

**THE APPLICATION OF PICTURE-WORD INDUCTIVE
MODEL IN ENRICHING LEARNER'S ABILITY IN WRITING
NARRATIVE TEXTS AT THE FIRST GRADE OF SMA PMDS
PALOPO**

A Thesis

*Presented as Partial Fulfilment for the Attainment of S.Pd. Degree
in English Educational Study Program Tarbiyah and Teacher Training Faculty
State Islamic Institute of Palopo*



Proposed By

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**ENGLISH EDUCATIONAL STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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2021

THESIS APPROVAL

This thesis entitles "*The Application of Picture Word Inductive Model in Enriching Learner's Ability in Writing Narrative Texts at The First Grade SMA PMDS Palopo*", which is written by **Wahyuni Putri**, Reg. Num. 17.0202.0126, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on Friday, November 19th 2021, coincided with Safar 14th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

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With all awareness and consciousness, the researcher who signs below pronounces that this thesis is literally a work of researcher herself. This thesis is not lawful if someday there is not a shared evidence that this thesis is duplicated, copied or made by other people wholly or partially.

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Finally, the researcher prays, Allah SWT may bless all of the people who have helped the researcher and the researcher hopes this thesis can be useful and give positive contribution for the readers and the others. The researcher dedicates this thesis.

Palopo, October 19, 2021

The Researcher

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ABSTRACT

Wahyuni Putri, 2021. *"The Application of Picture Word Inductive Model in Enriching Learner's Ability in Writing Narrative Texts at The First Grade of SMA PMDS Palopo"*. Thesis English Education Study Program at State Islamic Institute (IAIN) Palopo. Supervised by: (1) Madehang, S.Ag., M.Pd, and (2) Syamsudarni, S.Pd.I., M.Ed.

This research aimed to acquire the data to prove whether there are any significant differences in writing narrative texts among the tenth grade of high school learners at SMA PMDS Palopo who apply the Picture Word Inductive Model (PWIM) technique and those who do not apply it. Pre-test and post-test designs are used in this study as part of the pre-experimental design. The research was done in the first grade of PMDS Putri Palopo, with each class consisting of 34 learners. The exam that was employed in the study was a narrative text test. The research results show that there is an improvement in the students' skill in writing narrative text. It is indicated by the students' mean score of post-test (65,41) was more significant than pre-test (42,64). As shown that the level significant (p) 5% and $df = 33$, then the value of the t-table is 0,05, while the value of the t-test is 7,34. It is seen that the t-test value is greater than the t-table ($7,34 \geq 0,05$). Thus, it is concluded that the students writing narrative texts are significantly better after implementing the treatments. So, according to the data, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. Therefore, it can be concluded that The Picture Word Inductive Model (PWIM) was found to have a great impact for teaching writing among the students.

Keywords: Picture Word Inductive Model, writing, narrative text

CHAPTER I

INTRODUCTION

A. Background

Recently, writing teaching for high school students will require unique treatment because we are still in a pandemic period, and the learning environment is shifting to online courses. They should have good oral and written communication skills within the scope of the essential work they will face in the future, mainly the application of English as an online interaction device. Unfortunately, even now related to writing ability, many students encounter difficulties in using English nonetheless. Several aspects become the trigger of these issues. These aspects include: (1) Be deficient in vocabulary familiarity; (2) Lack of basic grammar and structure knowledge; (3) Be short of motivation to glance at numerous written items; (4) Require knowledge English-based self-confidence in participating in social media or online communication. Moreover, some students still cannot express meaning in certain types of texts in the interpersonal and transactional language. They use monotonous strategies and ancient teaching media to write because the teacher teaches them information about descriptive, procedural, narrative, reporting, narrative, and brief everyday information. In addition, high school learners are expected to hold decent written skills to figure out and generate content.

All of SMA PMDS Palopo's tenth-grade students' writing ability standards stipulate that students should be able to accurately, fluently, and acceptably express

the value of written daily information and brief articles which establish restatements and narratives. Cooperate with the surrounding environment. Through text, they are expected to gain several valuable features for learning English even better. These features are words, text construction, interconnected mechanisms, sentence structure, and marks. In addition, it is crucial for high school learners to do written exercises as they must be able to interconnect in writing. Langan supports this view. He pointed out that adjusting students' writing ability according to their goals and audience can provide them with good services not only in the classroom but also in the workplace and other places.¹

Obviously, written abilities are essential to high school learners, although the majority of them usually consider it as the most complex abilities to undergo and accomplish. Nunan suggested that writing ability is an extensive and primarily heavy-going procedure, and the conclusive manuscript is produced due to the following outlines. This indicates that the author will make the unsuccessful initial try. Before the final version is produced, the author can make preparation, outline, second preparation, re-outline, revise, modify, etc. Fees and Joyce explained that working units could be prepared from the initial aim of an outline from the written abilities. Therefore, even if English proficiency is quite limited, such instructional writing skills are needed to help students produce appropriate texts.

