Improving the Eighth Grade Students' Ability in Writing Narrative Texts through the Use of Picture Word Inductive Model at SMPN 3 Mlati in the Academic Year of 2014/2015

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Abstract: This research aimed at improving the grade VIII students' ability in writing narrative texts through the use of Picture Word Inductive Model (PWIM) at SMP N 3 Mlati in the academic year of 2014/ 2015. The type of the research was action research. It was conducted in two cycles. Each cycle consisted of two meetings. The steps of this research were reconnaissance, planning, conducting action, observation, and reflection. The subjects of the research were 32 students of VIII D class, the English teacher, and the researcher. There were two kinds of data in this research. They were qualitative and quantitative data. The qualitative data were gained through observation and interview. The quantitative data were collected from writing tests. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In reference to the actions conducted in two cycles, the use of the PWIM improved the students' writing ability as justified in the following result. First, PWIM helps students to generate and organize ideas in the step of identifying and labelling pictures. Second, it enriches the students' vocabulary in the step of reading and reviewing the picture word charts. Third, it improves the students' grammar mastery by practicing the steps of generating words and put them into sentences and paragraphs. Fourth, reading and reviewing the sentences and paragraph step allow the students to pay more attention on mechanics such as spelling and punctuation. In reference to the students' writing scores, the gain scores of the content aspect was 3.17, the organization aspect was 3.3, the language use aspect was 5.13, the vocabulary aspect was 4.62, and the mechanic aspect was 0.57.

Keywords : *picture word inductive model, writing ability.*
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Introduction

Writing is one of language skills that has to be mastered by junior high school students. The ability to write in English is needed and important. The reason is that the students have to be able to communicate in written form. Langan (2008: 15) states that the ability to adjust students' writing to suit the purpose and audience will serve them well not only in the classroom, but also in the workplace and beyond. Moreover, writing proficiency is often used to measure their achievement in English Language. According to Harmer (2001:3), the reason why students learn to write is that it is worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. However, many students consider writing as the most difficult skills to learn and master. Teachers also face some difficulties in teaching writing. Nunan (1989:37) points out that successful writing involves ways to master a number of aspects in writing such as mastering mechanics of letter formation, mastering conventions of spelling and

punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of the paragraph and completing text, publishing and revising the writing, and selecting an appropriate style for audience. Nunan (2003: 87) adds that writing is a long and often painful process, in which the final text emerges through successive drafts. It means that the writers do not produce the first attempt. The writers may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc before they produce the final version.

This also happens to be the case found in the eighth grade students of SMP N 3 Mlati, especially VIII D students, which most students face difficulties dealing with some aspects of writing. With regard to the preliminary observation, the unsatisfactory results of the students' writing ability were caused by some factors. First, the students had difficulty to find appropriate words to convey their ideas. Second, their paragraphs were not well sequenced. Third, the students had difficulties in grammar especially using past tense and paying attention to the writing rules such as spelling, punctuation and capitalization. Fourth, the specific techniques were not applied in the classroom. Therefore, a certain teaching technique that has some activities to help the students practicing writing is needed.

Picture Word Inductive Model (PWIM) technique (Calhoun, 1999) is one of the teaching writing technique that can solve problems mentioned above. PWIM, as an integrated writing technique, is essential for the ongoing English teaching and learning process, since it enables students to improve their vocabulary mastery, to empower students from passive learning into active learning by applying the provided writing activities, and to help students write up paragraphs step by step by planning, drafting, revising, and publishing. The steps in PWIM technique such as selecting pictures, identifying pictures, labeling words on the pictures, reading the words aloud, classifying words, arranging sentences, and developing paragraph can be applied orderly in the each stage of teaching in genre based approach.

Jiang (2011) states that PWIM technique reflects Bruner's tenets. Those are the role of structure in learning, the spiral curriculum, and discovery learning. In theory of the role structure of learning, PWIM helps learners to have transition period between old and new knowledge. In the theory of the spiral curriculum, PWIM involves cycling and recycling through the various instructional activities. In theory of discovery learning, PWIM principle requires learners to remember knowledge that they discover through the pictures and activities.

