper aspects of descriptive writing. As a result, students may become disengaged and fail to achieve mastery in crafting descriptive texts (Lee et al., 2019; Maharani, 2018). To bridge these gaps, it is crucial to adopt more dynamic and interactive teaching approaches that make descriptive writing more engaging and accessible, thereby fostering a more profound understanding and skill development in students.

The PWIM

The PWIM, pioneered by Emily Calhoun in 1999, is a pedagogical approach designed to enhance reading, writing, and language acquisition through visual stimuli. PWIM harnesses students' innate capacity for inductive reasoning, leveraging pictures as a foundational tool to build vocabulary and sentence structure. The model involves presenting students with pictures, prompting them to identify and label objects within these images, and then guiding them to construct sentences and paragraphs based on these visual cues. This method capitalizes on the natural connection between visual imagery and linguistic expression, making abstract concepts more concrete and accessible. Research has demonstrated the efficacy of PWIM in improving students' descriptive writing skills. For example, Rachel and Samban (2022) found that integrating PWIM into writing instruction significantly enhances students' vocabulary acquisition and sentence construction abilities. By starting with concrete visual representations, PWIM facilitates the generation of ideas and the organization of thoughts, which can reduce the intimidation often associated with the writing process and lead to more structured and coherent outputs. The approach supports a gradual transition from visual to verbal, allowing students to connect their observations and descriptions in a systematic manner (Cahyani, 2023; Wahyuningsih et al., 2019). Despite its advantages, PWIM remains underutilized in many educational contexts, revealing a significant gap in both teacher training and awareness. The limited adoption of PWIM suggests that educators may lack familiarity with its benefits or may not have received adequate training in its implementation. To address this gap, there is a need for increased research and professional development focused on PWIM. Enhanced dissemination of PWIM's methodologies and outcomes could promote its integration into broader instructional practices, potentially leading to improved writing instruction and student performance across diverse educational settings. This expansion could help in realizing the full potential of PWIM as a tool for developing robust writing skills and fostering a deeper understanding of language structure among students.

Online Learning

Online learning, also known as virtual classroom instruction, has become a fundamental component of contemporary education, particularly accelerated by the Covid-19 pandemic. This educational modality enables real-time, interactive teaching and learning through internet-based platforms (Romsi et al., 2024; Slamet & Mukminatien, 2024). Students are afforded the opportunity to access course materials, engage in discussions, and collaborate on assignments from diverse locations, thus offering a level of flexibility and accessibility that traditional classroom settings often lack (Cisco, 2001; Widodo & Slamet, 2021). Research underscores the effectiveness of online learning in improving educational outcomes. For instance, Means et al. (2010) conducted a comprehensive meta-analysis revealing that online learning can be as effective, and in some cases

more effective, than conventional face-to-face instruction. Despite its advantages, the transition to online learning introduces several challenges. Notable issues include the digital divide, which affects students' access to necessary technology and high-speed internet, varying levels of student engagement, and the imperative for developing effective online teaching strategies (Hidayati, 2023; Hodges et al., 2020). The digital divide can exacerbate existing inequalities in educational opportunities, while inconsistent engagement levels can hinder the overall effectiveness of online instruction. Additionally, the success of online learning heavily relies on the implementation of robust management practices and the provision of adequate resources and support systems to ensure all students can thrive in a virtual environment (Slamet, 2024; Slamet et al., 2024a, 2024b). Addressing these challenges involves a strategic approach to online pedagogy, including enhanced training for educators, the development of inclusive online learning materials, and the establishment of supportive infrastructure to bridge gaps in access and engagement.

