



**IMPROVING THE STUDENTS' WRITING SKILL IN DESCRIPTIVE  
TEXT THROUGH PICTURE WORD INDUCTIVE MODEL (PWIM)  
(AN ONLINE CLASSROOM ACTION RESEARCH AT CLASS VII D  
STUDENTS OF SMP AN-NURIYYAH BUMIAYU IN THE ACADEMIC  
YEAR 2019/2020)**

**A THESIS**

Submitted in Partial Fulfilment of the Requirements  
for *Sarjana Pendidikan* Degree

**by:**

**MINSYE AININ MAHDIYA**

**40116011**

**EDUCATIONAL SCIENCES AND TEACHERS' TRAINING FACULTY  
ENGLISH EDUCATION STUDY PROGRAM  
BUMIAYU**

**2020**

## APPROVAL

This thesis entitled "Improving the Students' Writing Skill in Descriptive Text through Picture Word Inductive Model (PWIM) (An Online Classroom Action Research at Class VII D Students of SMP An-Nuriyyah Bumiayu in the Academic Year 2019/2020)"

Name : MINSYE AININ MAHDIYA

Student Number : 40116011

had been approved by the Board Examiners of English Education Study Program of Educational Sciences and Teachers' Training Faculty Peradaban University on Tuesday, August 4<sup>th</sup>, 2020

Board of Examiners


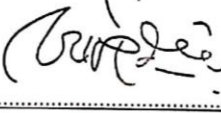

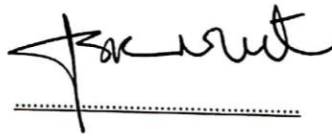
Head of the Board of Examiners/  
Third Examiner/Advisor  
**Ujang Khiyarusoleh, M.Pd**  
NIDN.0606068602

First Examiner,  
**Dede Nurdawati, M.Pd**  
NIDN. 0607038104

Second Examiner,  
**Yuniar Fatmasari, S.S., M.A**  
NIDN. 0606068403

Advisor,  
**Dra. Sri Murtiningsih, M.Pd**  
NIDN. 0611096501

Signature,

  
.....  
.....  
.....  
.....

Approved by:

Dean of Educational Sciences and  
Teachers' Training Faculty



Head of English Education  
Study Program



## STATEMENT

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Opinions or findings of others in this thesis are quoted with respect to ethical standards.

Bumiayu, Auguts 2020



**MINSYE AININ MAHDIYA**

**40116011**

## **MOTTO**

Better than a beautiful face is a beautiful heart, better than a beautiful word is a beautiful deed

~Ali bin Abi Thalib~

Good Human, Good Future

~Minsye Ainin Mahdiya~

## DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Ismu and Mrs. Herlina), my lovely sisters (Mrs. Pradipta Lely Hadayani, Mrs. Aulia Dini Assyiffa, Ms. Millenia Elok Fatimah, Ms. Inara Nurul Rizqia), and my cutest niece (Ms. Milly Rossa Aulia) for your prayers, struggles, supports, advices, motivations and everything that makes the writer realize that she can do the best for you all. Heaven belongs to you.
2. All of lectures in Peradaban University, especially English Education Study Program lectures. Thank you so much.
3. My beloved friends in English Education Study Program 2016 Peradaban University. Especially Indah Purwati and Mita Aryani. Thank you.
4. My beloved friends in Parsih's Bourding House (Indah, Ani, Mita, Desti, Liana, Dhea, Lely, Jannah, Milla, etc)
5. And all of the people who inspire the writer in her life. Thank you very much.

## ACKNOWLEDGEMENT

Frist of all, the writer would like to thank Almighty Allah SWT who has given guidance, mercy, and blessing, so that the writer can finish writing the thesis as partial fulfilment to get *Sarjana Pendidikan* degree.

In this occasion, the writer would like to thank deeply to:

1. Prof. Dr. Yahya A. Muhaimin, the Rector of Peradaban University.
2. Dede Nurdiawati, M.Pd., the Dean of Educational Sciences and Teachers' Training Faculty
3. Yuniar Fatmasari, S.S., M.A., the Head of English Education Study Program.
4. Dra. Sri Murtiningsih, M.Pd., the writer's advisor who absolutely patience, guidance, and encourages the writer to do better.
5. All of the lecturers of Peradaban University.
6. The writer's parents, sisters, and all of her friends who support and pray for the writer to finish the thesis.
7. The headmaster of SMP An-Nuriyyah Bumiayu for giving the permission to conduct the research.
8. The English teacher of SMP An-Nuriyyah Bumiayu.
9. The students of SMP An-Nuriyyah Bumiayu, especially at class VII D who had participated in this research.

The writer believes that there are many weakness in this thesis. Therefore, the writer welcomes critics and suggestions to improve the writer further writing. The writer hopes that this thesis will be useful for anyone, especially the students of Peradaban University.

Bumiayu, August 4<sup>th</sup> 2020

The Writer,



**MINSYE AININ MAHDIYA**

**40116011**

## ABSTRACT

Minsye Ainin Mahdiya. 2020. *“Improving the Students’ Writing Skill in Descriptive Text through Picture Word Inductive Model (PWIM) (An Online Classroom Action Research at class VII D students of SMP An-Nuriyyah Bumiayu in the Academic Year 2019/2020)”*. A Thesis. English Education Study Program of Educational Sciences and Teachers’ Training Faculty Peradaban University. Dra. Sri Murtiningsih, M.Pd.

