The Effectiveness of Picture Word Inductive Model on Writing Ability in Narrative Text at Tenth Graders of MAN 1 Wonosobo

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Abstrak

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa kelas X L MAN 1 Wonosobo dalam menulis teks bahasa Inggris khususnya dalam menulis Narrative Text. Tujuan dari penelitian ini adalah untuk menyelidiki bagaimana Picture Word Inductive Model (PWIM) mempengaruhi kemampuan siswa dalam menulis teks naratif. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) sebagai desain penelitian. Penelitian ini dilakukan pada siswa kelas X L MAN 1 Wonosobo Semester Ganjil Tahun Pelajaran 2022/2023. Lokasi penelitian ini adalah MAN 1 Wonosobo. Subjek penelitian ini adalah siswa kelas X L MAN 1 Wonosobo yang berjumlah 36 siswa. Hasil penelitian menunjukkan bahwa terdapat pengaruh metode Picture Word Inductive Model (PWIM) terhadap hasil belajar siswa dalam menulis teks naratif bahasa Inggris di kelas X L MAN 1 Wonosobo. Oleh karena itu, disarankan agar guru bahasa Inggris menerapkan Picture Word Inductive Model (PWIM) dalam mengajar keterampilan menulis.

Kata kunci: Model Induktif Kata Bergambar, Menulis, Ketrampilan Menulis, Teks Naratif.

Abstract

This research was motivated by the low ability of class X L students of MAN 1 Wonosobo in writing English texts, especially in writing Narrative Texts. The study aimed to investigate how the Picture Word Inductive Model (PWIM) affected the students' ability to write narrative texts. This study used Classroom Action Research (CAR) as the research design. This research was conducted by the students in class X L MAN 1 Wonosobo in the Odd Semester of the 2022/2023 Academic Year. The location of this research was MAN 1 Wonosobo. The subjects of this study were 36 students of class X L MAN 1 Wonosobo. The results showed that there was an effect of the Picture Word Inductive Model (PWIM) method on student learning outcomes in writing English narrative texts in class X L MAN 1 Wonosobo. Therefore, it was suggested that English teachers applied the Picture Word Inductive Model (PWIM) in teaching writing skills.

Keywords: Picture Word Inductive Model, Writing, Writing Skills, Narrative Text.

INTRODUCTION

It is crucial to understand and know English in this globalized world to forge strong connections with people around the world (Fadhly, 2017). English can be used

to communicate in both written and spoken form (Budiharto, 2019). Humans use both spoken and written language to convey their linguistic activities. Writing is a form of communication that can be used to convey ideas, educate readers, persuade them to approve of ideas, and make imaginative reading enjoyable for readers. To put it another way, writing can also be defined as an ability used to communicate with others. It frequently entails a process of finding brought about by thinking, writing, and revising.

Writing is also influenced by other skills and subject. However, writing ability can be improved by using variety of materials. (Salwa, 2020)

On the other hand, writing is one of the basic competencies in English that must be well understood. According to (Chanyoo, 2018), writing is a form of communication that cannot be separated from human existence. Writing usually reinforces language learning, thinking, and reflection as a mode of communication. Having writing skills will automatically have the potential to write. In this case, writing is a basic skill that must be mastered by students. According to (Harmer, 2001), the reason why students learn to write, both foreign language skills and other skills, is because some tests often depend on students' writing ability. Therefore, it can be interpreted in the above quote that the English teaching and learning process should appropriately include teaching writing. This is intended to help students improve their ability and competence in producing written language. According to (Kamariah, 2018), writing can be a major criterion for a better academic position and greater educational success.