Integrating PWIM in Online Learning

Integrating the PWIM into online learning platforms presents a promising solution to several challenges associated with teaching descriptive writing, particularly in the context of virtual classrooms. The adoption of online learning at SMPN 48 Surabaya during the Covid-19 pandemic provided a unique opportunity to explore innovative instructional strategies like PWIM. This model leverages visual stimuli to captivate students and facilitate interactive learning, thereby making the process of writing more engaging and effective. Integrating PWIM into an online learning environment can be structured through a genre-based approach (Rachel & Samban 2022), which includes selecting relevant images, identifying and labelling key vocabulary, reading aloud, and organizing sentences into coherent paragraphs. The genre-based method aligns with PWIM's core principles, enabling students to connect visual cues with linguistic structures (Widodo & Slamet, 2021). This approach not only aids in the development of descriptive writing skills but also accommodates various learning styles and needs, ensuring that students can engage with the material in a way that suits their individual preferences (Nurwandya et al., 2023; Maharani, 2018). Despite the demonstrated benefits of both PWIM and online learning, the widespread adoption of these methods remains limited. This indicates a gap in current practice, particularly in terms of teacher training and the integration of PWIM into online curricula. To bridge this gap, further research is needed to evaluate the effectiveness of PWIM in online settings and to develop comprehensive training programs for educators. By addressing existing limitations and leveraging innovative instructional strategies, educators can enhance students' writing capabilities and enrich their overall learning experiences, making online education more effective and inclusive.

METHOD

Research Design and Setting

This research investigates the implementation and effectiveness of the PWIM in enhancing students' descriptive text writing skills through online learning at SMPN 48 Surabaya. The study utilizes action research, a methodological approach described by Burns (2010) as aimed at diagnosing and addressing educational challenges to foster continuous improvement. Wallace (1998) further clarifies that action research involves a systematic cycle of data collection and analysis, which informs decisions and adjustments in instructional practices. Consequently, this study is categorized as Classroom Action Research (CAR), where the educator plays an active role in both identifying issues and implementing strategies to enhance students' writing proficiency. The research design follows the model proposed by Kemmis and McTaggart (1982), which comprises four distinct phases: planning, action, observation, and reflection. The planning phase involves designing and preparing the PWIM-based online learning activities tailored to the students' needs. During the action phase,

these activities are implemented in the virtual classroom setting. The observation phase encompasses systematic data collection on student engagement and writing performance, employing both qualitative and quantitative methods to capture a comprehensive view of the impact. Finally, the reflection phase involves analyzing the collected data to evaluate the effectiveness of the PWIM approach, identifying areas for improvement, and making necessary adjustments for future iterations. This cyclical process ensures a continuous feedback loop, promoting iterative enhancement of instructional strategies and better alignment with students' learning needs. The study was conducted at SMPN 48 Surabaya, located at Jl. Bratang Wetan No. 36, Ngagelrejo, Kec. Wonokromo, Kota Surabaya, East Java 60245.

Research Subjects

In research, selecting a representative sample from a population is crucial for ensuring that findings are generalizable and valid. As articulated by Arikunto (2013), a sample is a smaller, manageable subset of the population chosen to infer conclusions about the larger group. The choice of sampling method significantly impacts the reliability and applicability of the research results. This study employed cluster random sampling, a technique where entire groups or clusters, rather than individual participants, are selected for inclusion in the sample (Fraenkel & Wallen, 2009). Cluster sampling is particularly advantageous in educational research, where logistical constraints and the desire to maintain intact classroom environments often make it impractical to sample individuals separately. By selecting entire classes as clusters, this method allows for the examination of instructional strategies within a natural classroom setting, thereby preserving the contextual integrity of the learning environment. In this study, the sample comprised 42 seventh-grade students from class 7-B at SMPN 48 Surabaya. The use of cluster sampling here was driven by several factors. Firstly, it enabled the researchers to implement and evaluate the PWIM within a consistent group setting, facilitating a more controlled and systematic examination of the model's effects on descriptive writing skills. Secondly, this approach simplified the logistical process of data collection and intervention implementation by focusing on a single, cohesive group of students. By selecting class 7-B as the sample, the study could directly observe and assess the impact of PWIM on students' writing abilities within their usual learning context, which is crucial for understanding how well the model performs in real-world educational settings. This method ensures that the findings reflect the experiences and outcomes of a specific group while maintaining the potential to generalize results to similar educational contexts.