Before the implementation of PWIM, the researcher expects to find some problems and obstacles to the writing ability of high school learners in SMA PMDS

¹Langan, J. (2008). *College Writing Skills with Readings 7th edition*. New York: McGraw-Hill Book Company.

Palopo through questionnaires and interviews. The researcher has prepared a bunch of questions as guidelines for teachers and students. Some issues were identified in the tenth grade of SMA PMDS Palopo. The students had a lack of writing ability, such as being unable to acquire suitable vocabulary to form a simple sentence and most likely forgetting to use punctuation. Other issues such as grammatical and structure issues also were occurred when connected to simple past tense. Furthermore, the questionnaire for student writing activity clarifies that their writing activities were limited by explanation and assignment. The teacher's explanation was often limited and unclear since the implementation of online learning during this COVID19 pandemic.

Researchers have proposed the Picture Word Induction Model (PWIM) to enrich high school learners' written abilities, particularly on narrative text's construction. Calhoun pointed out that PWIM is a language art strategy based on the query which applies illustrations, including everyday items and engagements, to guide students through observation and analysis to obtain words, writing vocabulary, sentences and paragraphs on the practice of reading and writing.²

In the middle of diverse learning techniques, lots of researchers consider that implementing illustrations to introduce new words to ESL (English as a Second Language) students is beneficial to English dictionary acquirement. Jiang and Perkins pointed out that by employing visual image as a conceptualization procedure utilized by language instructors, a large amount of learning language can

²Calhoun, E. F. (1999). *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*. ASCD, Inc.

be obtained. Thus, illustrations and further image encouragements are somewhat crucial for young learners' second language teaching. Practical and easy-to-use image encouragements in the classroom consist of teachers, students, whiteboards, illustrations, cue cards, real examples, and films. Assign PWIM by implementing illustrations that include well-known items and deeds to extract utterances from language learners' literacy skills (primarily written skills).

B. Problem Statements

Based on the explanation in the background, the author formulates the research question as follows:

Are there any significant enrichments in writing narrative texts at the tenth-grade learners at SMA PMDS Palopo after applying the picture word Inductive model (PWIM) technique?

C. The Objective of the Research

This research aimed to acquire the data to prove whether there are any significant enrichments in writing narrative texts among the tenth grade of high school learners at SMA PMDS Palopo who apply the Picture Word Inductive Model (PWIM) technique.

D. Significance of the Research

Theoretically:

Brown (2004) mentioned that PWIM provides concrete visuals for the learning of new words, phrases, and sentences. The students will feel that they are as a part of the classroom community and being confident to participate in class activities.³

Practically:

1. For the teacher, the English teachers in SMA PMDS Palopo in particular, the outcomes of this inquiries report are looked forward to facilitating them in enriching the language learners' writing skills.
2. For the tenth high school learners of SMA PMDS Palopo, these outcomes are assumed to provide them with a technique to enrich their written skills.
3. For other researcher, this research is expected to motivate further researchers to conduct more research in the future and can be a source for their research.

E. Scope of the Research

This research is focused on the picture word inductive model (PWIM) used in teaching writing. The researcher gave treatments about PWIM to the students by giving several topics on the narrative texts, such as, Cinderella, Aurora, and Merida's stories. The scoring aspects in assessing the PWIM are content, organization, vocabulary, grammar and mechanics.

³ H. Douglas Brown (2004), 'Language Testing Book: Principles and Classroom Practice', Book, 314.

F. Operational Definition

Referring to specific parts, the author gave an operational definition of several terms of the topic below.

1. Writing skill is a complex process of transforming thought and ideas, thinking, expressing, and organizing them in some statements and paragraphs to make them visible and concrete on the piece of paper.
2. The narrative text is a type of passage that relates to a series of occasions that narrate a story, apply imaginative and emotional language, also mainly use the simple past tense.
3. Picture Word Inductive Model (PWIM) is a procedure to precisely train amateur English language learners about the necessary vocabulary of a particular subject or topic and an easy way to create a sentence.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There are some related studies on applying PWIM to enrich language learners' written capacity. Thus, the researchers summarized the prior research associated with the specific study below.