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

The aim of this study is to know whether PWIM can improve the students’ writing skill in descriptive text online learning. In doing this study, the writer uses classroom action research as research design. The data of this study is the students of SMP An-Nuriyyah Bumiayu in the academic year 2019/2020 class VII D. There are 29 students consist of 17 males and 12 females. The writer uses classroom action research through online learning because of covid-19. Online learning is electronically supported learning that relies on the internet for teacher or student interaction and the distribution of class materials. Based on Kemmiss and Mc Taggart concept, namely: planning, action, observation, reflection and revised plan. This research has the objectives to know whether PWIM can improve the students’ writing skill in descriptive text and to describe how PWIM improve the students’ writing skill in descriptive text or not at class VII D students of SMP An-Nuriyyah Bumiayu in the academic year 2019/2020. There are four techniques in collecting data, namely: observation, test, questionnaire, and documentation. The research conducts in two cycles. The first cycle consists of two meetings (pre-test), and for the second cycle consist two meetings (post-test). To find out the problem, the writer uses pre-observation and pre-test. The results shows that the students’ English writing test improve in each test. The increase obtained from pre-cycle to cycle 1 is 6,7%, and the increase from cycle 1 to cycle 2 is 22,2%. In pre-cycle to cycle 1 The mean score of the students in pre-test is 63 and post-test is 77. It reaches out the point 72 as the minimum criteria of mastery learning of English lesson. Based on the result, the students’ writing skill improves through *PWIM* in online teaching learning process.

## TABLE OF CONTENTS

|   |      |
|---|------|
| TITLE PAGE .....                              | i    |
| APPROVAL .....                                | ii   |
| STATEMENT .....                               | iii  |
| MOTTO .....                                   | iv   |
| DEDICATION .....                              | v    |
| ACKNOWLEDGEMENT .....                         | vi   |
| ABSTRACT.....                                 | vii  |
| TABLE OF CONTENTS .....                       | viii |
| LIST OF TABLES .....                          | x    |
| LIST OF FIGURES .....                         | xi   |
| LIST OF PICTURES .....                        | xii  |
| LIST OF APPENDICES .....                      | xiii |
| CHAPTER I. INTRODUCTION .....                 | 1    |
| A. Background of the Study .....              | 1    |
| B. Research Questions .....                   | 5    |
| C. Definition of the Key Terms .....          | 5    |
| D. Objectives of the Study .....              | 7    |
| E. Significances of the Study .....           | 7    |
| F. Organization of the Thesis .....           | 8    |
| CHAPTER II. REVIEW OF RELATED LITERATURE..... | 9    |
| A. Theoretical Study .....                    | 9    |
| B. Previous Studies.....                      | 15   |
| C. Theoretical Framework .....                | 17   |
| CHAPTER III. METHOD OF INVESTIGATION .....    | 21   |
| A. Research Design .....                      | 21   |
| B. The Source of Data .....                   | 21   |
| C. Technique of Data Collection.....          | 22   |
| D. Technique of Data Analysis .....           | 24   |



|  |    |
|--|----|
| CHAPTER IV. FINDINGS AND INTERPRETATION..... | 27 |
| A. Findings.....                             | 27 |
| B. Interpretation.....                       | 45 |
| CHAPTER V. CONCLUSION AND SUGGESTIONS.....   | 47 |
| A. Conclusion .....                          | 47 |
| B. Suggestions .....                         | 49 |
| BIBLIOGRAPHY .....                           | 51 |
| APPENDICES                                   |    |

## LIST OF TABLES

Table. 1. Pre Research Schedule, 27

Table. 2. The result of pre-test, 40

Table 3. The result of post-test, 40

Table 4. Percentage of students' total score of pre-test and post-test based on category, 41

Table 5. Table 5. The Result of Questionnaire, 42

## **LIST OF FIGURES**

Figure. 1. The Framework of Research Procedure, *19*

Figure. 2. The Improvement of Students' Writing Score, *40*

## LIST OF PICTURES

Picture. 1. Activity in cycle 1, Online teaching learning process through *google meet*

Picture. 2. Activity in cycle 2, Online teaching learning process through *google meet*

Picture. 3. Explaining how to apply PWIM, online teaching learning process through *google meet*

## LIST OF APPENDICES

- Appendix 1. *Surat Izin Penelitian dari LPPM*
- Appendix 2. *Surat Izin Penelitian dari Sekolah*
- Appendix 3. *Surat Keterangan Telah Melakukan Penelitian*
- Appendix 4. Interview Sheets
- Appendix 5. Observation Sheets
- Appendix 6. Research Schedule
- Appendix 7. The Results of Observation
- Appendix 8. List of Students Name
- Appendix 9. The Result of Students Pre Test
- Appendix 10. The Result of Students Post Test
- Appendix 11. Rubric Assessment Writing
- Appendix 12. Category of the Result Score
- Appendix 13. Example of the application by PWIM
- Appendix 14. Pre test
- Appendix 15. Post test
- Appendix 16. Lesson Plan
- Appendix 17. Questionnaire Sheet