Data and Research Instruments

Primary data, gathered directly from research subjects, play a fundamental role in providing insights into the effectiveness of instructional interventions. According to Creswell (2012), primary data are essential for accurately assessing the impact of educational strategies on student outcomes. This study focused on evaluating the influence of the PWIM on students' descriptive writing skills, necessitating the use of a variety of research instruments to capture comprehensive data. To measure the impact of PWIM, the study employed both pre-tests and post-tests as its primary data collection tools. The pre-test was administered before the implementation of the PWIM approach to establish a baseline measure of students' descriptive writing skills. This initial assessment provided a reference point against which the effectiveness of the instructional intervention could be gauged. It was designed to evaluate students' abilities in descriptive writing, including their use of vocabulary, sentence structure, and overall coherence in their texts. Following the instructional intervention with PWIM, a post-test was conducted to assess any changes in students' writing performance. This test aimed to measure improvements in descriptive writing skills attributable to the PWIM approach. By comparing pre-test and post-test results, the study could determine whether there were significant enhancements in students' writing abilities and if the PWIM effectively addressed the initial

challenges identified. In addition to these tests, observational data and field notes were also collected to provide qualitative insights into the students' engagement and progress throughout the intervention. Observations allowed researchers to capture real-time interactions and responses to the PWIM activities, offering a richer understanding of how the model influenced students' learning experiences. Field notes supplemented this by recording specific incidents, challenges, and successes observed during the instructional process.

Data Collection Procedures

This study employed a mixed-methods approach to collect both qualitative and quantitative data, providing a comprehensive evaluation of the PWIM on the students' descriptive writing skills. Qualitative Data Collection: The qualitative data were collected through detailed observations conducted during the PWIM implementation within the online learning environment. These observations were designed to capture a range of factors, including the students' levels of engagement, interaction patterns, and their responses to the PWIM strategy. Observers focused on how effectively students engaged with the visual prompts provided by PWIM, their participation in related activities, and their ability to apply the model's principles in their writing. Detailed field notes were recorded to document these observations, noting specific behaviours, interactions, and any challenges or successes encountered by students. This qualitative data aimed to provide insights into the effectiveness of PWIM in fostering student involvement and enhancing their writing skills. For the quantitative component, data were gathered from students' performance on writing tests designed to measure their descriptive writing skills. The testing involved administering a pre-test before the PWIM intervention and a post-test following its implementation. The pre-test established baseline performance levels, while the post-test assessed the impact of PWIM on the students' writing abilities. These tests included a series of statements or questions that evaluated various aspects of descriptive writing, such as content clarity, organization, grammar, vocabulary, and overall coherence. The quantitative data collected from these tests were intended to provide measurable evidence of any improvements in students' writing skills resulting from the PWIM approach. By integrating both qualitative observations and quantitative test results, the study aimed to deliver a well-rounded assessment of how PWIM influenced students' descriptive writing capabilities and overall learning experience.

Data Analysis

The data analysis for this study employed both qualitative and quantitative techniques to provide a comprehensive evaluation of the PWIM and its impact on students' descriptive writing skills. Qualitative data, gathered through classroom observations, were meticulously analyzed to offer insights into the effectiveness of PWIM in enhancing the students' descriptive writing skills. The field notes recorded during observations were reviewed and coded to identify recurring themes and patterns related to student engagement, interaction, and the application of PWIM strategies. The analysis focused on assessing how students responded to the visual prompts and instructional activities, how these responses reflected their understanding of descriptive writing, and any observed changes in their writing behaviours. The goal was to understand the qualitative impact of PWIM on the students' writing processes and their engagement in the online learning environment. This involved categorizing data into thematic areas, such as improvements in writing structure, vocabulary use, and overall engagement, to draw conclusions about the model's effectiveness. Quantitative data were collected from students' performance on the pre-tests and post-tests designed to assess their descriptive writing skills. The pre-test established a baseline measurement, while the post-test evaluated improvements following the implementation of PWIM. The analysis involved using a writing rubric to score the tests on key criteria: content, organization, grammar, vocabulary, and mechanics. The students' scores from these tests were compiled and analyzed using Microsoft Excel.