Unfortunately, one of the skills that students dislike is writing. The first is about theme. The second one is about the right choice of words and the last one is about lack of interest in reading. (Cynthia, Syah Putra, & Suhendar, 2022)The problems faced by students in writing texts were numerous, ranging the lack of understanding vocabularies to express correct opinion / views both verbally and non-verbally. (Meilina Siumorang, Hutabarat, Panjaitan, & Sembiring, 2020)

English learning activities were not far from writing skills, because it is one of the important factors in learning English. (Anderson M and Anderson, 1997)The problems faced in learning English at MAN 1 Wonosobo were related to writing skills. Through an interview with the grade X English teacher, with the focus of observing the level of students' writing ability on grade X English material, Semester 1, namely narrative text writing. They seemed bored in writing the text. They were not interested or motivated in writing activities. They also lacked vocabulary. In addition, they had confusion in the use of grammar. In addition, they cannot write sentences and paragraphs in English. This was not by the learning target of grade X which should have been at the stage of being good at stringing words and creating narrative text stories in a well-structured manner.

Narrative text writing skills in students did not spontaneously appear by themselves but through teaching and habituation. This is related to the students' narrative text writing problems obtained during the research. Therefore, the Picture Word Inductive Model (PWIM) was chosen as a model to overcome the problem. PWIM was introduced by Emily Calhoun, a popular author of teaching techniques, in 1999.

According to (Calhoun, 1999), PWIM is an inquiry-oriented inductive language arts strategy that uses pictures containing familiar objects and actions to lead students in acquiring words to improve their vocabulary acquisition, discover phonetic and structural principles, and observe and analyze texts in reading and writing learning. PWIM contains writing techniques such as brainstorming, list-making,

grouping, and free writing. The teacher applies the techniques in sequential steps. PWIM helps students to improve their writing skills as it improves vocabulary acquisition (Mcdonald, 2010). PWIM helps students practice spelling, phonics, and grammar (Shaman, 2014). PWIM increases students' English vocabulary and students can compose meaningful English paragraphs. As well as students' motivation towards English learning (Feng, 2011).

From the explanation that has been explained above, this research aims to see the effect caused by using the Picture Word Inductive Model (PWIM) in learning to write Narrative Text in class X students at MAN 1 Wonosobo. Thus, the researcher proposes the title "The Effectiveness of Picture Word Inductive Model on Writing Ability in Narrative Text at Tenth Graders of MAN 1 Wonosobo ".

RESEARCH METHOD

This research was a type of Classroom Action Research (CAR) carried out collaboratively, which meant the researchers did not conduct research themselves but collaborated with teachers who were used as the research focus. (Arikunto, 2006)Classroom Action Research (CAR) is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a class together and is carried out slowly with a certain plan. The research design used Classroom Action Research (CAR), according to Kemmis and Taggart (in (Zulfah, 2022)), dividing the action research procedure into activity stages in one cycle, namely: planning – acting – observing – reflecting. The subjects of this study were students of class X L at MAN 1 Wonosobo, Wonosobo Regency, which consisted of 36 students. There were 10 male students and 26 female students.

Research instruments were tools and materials used to support and expedite the implementation of research. The instrument in this study consists of:

1. Interview Guidelines

Some questions related to the information that the researcher required were included in the interview guidelines. (Abbott, 2001)This tool was employed when the researcher met with the teacher and students in an interview. The researcher covered all data related to the English teaching and learning process, focusing on learning narrative text at MAN 1 Wonosobo. In the end, the researcher drew the conclusion using whatever available information.

2. Writing Narrative Text Ability Test Grid

The reading comprehension skills test grid instrument was organized into 3 test indicators. The temporal indicators consist of 1) classification of narrative text structure, 2) finding and writing moral messages contained in narrative text and 3) rewriting the contents of the narrative text. These indicators were presented in a grid table for the ability to write narrative text as follows:

Table 1. Reading Comprehension Skills Grid

No	Stage	Indicator	Total
1	Orientation	a. Preparing the room and learning facilities. b. Doing perception to build students' understanding for beginners. c. Delivering indicators and learning objectives that will be pursued. d. Allowing students to ask questions.	
2	Formulating the problem into a simple question	a. Conveying the formulation of problems to students to think critically. b. Growing attention among students on possible situation emergence of various alternative-solving problem	
3	Collecting Data	a. Preparing tools and necessary materials for the experiment. b. Motivating students to participate actively in collecting data/ information	
4	Making conclusion	a. Doing the reflection of learning with students. b. Guiding students in making conclusions based on existing data collected.	