The first research is Syamsul (2011) in his research entitled "Improving the writing skills of second-year students of MTs Nahdlatul Wathan 2 Rensing Lombok through picture-word induction model strategies". The research results show that the use of the PWIM strategy can enrich students' capability to write descriptive paragraphs. After the performance of this technique, the enrich of the students' final product shows this. In addition, students are more enthusiastically concerned with writing sequences.⁴

The differences between this research and Syamsul's research are the subjects of the research and the types of writing. This research was conducted among the tenth-grade students in senior high school but Syamsul's research was conducted in the second-year students in junior high school. The second difference is the type of writing that the researcher used in this research was narrative text but Syamsul used descriptive texts.

⁴Syamsul, Rizal. (2011). *Improving the Writing Skill of the Second Graders of MTs Nahdlatul Wathan 2 Rensing Lombok through Picture Word Inductive Model Strategy*. Unpublished Thesis. English Education Department of Undergraduate Program, State University of Malang.

Lina (2015) conducted a research entitled "Use Picture Word Induction Model (PWIM) strategy to improve students' writing skills of paraphrase". After the researchers applied PWIM, the students in the eighth grade of Semarang junior high school have improved their ability to write counting texts. It shows five areas of improvement, together with the association, subject, sentence structure, language marks, style, and feature of phrase. Students also become thoughtful, energetic, happy, and are magnetized to join the procedure.⁵

The differences between this research and Lina's research are the subjects of the research and the objectives of the research. Where this research was conducted among the tenth-grade students in senior high school but Lina's research was conducted among eight grades of junior high school. Besides that, the objective of this research is to find out whether the application of PWIM is useful for students writing in narrative texts but Lina's research focused on the writing skills of paraphrase.

Another study on the application of PWIM strategies is "The impact of the picture-word induction model (PWIM) and the self-efficacy of students on the writing skills of SMA Negeri 1 Koto Sungai Lasi's tenth-grade descriptive text" by Mariska (2013). This study is a quasi-experimental research. The results show that there is a significant change among the students who use the picture-word induction model (PWIM) for teaching and the students who use the list technology for

⁵Andriani, Lina Sofia. (2015). *The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Students' Writing Ability Skill of Recount Text (An Action Research of the Eighth Graders of Junior High School 2 Semarang in the Academic Year of 2014/2015)*. Final Project. English Department. Faculty of Languages and Arts, Semarang State University.

teaching. Compared with the students who use the list strategy for teaching, the students' average post-test scores have been significantly improved.⁶

The differences between this research and Mariska's research are the writing types and the method of the research. In this research, the researcher used narrative texts as the writing types for the students but Mariska used descriptive texts. Another difference is the method used in this research was pre-experimental research method where Mariska used quasi-experimental research.

According to those related reports, the researcher concluded to apply Picture Word Inductive Model on enriching the high school learners' ability in writing narrative texts at the tenth grade of SMA PMDS Palopo.

B. Some Pertinent Ideas

1. Writing Definitions

Langan (2008) stated that writing can be translated as a sense of communication within a community. In order to exchange a few words successfully, human should frequently modify their writing to match their objective and targeted person.⁷This signifies that ahead of the action to note down to a targeted person, it is crucial to understand equally between the author's intention and the targeted person who will interpret the author's product.

⁶Marsika, Sepyanda. (2013). *The Effect of Picture Word Inductive Model (PWIM) and Students' Self-Efficacy toward Their Writing Skill of Narrative Texts at Grade X of SMA Negeri 1 Koto Sungai Lasi*. Thesis. English Education Department of Undergraduate Program, State University of Padang.

⁷Langan, J. (2008). *College Writing Skills with Readings 7th edition*. New York: McGraw-Hill Book Company.

In addition, writing may be described as expertise. Langan (2008) pointed out that the theory of writing should be according to the thought that writing is expertise, not natural-born talents.⁸ Most human beings usually say that they are incapable of writing skills at all, and contrary. In fact, writing is a discovery sequence involving a series of stages. These stages are usually tortuous travel. This means that authors will not straightly find out the topics to write about before they adventure to their notion and inspirations.

Harmer (2001) proposed another definition of writing. He defined writing as the process that writers experience through contemplating the subject matter, category, and writing forms to produce the final writing form.⁹ Therefore, Hammer divides writing into two groups: writing for writing and writing for learning.¹⁰ Writing for writing is to develop language learners' writing capability. Thus, the primary goal of this kind of sequence is to facilitate language learners to get enriched writing skills. Then, writing for learning is applied as a rehearsal tool to assist language learners train and to repeat the words they are learning. Utilizing a specified composition, managing novel vocabularies or expressions to write a sentence are writing for learning instances.

Obviously, the way teachers organize and correct student writing will diverge based on the writing category they participate in. Brown (2001) stated that writing is a written product. Usually, the result of thoughts, outlining, and reworking

⁸Langan, J. (2008). *College Writing Skills with Readings 7th edition*. New York: McGraw-Hill Book Company.