Statistical methods were applied to compare the mean scores of the pre-test and post-test, determining whether there was a statistically significant improvement in students' writing abilities. This analysis aimed to test the hypotheses about the effectiveness of PWIM in enhancing descriptive writing skills, with particular focus on changes in overall performance and specific areas of writing proficiency. By integrating qualitative observations with quantitative test results, the study provided a holistic view of how PWIM impacted students' writing skills, encompassing both the subjective experiences observed during implementation and the objective measurements of writing improvement.

RESULTS AND DISCUSSION

The researcher performed a preliminary investigation via observation in online learning before beginning the research. before students learned to write using the 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:

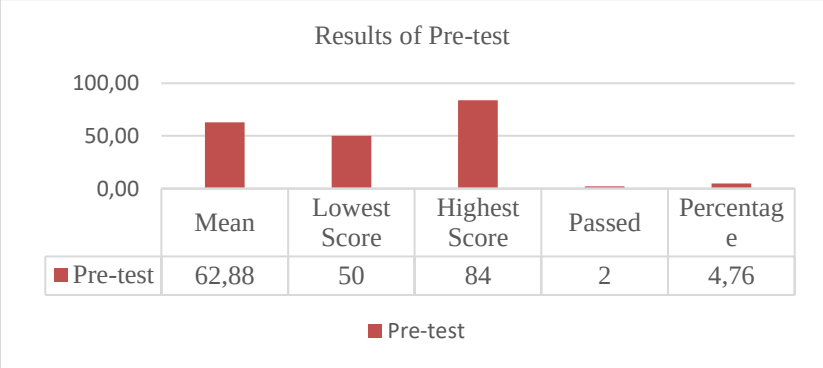

Figure 1. Results of Pre-test

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 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 PWIM would be the most appropriate approach to use during teaching and learning activities in an online classroom. The 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 1st, 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

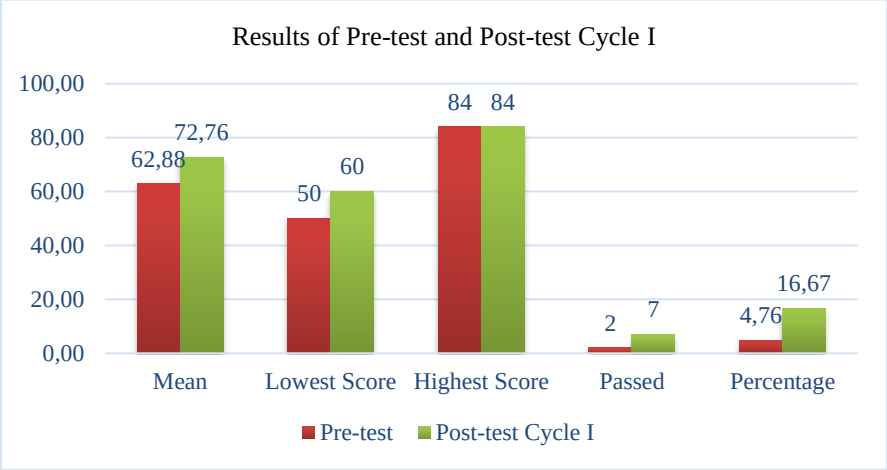

Figure 2. Results of Pre-test and Post-test Cycle I

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 3rd, 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