Table 2. Question Indicators

Question Indicator	Stage	Indicator	Total
Classifying the parts of the narrative text structure in the text of folk legends.	**Essay**	**C2**	**1**
Writing moral messages related to Narrative text on folk legends.	**Essay**	**C3**	**2**
Summarize the contents of the Narrative text	**Essay**	**C3**	**3**

3. Narrative Text Writing Ability Test

Test questions were used to measure the level of student ability. The test was implemented twice, namely before the action (pre-test) and after the action

(post-test). Giving pre-test questions aimed to measure students' initial abilities before getting action on the intended material while giving post-test questions aimed to measure the student's abilities after getting action. The form of questions used was objective questions in the form of essay questions. The types of questions and the contents of the questions used were the same in the pre-test and post-test.

4. Observation Guidelines

Observation guidelines were used to guide the observation of research activities, from observing the implementation of learning plans and observing the development of student learning with the following aspects of observation.

Table 3. The Guidelines for Students' Observation

No	Stage	Indicator	Total
1	Orientation	a. Doing observation of objects based on their characteristic. b. Listening to the teacher's explanation. c. Asking actively in the teaching and learning activity. d. Discussing actively in a group.	
2	Formulating the problem into the simple question	a. Conveying the problem formulation to form an earlier understanding. b. Writing the formulation of the problem according to the learning indicators correctly.	
3	Collecting Data	a. Looking for reference material as a form of independent learning actively b. Observing objects to collect data/ information. c. Choosing the right study media and sources to support the acquisition of material. d. Interpreting data/information acquisition results in the form of both analysis and graphics	
4	Making conclusion	a. Writing the conclusion of the test results correctly. b. Presenting the conclusions of the experimental results based on the data collected during the lesson, c. Expressing conclusions clearly and concisely. d. Presenting conclusions based on the purpose of experimenting.	
		Total	

Table 4. The Guidelines for Teachers' Observation

No	Stage	Indicator	Total
1	Orientation	e. Preparing the room and learning facilities. f. Doing perception to build students' understanding for beginners. g. Delivering indicators and learning objectives that will be pursued. h. Allowing students to ask questions.	
2	Formulating the problem into a simple question	c. Conveying the formulation of problems to students to think critically. d. Growing attention among students on possible situation emergence of various alternative-solving problem	
3	Collecting Data	c. Preparing tools and necessary materials for the experiment. d. Motivating students to participate actively in collecting data/ information	
4	Making conclusion	c. Doing the reflection of learning with students. d. Guiding students in making conclusions based on existing data collected.	

5. Writing Tests

Writing tests included pre-tests and post-tests. The students' mean results were displayed on both the pre-test and post-test. To conclude, the researcher compared the results from the pre-test and post-test.

RESULTS AND DISCUSSION

The application of the PWIM method in this study influenced of the students' ability to write narrative texts and the teaching and learning process. Based on the findings of this study, the first improvement was related to content. The first step of PWIM, namely identifying items and ideas in the picture was successfully carried out. This step was able to stimulate students to generate ideas. The labeling words in step two was able to help students to brainstorm the important ideas they should write down. This finding was in line with (Calhoun, Teaching Beginning Reading and Writing with Picture Word Inductive Model, 1999)who stated that concepts of using pictures as a stimulus for language experience activities in the classroom are developed specifically to teach young students to read and write. The second improvement was on the organizational aspect. By doing the PWIM steps, students were able to organize ideas into a good sequence related to the generic structure of narrative text and in chronological order. By identifying pictures, labeling words, and making sentences, students were able to make paragraphs in good order. This finding was in accordance with the PWIM framework as stated in (Calhoun, Teaching Beginning Reading and