Research Method

This research is an action research study following the cycle proposed by Kemmis and McTaggart in Burns (2010:7-9). The steps of conducting the research were planning, action, observation, and reflection. Before implementing the steps of the action research, a reconnaissance phase was conducted to determine the focus of the study. The subjects of this research were 32 students

of VIII D class at SMP N 3 Mlati. This research was conducted from May to June 2015.

There were two types of data in this research. They were qualitative and quantitative data. The data obtained through interview sessions and observations were in the form of qualitative data. Meanwhile, the students' scores of the writing tests were the quantitative data. Data analysis techniques are used to analyze the qualitative and quantitative data. For the qualitative data, there were five stages of data analysis techniques that the researcher used which was adapted from Burns (2010: 104-105). Those were assembling the data, coding the data, comparing the data, building meanings and interpretations, and reporting the outcomes. Besides, the researcher also analyzed the quantitative data to know the tendency of the students' writing scores. The researcher analyzed the students' scores using Excel program to know the comparison of the students' mean scores before and after the actions conducted. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

Research Findings

This action research study was carried out in two cycles. The steps of the technique, such as selecting the pictures, identifying and labeling the pictures, reading and reviewing the picture word chart, generating words into sentences and paragraphs, and reviewing the paragraphs were conducted both in pairs and in groups. Based on the results of the research conducted in VIII D class at SMP N 3 Mlati, it was found that the implementation of PWIM technique in the teaching and learning process was believed to be able to improve the students' ability in writing narrative texts. The participation and interaction of the students during the teaching and learning process were improved after the implementation of PWIM technique. It also improved the students' confidence in writing in English.

The students were successful in making some improvements in Cycle 1 even although it was not maximal yet. Their writing still lacked of details and supporting information. They were still not able to organize sentences into a good text. The students knew the use of past tense in writing a narrative text but they often forgot to change the verb into the past form. In terms of vocabulary, the students often got stuck in labelling step of PWIM technique because they lacked of words. Some students also ignored the mechanics in writing such as punctuation, capitalization, and paragraphing.

Then, the students continued to make some progresses in Cycle 2. The students could develop their ideas to write a story and they started to add supporting details. They could construct a story in a good chronological order therefore the communicative purpose of the text was attained. They followed the grammar rules especially simple past tense. Their vocabulary mastery also improved because they were reinforced to memorize the words through pictures. Their writings became well written because the students began to pay attention to spelling, punctuation, capitalization, and paragraphing.

The quantitative data also supported the findings. The result shows that the mean scores of post test is higher than the mean scores of pre-test. The gain scores of the content aspect was 3.17, organization aspect was 3.3, language use aspect was 5.13, vocabulary aspect was 4.62, and mechanic aspect was 0.57.

The materials and the use of media which provided the students with some activities also became the contributing factors to engage the students in writing process. The picture word charts as the media in this technique could facilitate the students to enrich their vocabulary in a fun activity. They actively participated in labelling the pictures and doing the worksheet.

Conclusions

After the implementation of PWIM, there were some improvements in the students' writing ability as well as the improvements in the teaching and learning process. The use of PWIM technique could facilitate students to write narrative texts. The first step of PWIM, that was identifying pictures, allowed the students to have practices in generating the main ideas of each paragraphs. Meanwhile, in the reading and reviewing the picture word chart, they wrote and memorized the new vocabulary that they found. Furthermore, this technique allowed them to have practices in writing words, constructing sentences, organizing the paragraphs, and evaluating their writing in terms of grammar and mechanics by following the steps of PWIM technique. Those practices were useful to improve the students' writing ability.

PWIM technique also made the students more confident to write and become more active and enthusiastic during the teaching and learning process. They paid more attention toward the lesson and enjoyed the writing activities. The use of the picture word charts which contained pictures and words made it easier for the students to write a story. Therefore, they became more enthusiastic in writing.

In brief, the students' ability in writing narrative texts improved after implementing all steps of PWIM as displayed in the increase of the gain score by comparing the mean scores of the pre test and post test. From the result of the research, the researcher could conclude that PWIM technique can be used as an alternative technique to teach writing by the English teacher.

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