⁹Harmer, J. (2001). *The Practice of English Language Teaching. 3 Ed.* Essex: Pearson Education Limited.

¹⁰Harmer, J. (2007). *How to Teach English*. Essex: Pearson Education Limited.

progressions. Brown (2001) also pointed out that writing demands professional expertise.¹¹ These abilities incorporate the way to produce notions, the way to arrange ideas comprehensibly, the way to use sentences, the way to condense these features into written text, the way to modify the passage for unambiguous implication, the way to revise the passage for proper sentence structure, and the way to construct conclusive outcome.

Then, Nunan (1989) revealed that well writing requires mastering many aspects of writing, for instance, holding the skills to form letters, accomplishing the spelling and punctuation principle, completing a set of language structural to express expected importance, and systematizing content at the comfortable point, paragraphing, completing the text, publish and modify the passage, and choose the appropriate style for the audience.¹²

Lastly, it can be summarized that writing is an ability to communicate with other people, including the discovery sequence, mostly recycling and reusing the output of an idea.

2. Writing Skills

As stated previously, writing can be described as expertise. Brown believes that teachers need to consider micro and macro skills to define the correct writing assessment procedures.¹³

¹¹Brown, H. D. (2001). *Teaching by Principles: An interactive Approach to Language Pedagogy*. New York: Pearson Education Company.

¹²Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

¹³Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. San Francisco: Addison Wesley Longman.

3. Micro Skills of Writing

Micro writing skills are techniques for imitating and strengthening presentations. Mimic presentation is attached to mechanical aspects, for instance, written marks, while the enriched presentation is connected to utterance levels, for instance, vocabulary selection, tense, and solid mechanisms. The specific techniques are:

- a. Construct English pattern of grapheme and orthographic.
- b. Write at a well-organized pace suitable for your intention.
- c. Construct a standard word core and apply a suitable outline of word organization.
- d. Manage adequate grammatical schemes (e.g., tenses, arrangement, plurals), outlines, and regulations.
- e. Use different grammatical forms to express specific meanings.
- f. Operate organized mechanisms in composing passages.

4. Macro Skills of Writing

Macro writing skills are a wide range of responsive writing performances. The responsive performance involves the form of written text and the purpose of communication, while a wide range of presentations is associated with advanced writing levels, for instance, thesis, dissertation, and essays. The steps are:

- a. Apply the symbolic figures and principles of a written passage.
- b. Fulfil the communication purpose of the writing passage appropriately based on the construct and objective.

- c. Communicate the connections and associations among occasions, and exchange ideas, for example, main objectives, side objectives, new sequence, given sequence, simplification, and illustrative relationships.
- d. When writing, distinguish between literal meaning and implicit meaning.
- e. Properly convey culture- detailed indications in the background of writing passages.
- f. Expand and apply a series of written approaches, for instance, precisely evaluating the targeted people's understanding, operating pre-written equipment, operating fluently in outlines, applying synonyms and paraphrases, requesting feedback from peers and teachers, finally rework based on the feedback.

C. Writing Process

Harmer (2007) implied that the procedure has four major components. The author works due to these procedures with the intention of generating an impressive ending written structure. That concluded what the writing process definition is.¹⁴

a. Planning

The authors plan what they will write. Before starting to write, they must consider three main writing issues. The problem is the purpose, audience, and content structure of their writing.

b. Drafting

¹⁴Harmer, J. (2007). *How to Teach English*. Essex: Pearson Education Limited.

After the author plans what to write, they make the first draft. Their draft can be modified. Since there is an editing stage, many drafts can be prepared until the final version.

c. Editing

At this stage, the author re-reads his draft to see if his writing is ambiguous. They also check whether the grammatical aspects of the draft are correct. The author may go back to their first draft for revision. They can change different forms of words for specific sentences. Moreover, readers (or editors) of other comments (or editors) often reflect and revise.

d. Final Version

After editing and revising the draft, the author will make its final version. When an author changes many things during the editing phase, the final product may look different from the first draft. However, the author is now ready to send the written text to the intended audience.

Richard (1983) also have the identical concept that the writing process of classroom activities involves four fundamental steps. However, there are specific steps too. It mentions as set up, sketch out, adjusting, and oversee, as well as the other three stages that the teacher imposes on language learners from the outside, specifically re-read sentences, audience-sharing, and peer-editor. In addition, both of them pointed out that language instructors should supply specific engagements that reinforce study exactly on written abilities at each step.¹⁵

a. Planning

¹⁵ Richard (1983). *Process in Teaching Writing*. Oxford: Oxford University Press.

