



THE USE OF PICTURE WORD INDUCTIVE MODEL IN ENHANCING STUDENTS' NARRATIVE TEXT WRITING ABILITIES

Mutiarani¹, Fifin Mulfina²

Email: mutiara@umj.ac.id¹, fifinmulfina06@gmail.com²

English Education Study Program, Faculty of Educational Sciences, Universitas Muhammadiyah Jakarta, Indonesia¹²

Abstrak

Penelitian ini bertujuan untuk mengukur efektivitas dari penggunaan model Picture Word Inductive dalam memperkuat kemampuan menulis naratif teks siswa. Metode kuantitatif dengan disain kuasi eksperimen digunakan dalam studi ini. Sejumlah 60 siswa kelas X pada SMAN 10 Pandeglng, Banten, Indonesia, berpartisipasi sebagai sampel penelitian. Siswa ini terbagi dalam dua kelas yang langsung ditentukan oleh peneliti sebagai kelas eksperimen dan kelas kontrol. Dalam mengumpulkan data, post-test menulis esai naratif diberikan pada kedua kelompok kelas siswa tersebut setelah tindakan mengajar selesai. Dalam menganalisis data, rumus statistic t-test digunakan untuk menentukan perbedaan capaian siswa dalam test tersebut. Hasil analisis data menunjukkan bahwa nilai rata-rata yang dicapai siswa pada kelas eksperimen (78,4) lebih tinggi daripada capaian siswa pada kelas kontrol (54,2). Selanjutnya, efektifitas dari model Picture Word Inductive ini juga terlihat dari hasil perhitungan pada Independent -t-test dimana t-hitung lebih tinggi dari t-tabel ($7.84 > 1.997$) pada taraf signifikansi 5%. Dengan demikian, penelitian ini menyimpulkan bahwa model Picture Word Inductive efektif digunakan dalam memperkuat kemampuan menulis naratif teks siswa kelas X. Hal ini berarti hipotesis nol ditolak, hipotesis alternatif diterima.

Kata Kunci: kemampuan menulis, model pengajaran, teks naratif, Picture Word Inductive model

Abstract

This research aimed to measure the effectiveness of using Picture Word Inductive model in enhancing students' narrative text writing abilities. This study applied quantitative method with quasi-experimental research design. A number of 60 grade X students of public senior high school 10, Pandeglang, Banten, Indonesia, participated as the research samples. They were spread into two classes directly assigned by the researchers as experimental and controlled classes. In collecting the data, post-test of narrative text essay was administered to the two classes after the treatment was accomplished. In analyzing the data, a statistical analysis of t-test was used. The analysis of the data showed that the average score gained by experimental class was higher (78.4) than the one reached by the controlled class (52.4). Besides, the computation of Independent- t-test also revealed that tcal was higher than t-table ($7.84 > 1.997$), in the significance level of 5%. Thus, this research concluded that a model of Picture Word Inductive was effective in enhancing grade X students' narrative writing abilities. This finding rejected null hypothesis and accepted alternative hypothesis.

Keywords: writing ability, teaching model, narrative text, Picture Word Inductive Model





INTRODUCTION

Graham et al. (2013: 7) stated that writing skill is the most important tool in education, especially for English students, because it is useful in gathering, maintaining, and transferring knowledge. Zaitun, Hadi and Rosdiyanti (2021:243) added that: “The most difficult aspect of learning a second language is writing”. However, most of EFL Indonesian students including the ones in senior high school level, still have limited knowledge on how to express ideas or thoughts in written form. A study of Toba, Noor, and Sanu (2019) found that Indonesian EFL students faced problems in the aspects of writing including vocabulary, grammar, content, organization, and mechanics due to several various reasons such as lack of writing practice, writing anxiety, low motivation, writing dislike, inappropriate teaching writing process and negative writing perception. Writing activities do not only deal with spelling and building sentences, they also require the writers to have ideas, concepts, and emotions that should be conveyed to the readers (Haven, 2015). Therefore, as Wang (2018) suggested, in teaching English writing, teachers should apply relevant theories of language awareness to select effective teaching model, hence the students will be able to grasp correct language input, enhance their writing skills and reach certain level of the writing.

As cited by Sahyoni (2019), Richard (2002) and Moore (2005), teachers' ability in selecting certain teaching models positively affect motivation of the students because their needs and interests are fulfilled, thus, they will engage themselves in the instructional process. This opinion indicates that the achievement of teaching and learning will be optimally reached once the students involved with positive motivation and interest through appropriate and effective learning models facilitated by the teachers. In responding to this, there are numerous numbers of teaching writing models and one of them is ‘Picture Word Inductive’ model. According to McDonald (2010), Picture Word Inductive Model is an approach of building either small or big scale group activities applying a process of problem-solving by using picture as media to assist students work together in gaining bank of words and then modelling them in sentences to form paragraphs. In this model, the students are provided with various pictures of humans, places, animals, and other objects on papers together with certain theme as the topic. At this stage, the students are encouraged to create stories collaboratively to be narrated into writing, hence the most appropriate writing text is the narrative one.

Longknife and Sullivan (2012) explained that narrative text contains occurred event series, created into chronological story, written to reach a specific point. McLean (2013) described narrative text as the art of telling a story of an occurred event narratively. The stories in narrative can be factual; based on a true story, or fictional; based on the imagination of the writers. Both factual and fictional narratives involve the emotions built by the writers related to every part of one story. Toolan (2016) said that the narrative text becomes an iconic sign because it is written to channel the author's emotions. Wannagat, et.al., (2020) opined that narrative texts can function as useful teaching materials to broaden students' insight into aspects of life that they do not have and have not experienced. Further, Varotsis (2017) proposed the most well-known types of narrative texts, namely: fairy tales, folklore, fables, and fictional. Meanwhile, Stapleton and Wilson (2017) discussed various types of narrative text's genres, i.e., tragedy, comedy, romance, realistic fiction, and satire. The readers may choose the type based on their preference to read.