Writing with Picture Word Inductive Model, 1999)which defined PWIM as designed to developed and supported students in sharing shared meanings through words and constructing sentences and paragraphs that conveyed ideas to readers. The third improvement was related to the use of language. The students understand the concept of simple past tense after doing grammar exercises related to text in the PWIM step, namely classifying words. During the implementation of the steps in PWIM, students asked to comment on what they saw in words and sentences. Through this process students learn about the general rules of how language works. By discussing and providing feedback to students, these two activities were able to improve students' abilities in terms of language use. This showed that in applying the PWIM technique, students were still following the writing process such as planning, drafting, revising, and editing which was able to help them to write effectively as stated in (Richard, 2006). The fourth increase is related to aspects of vocabulary. The repetition and presentation of words on a picture word chart turned the words into sight words for most students. By looking at the identified pictures into words and looking at the dictionary, students were able to use more appropriate words in their writing. Therefore, their vocabulary was more varied. The fourth increase is related to aspects of vocabulary. The repetition and presentation of words on a picture word chart turned the words into sight words for most students. By looking at the identified pictures into words and looking at the dictionary, students were able to use more appropriate words in their writing. Therefore, their vocabulary was more varied. The next improvement was in the mechanical aspect. At the PWIM labeling stage, students were asked to spell words out loud so that students' awareness of spelling words increased. The students also tried to minimize spelling errors by checking words in the dictionary. By providing written feedback to students, the researcher made them pay attention to punctuation and capitalization.

The researcher conducted observations and interviews to identify problems in learning English for class X L at MAN 1 Wonosobo. The students reported difficulties in writing, limited time for ideas, and difficulties with grammar and simple past tense. They also mentioned that they found writing exercises more interesting and presented them in front of the class.

A pre-test was given to assess students' writing skills, requiring them to produce narrative texts. The test required a lot of time to brainstorm, and some students didn't write a single word at the start of the 10 minutes. The researcher included a general narrative text structure on the pre-test answer sheets, but some students didn't include problems and solutions.

Some students made grammar errors, followed grammatical standards, and used the correct pronoun form. They also needed help developing ideas, recognizing appropriate verbs, arranging thoughts into strong paragraphs, and applying correct grammar and mechanics. The results of the pre-test are shown in the table below, and the researcher assessed their writing scores using a grading rubric adapted from Jacob et al. in (Weigle, 2002).

Table 5. The Students' Writing Score in Pre-test

Score	Categorization	Frequency	Interpretation	Total
87.5-100	Excellent	0	Good	8
75-87.4	Very Good	2		
62.574.9	Good	6		
50-62.4	Fair	9	Poor	28
37.549.9	Poor	14		
25-37.4	Very Poor	5		

After the pre-test had been finished, the researcher continued the cycle 1. Following the data analysis of Cycle 1, the following were the successful and unsuccessful action points.
1. Successful action
   a. In terms of content, the students started to develop subject ideas for their essays.
   b. In terms of organization, the students started to be able to arrange concepts depending on the general structure of the text.
   c. Regarding language use, the students learned that they must employ the past tense while writing narrative texts.
   d. To improve their vocabulary, the students employed some new verbs that they discovered while studying.
   e. The students started to pay attention to spelling in terms of mechanics, even when some misspelled words were still able to be detected in their work.
2. Unsuccessful action
   a. Regarding content, the students' writing still required more explanation and evidence. To complete the story, some students also needed guidance.
   b. In terms of organizing, some students still needed to be able to organize sentences into logical texts in terms of organization. It was challenging to understand some of their phrases. As a result, the paragraphs lacked proper organization.
   c. In terms of language use, the students frequently failed to change the verbs into the past tense while writing narrative texts, even though they were aware of their application. Sometimes while writing a sentence, the students missed a subject or verb.
   d. In terms of vocabulary, the students frequently got stuck during the labeling step of the PWIM method.
   e. Some students needed to focus more on writing mechanics including grammar, capitalization, and paragraph organization. There were a few misspelled words in their compositions as well.