At this stage, some activities such as group discussion, clustering, quick free-writing, and WH questions can be provided to provide a learning experience to encourage students to write.

b. Drafting

The focus of this activity is the fluency of writing without considering the accuracy of grammar or the cleanliness of the draft. This means that the focus of students is not grammatical accuracy, but they must write fluently in order to convey information to readers.

c. Revisiting

Students re-examine what they have written to understand how they effectively convey their ideas to readers.

d. Editing

The students are organizing their texts because they have prepared the final draft for the teacher to evaluate. They edit their own works or those of their peers, especially in terms of grammar, spelling, punctuation, dictionaries, sentence structure, etc.

In contrast, some experts believe that the writing process does not happen linearly. Drafting could be suspended by additional plans and revisions. This sequence could result in recreation at an early stage.

D. Teaching Writing

Raimes (1983) pointed out that writing is an effort to express thoughts, and it is also a work with eyes, hands, and brains that enrich learning in a unique

way.¹⁶ Writing is not all about being regarded as a feature of thoughts documentation, emotions, and thoughts, other than the register to spawning and searching new notions and thoughts. In addition, writing may provide more prospects to acquire English. It may provide language learners with plenty of occasions to enrich their vocabulary, improve their grammar understanding, and deepen their knowledge of the best way to express specific points and ways to understand things. The codes are comprehended.¹⁷ Thus, the teaching process of writing is eminent to assist language learners to enrich their written skills and way to independently construct texts.

Hyland believes that the teaching process of writing not only emphasizes that writers are independent text producers but also further solves the problem of how teachers should help students learn writing. This means that teachers need to have the ability to manage and deal with obstacles in the learning area in order to compose valuable articles. The summary below is the principle design of written skills, the role of language instructors, and the methods of writing lessons. Teachers can use these methods in the learning area to accomplish appropriate goals and give confidence to language learners' stimuli.

1. Principles of Writing Construction Techniques

Language instructors must enlarge several skills to lead language learners in writing. There are some principles for designing writing skills.

¹⁶ Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.

¹⁷ Littlejohn, A. (1991). *Writing 1 Pre-intermediate Students' Book*. Cambridge: Cambridge University Press.

a. Combine exercises of good writers

Teachers should ensure that the writing skills they use include focusing on the main idea, considering the reader, planning the writing, and effectively revising the draft.

b. Balancing output and sequence

Teachers should ensure that students are guided into all stages of the writing process. They should also ensure that the student's final product meets specific standards, including clarity, clarity, well-organized and effective writing.

c. Explain the culture of literacy conditions

The technology used by the teacher should help students understand the target language because there are some differences between the mother tongue and the target language. With appropriate technology, teachers can help students learn good English rhetoric techniques.

d. Connect reading and writing

A technology that can connect reads and writes together is needed. Students learn to write by reading or observing related types of text.

e. Provide as much feasible authentic writing

There are some requirements for providing authentic writing. These are the clarity of the proposal, the specific audience, and some intended meanings. Writing scripts for plays can be regarded as authentic writing.

f. Build technology in pre-writing, drafting, and revising phases

Skills can be built during the writing stage. Techniques such as lists and clustering give students the opportunity to write drafts of the system.

g. Strive to provide feasible interactive technology

Writing skills that focus on the purpose of the classroom rather than writing (for example, letters, forms, memos, instructions, short reports) are the principles of interactive classrooms. Students are working together in pairs and groups to generate ideas. Teamwork, brainstorming, and criticism are examples of successful writing skills.

h. Utilize methods of replying and assessing students' writing

Teachers play different roles in responding to and correcting students' writing. They act as facilitators in responding to students' writing, such as commenting on introductory paragraphs and questioning poor word choices. At the same time, they play the role of evaluators in correcting students' writing, such as checking for cohesive devices and grammatical errors.

i. Initiate students to write clearly rhetorical and formal customs

Each type of writing has its formal attributes. Since not all students can easily understand it, teachers should teach them clearly.

2. Teacher Roles

Teachers as language instructors play a central part in making the training progression successful. Harmer pointed out that English teachers play three roles in writing teaching:¹⁸As a motivator, teachers motivate students by creating appropriate conditions, influencing language learners to carry out significant activities, and giving them the confidence to note down harder. As a learning

¹⁸Harmer, J. (2007). *How to Teach English*. Essex: Pearson Education Limited.

resource, in the broader range of writing tasks, teachers should be prepared to provide information about language use. In the writing process, the teacher may provide suggestions. As feedback providers, teachers express personal opinions through positive and encouraging responses to what students write. When giving corrections, teachers should choose their level of attention to student needs.