In Indonesian English education curriculum for senior high school, narrative is one of text types listed to be learnt by the students starting from their first year or grade X. Like the characteristics of teenagers in common, these graders need not only appropriate and effective teaching models in learning but also the interesting ones. In relation to this, in this study, Picture Word Inductive Model was explored by the researchers to enhance grade X



students' narrative text writing skills. Beside of this reason, the use of Picture Word Inductive Model was not widely discussed yet, particularly in teaching narrative text writing. For examples, a study of Fang (2011) focused on increasing elementary school students' writing skills in general through Picture Word Inductive Model. A cooperative-based learning with scaffolding teaching was proven giving positive effect on students' abilities in producing sentences and composing meaningful paragraphs. Bermillo and Remollo (2022) applied Picture Word Inductive Model to improve students' vocabulary mastery. They assigned two groups of students as their research subjects split into experimental and controlled group. The results of the study concluded that those who were taught vocabulary with Picture Word Inductive model significantly achieved more vocabularies compared to those who studied words without using this model. Referring to this background, this research study had the purpose to measure the effectiveness of Picture Word Inductive Model in enhancing grade X students' narrative text writing.

RESEARCH METHOD

In this research, quantitative method was applied with quasi-experimental design. Adopting the definition given by Creswell (2014), quantitative approach is a process involving objectively testing the theory by analyzing the relationship one variable to another. Additionally, Tanner (2018) described that experimental research is a study carried out to find a causal relationship between pre-determined variables. As part of experimental research design, quasi let the researchers directly decide which population that will be assigned as experimental group and controlled one. This study measured how effective independent variable of "Picture Word Inductive" model towards the enhancement of "students' narrative text writing abilities" as the dependent variable. There were two classes of grade X students of public senior high school 10 Pandeglang, Banten, Indonesia, participated in this study. Each of the class was occupied by 30 students directly determined by the researchers as experimental class and controlled class.

In collecting the data, post-test of narrative writing administered to both classes after the 6 meetings treatment. In their experiment activities, the researchers taught experimental group of students' narrative text writing by implementing the model of Picture Word Inductive, while the controlled group was taught narrative text writing in conventional way of teaching. The instructional process was conducted in traditional classroom (offline). Each of the teaching hour took around 90 minutes per meeting.

After the treatment was accomplished, the post-test of narrative text writing was given to those two classes. These students' test results were analyzed quantitatively. Referring to Subana and Sudrajat (2015) opinion which argued that in order to see the difference of the equation between two conditions or treatments of two different groups, t-test is the most appropriate statistical analysis to use, hence, the data analysis in this study was applied t-test with the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which,

\bar{X}_1 = mean of experimental class.

\bar{X}_2 = mean of the control class.

n_1 = Respondents of experimental class

n_2 = Respondents of control class

dsg = Alliance Standard Deviation

df = $n_1 + n_2 - 2$



RESEARCH RESULTS AND DISCUSSION

A t-test requires three fundamental data values, i.e., the difference between mean values from each data set, the standard deviation of each group, and the number of data values of each group. Thus, the following Table 1 presents the statistical computation of narrative writing essay post-test done by both experimental and controlled classes:

Table 1. t-test Statistical Analysis Results of Students' Narrative Text Essay

Data of	Experimental Class Post-Test Results	Controlled Class Post-Test Results
Mean	78.4	54.2
Median	69.02	57
Modus	73.25	59.5
Variance (S ²)	215.63	258.51

The results of statistical calculations above show that mean score obtained by the students experienced the learning through Picture Word Inductive model was higher than that in the controlled class. The experimental group of students reached the average score of 78.4 and the controlled group hit 64.4 for their score in the average. This means, the students who learned narrative text writing by using a model of Picture Word Inductive, outperformed up to 24.2 points (78.4 – 54.2) from the ones in the controlled group. In order to see how effective Picture Word Inductive model to the enhancement of the experimental students' narrative text ability, independent sample t-test was used. It was found on the degree of significance of 5% ($\alpha= 0.5$), that t-cal was 7.84, while t-table was 1.997 or, in other words, $t_{cal} > t_{table}$ (7.84>1.997). This result rejected null hypothesis and accepted alternative hypothesis. These findings also in line with the study conducted by Andani (2017) who proved significant effect on the improvement of students' narrative text writing achievement after they were treated by Picture Word Inductive Model.

CONCLUSION

This research had the objective of measuring the effectiveness of Picture Word Inductive model on the enhancement of grade X students' narrative text writing. The quantitative statistical calculation of the average score of post-tests gained by the students in the experimental class was higher (78.4) than the one achieved by controlled group students (54.2). Besides, in the degree of significance of 5% ($\alpha= 0.5$), $t_{cal} > t_{table}$ (7.84>1.997).

Based on these results, it can be concluded that Picture Word Inductive was an effective model to enhance narrative text writing ability of grade X students. Thus, the null hypothesis was rejected while alternative hypothesis was accepted.

SUGGESTION

From the findings reported above, the researchers suggest English teachers to be more creative in utilizing various types of teaching models in their English classes, particularly in teaching writing. The models should be the ones that are appropriate, effective and interesting enough to change the atmosphere of the class and hence increase students' motivation and interests. By doing so, it is hoped that the objective of the teaching and learning process would be well-achieved.



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