Table 6. The Students' Scores of Five Writing Aspects in Cycle 2

Rater	**Writing Aspects**				
	Content	Organization	Vocabulary	Language Use	Mechanic
Researcher	19.16	13.53	14.34	13.66	3.22
Teacher	18.75	13.91	14.66	14.47	3.28
Mean of the raters	18.95	13.72	14.5	14.06	3.25

Based on the table above, there was an effect on the student's score in all aspects of writing. It could be concluded that the research regarding the effectiveness of PWIM brought some improvements in the student's ability to write narrative texts.

The conclusions were also corroborated by the quantitative data. Inter-rater reliability was used to evaluate the student's written assignments. Based on the grading criteria developed by Jacobs et al., the researcher and her partner conducted the scoring process. The mean scores for each aspect obtained from the pretest, Cycle 1, Cycle 2, and post-test were displayed in the tables below.

Table 7. The Students' Mean Scores in the Aspect of Content

Rater	Post-test	Cycle I	Cycle II	Post-test
Researcher	16.88	19.30	20.47	22.75
Collaborator	17.41	19.58	21.30	23.69
Mean Score of the Rater	17.14	19.44	20.88	23.22

Table 7 showed that the Picture Word Inductive Model affected the students' writing abilities in terms of the content. This was evidenced by an increase in the average value of students from the pre-test to the post-test. The increase in scores obtained from the pre-test and post-test was 6.08. This value indicated a significant increase.

Table 8. The Students' Mean Scores in the Aspect of Organization

Rater	Post-test	Cycle I	Cycle II	Post-test
Researcher	11.25	11.78	12.42	13.67
Collaborator	11.36	12.31	13.00	14.39
Mean Score of the Rater	11.30	12.04	12.71	14.03

Table 8 showed that the Picture Word Inductive Model affected of the student's writing abilities in the organization aspects. This was evidenced by an increase in the average value of students from the pre-test to the post-test. The increase in scores obtained from the pre-test and post-test was 2.67. This value indicated a significant increase.

Table 9. The Students' Mean Scores in the Aspect of Vocabulary Mastery

Rater	Post-test	Cycle I	Cycle II	Post-test
Researcher	10.86	11.36	12.08	13.53
Collaborator	11.28	11.69	12.39	14.08
Mean Score of the Rater	11.07	11.52	12.23	13.80

Table 9 showed that the Picture Word Inductive Model affected the students' writing skills in vocabulary mastery. In this case, the students scored better in terms of vocabulary in their writing. The increase in the average score obtained was 2.73. That was quite a significant increase.

Table 10. The Students' Mean Scores in the Aspect of Language Use

Rater	Post-test	Cycle I	Cycle II	Post-test
Researcher	11.81	12.94	13.47	15.08
Collaborator	12.22	13.47	14.36	15.69
Mean Score of the Rater	12.01	13.20	13.91	15.38

Table 10 showed that the Picture Word Inductive Model affected students' writing abilities in terms of language use. There was a significant increase in the pre-test to post-test. Overall, the average score they obtained was 3.37. That was a significant improvement.

Table 11. The Students' Mean Scores in the Aspect of Mechanics

Rater	**Post-test**	**Cycle I**	**Cycle II**	**Post-test**
Researcher	2.67	2.81	3.03	3.31
Collaborator	2.83	3.00	3.22	3.47
Mean Score of the Rater	2.75	2.90	3.12	3.3

Table 11 showed that the Picture Word Inductive Model affected students' writing skills in the mechanic aspect. The students paid more attention to spelling, capitalization, and punctuation in writing. The increase in the average score obtained was 0.55. Overall, the scores above are presented in the following graph.