3. Teaching Writing Approaches

Numerous experts talk about methods in writing schooling. Hamer thought that the practice of writing might concentrate on processes or products, diverse genres, and creative writing, and these writings can be done alone or in collaboration.¹⁹On the other hand, Nunan recommends two methods, particularly for writing teaching. The following is a summary of each method.

a. Product-oriented Approach

Nunan's idea is a product-oriented approach, focusing on the outcome or end result of student works, consistency, and inaccuracy passage.²⁰Half a century ago, writing instruction focused on the final product, such as essays, reports, stories, and what the product should "look". In addition, Brown²¹also mentioned a series of standards that language learners may concentrate on to write better products. Each arrangement should encounter a number of criteria of the English metaphorical approach, apply precise sentence structure, and be systematized according to conventions.

¹⁹Harmer, J. (2007). *How to Teach English*. Essex: Pearson Education Limited.

²⁰Nunan, D. (1999). *Second Language Teaching and Learning*. MA: Heinle & Heinle

²¹Brown, H. D. (2001). *Teaching by Principles: An interactive Approach to Language Pedagogy*. New York: Pearson Education Company.

b. Process-oriented Approach

Nunan pointed out this approach which orients on the process, pinpoints on the phases involved in outlining and re-outlining passage and composition.²²

Language learners have the opportunity to undergo and rehearse in administering ideas, setting up, correcting, and rearranging writing. The following are various writing tricks designed to make language learners lean on the process.²³

- 1) Direct on the writing sequence that manages to the finishing upshot.
- 2) Assist language learners in appreciating their own writing progression.
- 3) Assist them in establishing a function list for a strategy of setting up, outlining, and rearranging.
- 4) Provide language learners a moment to compose and recompose.
- 5) Focus on the revision sequence.
- 6) Allow language learners to determine what they aspire to verbalize while writing.
- 7) In the process of trying to make the illustration improve and reach the objective, provide language learners with comments and suggestions on the entire creative sequence (instead of just plain feedback on the finishing item).
- 8) Persuade response from fellow language learners and instructors.

²²Nunan, D. (1999). *Second Language Teaching and Learning*. MA: Heinle & Heinle

²³Brown, H. D. (2001). *Teaching by Principles: An interactive Approach to Language Pedagogy*. New York: Pearson Education Company.

- 9) Add in personal meetings among language instructors and learners in the writing sequence.

In short, writing schooling should be directly on both methods include product-leaning and process-leaning. English language instructors should be skilled to maintain equilibrium between the course and results of text. Thus, language learners should pay attention to how to compose written passages instead of barely contemplating what content can be generated.

4. Teaching Writing in Senior High School

BSNP claims that the high school learners' purpose in the tenth grade of English teaching is to equip students with the following abilities.²⁴

- a. Enrich oral and written communication skills to achieve practical reading and writing skills; allow high school learners to commune in oral and transcript format to unravel everyday issues.
- b. Obtain familiarity with English literacy and the significance of improving the concepts of competitiveness in the international community.
- c. Cultivate high school learners' awareness of the connection relating to communication and civilization in various texts.

In spite of this, the education courses in SMA PMDS Palopo are built according to school-basis courses. The learning focus below shows the writing model and significant abilities of senior high school students in grade eleven, which is helpful as a guide for exploring the primary materials, learning activities, and indicators.

²⁴Badan Standar Nasional Pendidikan. (2020). *Fokus Pembelajaran SD/MI - SMP/MTs - SMA/MA*. Cetakan 1. Jakarta: Kemendikbud.

5. Strategies in Teaching Writing

Raimes pointed out that in writing teaching, the responsibility of the language instructor is to guide and rally round language learners to use strategies to generate, draft and revise ideas.²⁵ This means that teachers may expose students to various strategies to start writing tasks. Fees and Joyce proposed the following strategies, especially for using language in writing.²⁶

- a. Use introductory strategies (including taking notes, planning).
- b. Make an outline and revise strategies (consist of re-scanning, classifying, and fixing inaccuracy, expanding, removing, re-outlining, and recomposing).
- c. Apply a prototype.
- d. Put in writing and read clearly.
- e. Examine necessary passage composition to signify intentional connotation.
- f. Seek other people's help.
- g. We are estimating the indication of unusual vocabulary.
- h. Use multiple writing tutor techniques (for example, illustration memorizing, text outlines, morpheme and phonetic understanding, mnemonics, syllables, fluency, and sharp scripting).
- i. Apply word lists check.
- j. Use a smooth and coherent passage.

²⁵Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.

²⁶Fees, S. & Joyce, H. (1998). *Text-based Syllabus Design*. Sidney: NCELTR.