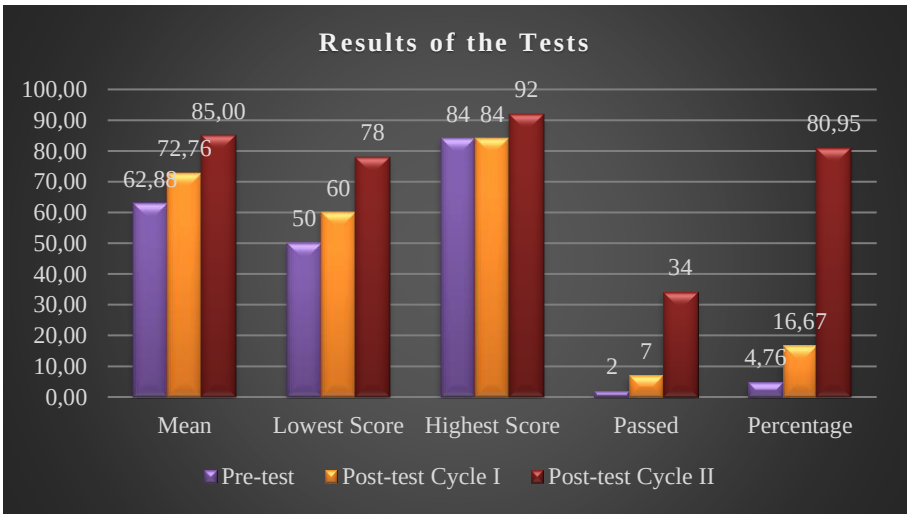

Figure 3. Results of the Tests

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 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

	Pre-test	Post-test
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' writing skills has significantly improved as a result of accepting Ha.

The findings of this study present strong evidence supporting the effectiveness of the PWIM in enhancing the students' descriptive text writing skills within an online learning environment. Initial observations highlighted several critical issues: students exhibited a lack of interest in the teacher's explanations, demonstrated minimal engagement, and encountered significant challenges in writing, particularly concerning vocabulary selection and text organization. These issues align with existing research that underscores common difficulties in language writing instruction, where students frequently grapple with both linguistic competence and motivation (Hulu et al., 2023; Widodo & Slamet, 2022). Despite these challenges, the implementation of PWIM led to notable improvements. The structured approach of PWIM, which utilizes visual stimuli to facilitate vocabulary acquisition and sentence construction, appears to have effectively addressed the initial engagement and organizational issues. This is consistent with findings from previous studies indicating that visual and interactive methods can significantly enhance students' writing skills by making the learning process more engaging and less abstract (Rachel & Samban, 2022). By leveraging images to stimulate cognitive processing and guide students in constructing coherent descriptions, PWIM not only improved students' descriptive writing abilities but also increased their overall engagement and responsiveness in the online learning setting. The study's results suggest that PWIM can be a valuable tool in overcoming common writing challenges and fostering more effective writing instruction, particularly in environments where traditional methods have proven insufficient.

The pre-test results revealed that the students' writing abilities were significantly below the expected standard, with a mean score of 62.88 and only two students (4.76%) meeting the KKM of >83. This stark underperformance underscored the urgent need for an effective intervention to enhance students' descriptive writing skills. This finding mirrors results from other studies, which have consistently shown that traditional teaching methods often fall short in engaging students or addressing their diverse learning needs (Nurwandya et al., 2023; Widodo & Slamet, 2020). The low achievement levels and limited student success rates in the pre-test validated the necessity for a targeted instructional strategy. Consequently, the implementation of the PWIM was deemed essential. PWIM, which employs visual stimuli to foster vocabulary development and encourages active learning through inductive reasoning, was strategically introduced to address the gaps identified in students' writing proficiency. This approach was anticipated to improve engagement and facilitate a more effective learning experience by leveraging visual aids to enhance vocabulary acquisition and writing skills.