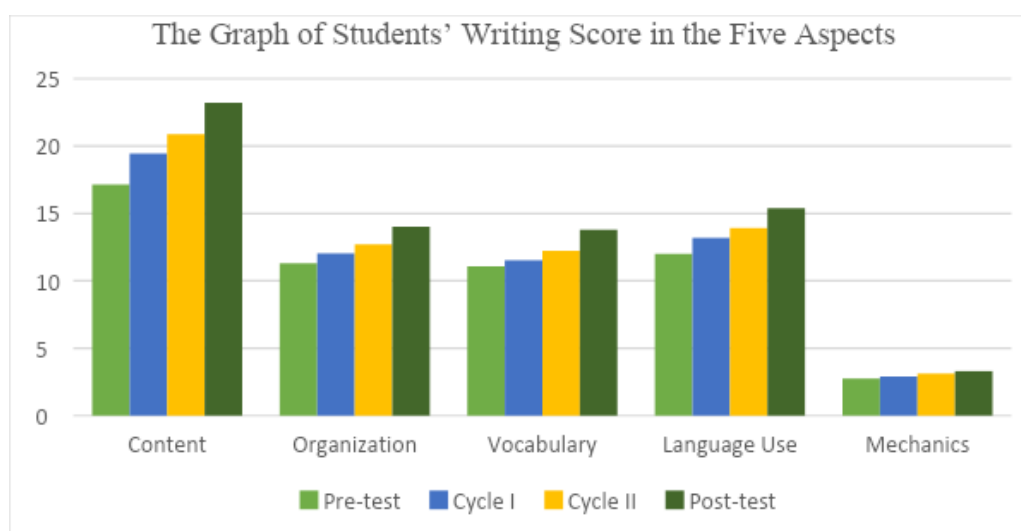Figure 1. The Graph of Students' Writing Scores in the Five Aspects

Figure. 1 showed that referred to students' writing scores, the acquisition score on the content aspect was 6.08, the organization aspect was 2.67, the language use aspect was 2.73, the vocabulary mastery aspect was 3.37, and the mechanic aspect was 0.55. This meant that there was an influence on students' ability to write narrative texts after applying the PWIM method. In conclusion, this research is considered successful.

CONCLUSION

This research aims to improve the writing ability of tenth graders in MAN 1 Wonosobo through the Picture Word Inductive Model (PWIM). The research consists of two cycles: Cycle 1 focuses on introducing the PWIM technique to students, building knowledge of narrative text, modeling the text, and implementing the PWIM strategy to construct narrative text.

In Cycle 2, the actions focus on implementing the steps of the PWIM technique to improve students' writing ability. The findings show that PWIM improves content and organization, language use mastery, vocabulary mastery, and mechanics. Students can organize their ideas into coherent paragraphs, learn about language rules, and

improve vocabulary mastery through commenting on words or sentences. The final step is reading and reviewing the text to improve mechanics.

After the implementation of PWIM, there are some improvements in the students' writing ability as well as improvements in the teaching and learning process. The findings of the research in Cycle 1 and Cycle 2 as follows, there is effect PWIM on students' writing ability in the aspect of content and organization; the students' writing ability in the aspect of organization was also improved. They are able to more organize their idea into coherent paragraphs by paying attention to the generic structure of narrative text; PWIM technique is able to facilitate the students to improve language use mastery. The students are asked to comment on what they see in the words or sentences; therefore, they are able to learn about the general rules on how language works; the implementation of PWIM technique is able to enrich the students' vocabulary mastery; the last step of implementing PWIM is reading and reviewing the text, improve the mechanic aspect.

In brief, the students' ability in writing narrative texts improve after implementing all steps of PWIM as display in the increase of the gain score by comparing the mean scores of the pre-test and post-test.

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