- k. Reproduce the manuscript accurately.

Brown believes that strategy is the bit by bit technique that language learners use to crack the "problem" caused by the input and output of a second language. This implies that the strategy consists of procedures to accomplish the learning objectives.²⁷ Brown also pointed out that technology is a specific activity in the classroom consistent with methods and methods.²⁸ Then, strategies can be attached through techniques that include specific activities. In the course of writing tutors, language instructors may utilize some skills. They are creative discussion, topic listing, make a word list, and unlimited writing sessions. Below is an overview of each technique.

a. Brainstorming

Palmer et al. defined brainstorming as a technique for generating and collecting writing ideas. Moreover, this technology encourages people to freely exchange ideas, opinions, and imaginations while rehearsing their ideas.²⁹ It can be inferred that students can simply write down what they come up with without worrying about the quality of ideas, sentence structure, grammar, dictionary, and spelling.

b. Listing

²⁷Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Pearson Education Company.

²⁸Brown, H. D. (2001). *Teaching by Principles: An interactive Approach to Language Pedagogy*. New York: Pearson Education Company.

²⁹Palmer, B. C., et al. (1994). *Developing Cultural Literacy through the Writing Process: Empowering All Learners*. Massachusetts: Allyn and Bacon.

Through this step, students are guided to form a sequential text based on a list of ideas. Oshima and Hogue mentioned the steps to go public.³⁰First, the author writes the topic at the top of the paper and lists the words or phrases that appear in his mind. Second, the author starts a new list to write on the selected topic. Third, the author focused on the second list and decided to write relevant instructions by circling relevant ideas.

c. Clustering

Oshima and Hogue confirmed that clustering first puts keywords or central ideas in the centre of a paper or whiteboard, and then students use words or phrases to write down all their opinions and ideas on the topic. By sharing their cluster model with others in the class, students can explore ideas on the subject.

d. Free-Writing

Oshima and Hogue believe that the main idea of this technique is to allow students to freely write articles on a particular topic within a specified period of time until they have used up all their ideas.³¹If the teacher provides opening sentences or sentences, it is easier for students to start writing freely. Palmer et al. pointed out that free-writing can help students write easily and happily. This is a technique that helps them write comfortably.³²

In short, the aforementioned techniques encompass activities that high school learners can use in every written session. In addition, language instructors may apply techniques by executing these points sequentially. The PWIM is a model of

³⁰Oshima, A. and Ann, H. (1998). *Writing Academic English*. New York: Pearson Education.

³¹Oshima, A. and Ann, H. (1998). *Writing Academic English*. New York: Pearson Education.

³²Palmer, B. C., et al. (1994). *Developing Cultural Literacy through the Writing Process: Empowering All Learners*. Massachusetts: Allyn and Bacon.

a query-center communication skills strategy that includes practice sequences such as creative discussion, topic listing, word listing, and unlimited writing sessions to complete the goals in the writing tutoring course.

E. Methods in Assessing Writing

How to evaluate students' writing is the focus of writing teaching. Brown pointed out that teachers can use three grading methods to evaluate language learners' work.³³

The original assessment method is the overall result. This assessment method is accomplished by appointing a result to a single portion of work. It looks at paper products devoid of pushing a lot of interest to details. The teacher may not analyze the student's written abilities because it does not explicitly evaluate the five features of passage production, such as substance, systematized words, written use, and mechanism.

The second method is the primary feature assessment. Weigel claimed that this method focuses on students' writing ability in a narrow scope of dialogue.³⁴ This type of assessment stresses the way author achieves their goals, otherwise functions of the written text. This assessment completely appraises the systematizing, complementary elements, smoothness, grammatical diversity, and different characteristics.

³³ Henry Douglas Brown (2004). *Language Assessment Principles and Classroom Practices*. San Francisco: Addison Wesley Longman.

³⁴ Weigle, S.C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

The last assessment is an analytical appraisal or analytical evaluation. Grading is done by evaluating language learners' product in characterizes of substance, systematize, words, written use, and skills. Brown believes that analytical grading is the most suitable grading method in the writing venue because language instructors can obtain further detailed data about language learners' written capability from various aspects.³⁵Jacobs et al. proposed a popular analysis scoring rule.³⁶The scoring criteria specify the writing elements to be evaluated. Setting appropriate scoring standards and the need to obtain valid and reliable scores are the essential elements of a successful English writing plan.

According to the review of the all assessment methods above, the researchers concluded to apply the analytical assessment method. Researchers can more easily analyze students' deficiencies and needs because this method can provide language learners' specified data in all viewpoints necessary.