During the first cycle of the intervention, the application of PWIM showed promising improvements. The mean post-test score increased to 72.76, with the number of students passing the test rising to seven (16.67%). While the results were not sufficient to meet the research's success criteria, the increase in mean scores and passing rates indicates that PWIM had a positive impact on students' writing skills. This is consistent with studies that have demonstrated the efficacy of PWIM in improving vocabulary acquisition and writing performance (Lee et al., 2019; Rachel & Samban, 2022). However, the results also highlighted the need for further refinement and repetition of the strategy to achieve the desired outcomes. The second cycle of the study yielded even more significant improvements. The mean score increased to 85, with 34 students (80.95%) meeting the KKM criteria. This substantial improvement underscores the potential of PWIM to enhance students' writing skills when implemented consistently and effectively. The findings are in line with Burns (2010) and Wallace (1998), who emphasize the iterative nature of action research in bringing about educational improvements. The structured approach of PWIM, which includes stages of planning, drafting, editing, and final writing, likely contributed to students' better performance. By engaging students in a systematic process of writing and revising, PWIM helps in building their confidence and competence in writing. The statistical analysis further supports the significant impact of PWIM. The paired two-sample t-test results showed a mean difference between the pre-test and post-test scores that was statistically significant (t-value = -18.95687296, p-value < 0.05). This indicates that the observed improvements were not due to chance, but a direct result of the intervention. Such findings are corroborated by previous research that highlights the importance of structured, student-centered approaches in improving writing skills (Hulu et al., 2023; Wahyuningsih et al., 2019).

Moreover, qualitative observations throughout the intervention cycles provided valuable insights into the effectiveness of PWIM. Notably, students demonstrated increased engagement and active participation when using picture word charts to brainstorm and organize their ideas. This heightened involvement is critical for developing writing skills, as it promotes critical and creative thinking about writing tasks (Cahyani, 2023; Ermita et al., 2019). The positive dynamics in the classroom observed during the PWIM implementation suggest that the model not only enhances students' linguistic abilities but also cultivates a more interactive and supportive learning environment. However, the study is not without its limitations. Conducted within a single school and involving a relatively small sample size, the findings may not be broadly generalizable. Additionally, while the study focused on descriptive writing, the effectiveness of PWIM in other writing genres remains unexamined. Future research should aim to address these limitations by expanding the sample size and including diverse educational settings. Further investigations could also explore the application of PWIM across various writing genres and contexts to provide a more comprehensive understanding of its effectiveness.

Overall, the implementation of the PWIM significantly improved students' descriptive text writing skills in an online learning environment. The study's findings contribute to the body of knowledge on effective writing instruction strategies, highlighting the importance of inductive, student-centered approaches in overcoming common challenges in language learning. The positive outcomes observed in this study suggest that PWIM can be a valuable tool for educators seeking to enhance students' writing abilities and overall engagement in the learning process.

CONCLUSION

The aim of this study was to investigate the effectiveness of the PWIM in enhancing students' descriptive text writing skills in an online learning environment at SMPN 48 Surabaya. Over two cycles, the study focused on introducing and systematically implementing PWIM, with Cycle I dedicated to familiarizing students with descriptive text structures and the PWIM strategy, and Cycle II emphasizing the refinement and application of this strategy to improve writing abilities. The findings revealed significant improvements in students' writing skills. Initially, students' performance was below average, with only a small percentage meeting the Minimum Mastery Criteria *(KKM)*. However, by the end of Cycle II, there was a marked increase in the mean scores and the number of students passing the test, indicating the positive impact of PWIM on their writing abilities. The implications of these findings are substantial for educators seeking effective strategies to enhance writing skills in an online learning context. PWIM's structured and inductive approach not only improved students' vocabulary and writing proficiency but also fostered a more engaging and interactive learning environment. This suggests that PWIM can be a valuable tool in addressing common challenges in language instruction, such as low student engagement and difficulty in vocabulary acquisition.

However, the study does have several limitations that warrant consideration. The research was conducted within a single school and involved a relatively small sample size, which may limit the generalizability of the findings to other educational contexts. Additionally, the focus of the study was restricted to descriptive writing, leaving unexplored the potential impact of the PWIM on other genres of writing. To address these limitations, future research should involve larger and more diverse sample populations and examine the effectiveness of PWIM across a range of writing tasks and educational settings. Moreover, investigating the long-term effects of PWIM on students' writing skills, as well as its integration with other instructional strategies, could provide a more comprehensive understanding of its efficacy and versatility. In summary, while this study highlights the significant potential of PWIM to enhance descriptive writing skills, it also underscores the need for further research to validate its effectiveness and explore its broader applications in both online and traditional classroom environments.

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