F. Narrative Text

Anderson pointed out that passage is produced while utterances are combined to convey purposive points.³⁷Thus, as human beings verbalize or inscribe to convey information, they need to compose content. The text splits into two types: literature and facts. Narrative texts fit in the literary texts because their purpose is to attract readers' emotions and imagination. To write narrative text, authors can use diagrams

³⁵Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. San Fransisco: Addison Wessley Longman.

³⁶Jacobs, H.; Zingraf, S.; Wormuth, D.; Hartfiel, V.F.; & Hughey, J. (1981). *ESL Composition Profile*. Newbury House Publishers.

³⁷Anderson, M. & Anderson, K. (1997). *Text Types in English 2*. South Yarra: Macmillan Education Australia.

called scaffolding. Scaffolding is the criterion for constructing a paragraph of text. Anderson verified five phases are demanded to compose the narrative text.³⁸

1. An Orientation

The narrator tells the audience the characters in the story, when it happened, where it happened, and what happened.

2. Complication

This story part is being told by storytellers about rising problems. These events will affect one or more characters. Complications are the turn-on button.

3. Sequence of Events

The storyteller narrates the character's reaction to the complications. It includes how they feel and what they do. The events can be notified in chronological order (the order in which the events occur) or flashback.

4. Resolution

Resolve complications or solve problems.

5. Coda

If you want to learn morality or information from the story, the narrator can use an epilogue.

Anderson and Anderson then mentioned the linguistic characteristics of the narrative text, including the following:³⁹ 1) Definite individuals; the narrative author introduced the individuals to be relevant to the narration. 2) The use of words of

³⁸Anderson, M. & Anderson, K. (1997). *Text Types in English 2*. South Yarra: Macmillan Education Australia.

³⁹Anderson, M. & Anderson, K. (1997). *Text Types in English 2*. South Yarra: Macmillan Education Australia.

time; adverb of time (earlier period, etc.) will be connected to events at the end of the day when operations occur. 3) Use verbs to illustrate the strokes that take place in the narration; the author employs suitable verbs to portray the prosecutions. For example, the author prefers to write "he whispers". Instead of "he said quietly." 4) Use descriptive words to describe temperaments and atmospheres; adverbs and adjectives are applied to expose personalities and backgrounds.

The categories of narrative texts consist of comedy, romantic saga, true story-based fiction, historical fiction, thriller, fantasy, science fiction, diary fiction, and adventure. In each of these different types, there are also combinations of narratives. Teachers can use genre-based teaching methods in the writing and narrative process. Richard said that the genre-based approach requires the expertise of diverse manuscript categories.⁴⁰

Furthermore, Feez and Joyce pointed out that the genre-based approach consists of five stages. These stages are the construction of domain knowledge (BKOF), text modelling (MOT), joint text construction (JCOT), text-independent construction (ICOT), and link-related texts.⁴¹

The first phase is the establishment of domain knowledge (BKOF). Introduce students to the social environment of the actual representation of the passage category under study. These sequences include dialogues, practical surveys, and words extensiveness. All these sequences establish a broad spectrum of cultural backgrounds and an awareness of the societal objective of the text.

⁴⁰Richards, J. C. & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

⁴¹Feez, S. & Joyce, H. (1998). *Text-based Syllabus Design*. Sidney: NCELTR.

The second phase is text modelling (MOT). Students study the structural outlines and language traits of passage models. This sequence includes judging against the representation with other exemplars of the identical passage category.

The third phase is the joint construction of the text (JCOT). Students initiate to play a part in the composition of a prearranged passage example. The teacher may trim down their assistance so that students may independently find out the sense to structure a text. For instance, at this phase are framework text and puzzles.

The fourth phase is the independent construction of the text (ICOT). Students can process text independently. These activities include performing writing tasks. The student's work is used for performance evaluation.

The fifth phase is to link to relevant passages. Students evaluate what they have been trained. These sequences include matching up a passage with other passages with similar purposes and studying its general structure and language characteristics.

G. Picture Word Inductive Model (PWIM)

1. Definitions

Emily F. Calhoun proposed PWIM in 1999, an author of popular teaching techniques. Calhoun claims that PWIM is a query-centre expulsion communication art technique that applies illustrations including everyday items and plays to guide language learners to acquire utterances to enrich word proficiency, notice the theories of phonetics and structure, and note in reading and writing research and

examine the passage.⁴²PWIM includes writing skills, for example, creative discussion, outlining, word listing, and further unlimited writing sessions. The language instructors applied these sequences in a gradual step. PWIM manages pictures, text, and charts as media. Students must find words through recognition. They note utterances about the picture. When utterances are prepared about the picture, the outline can be applied as illustration documentation to assist language learners' written activities. The PWIM is a comprehensive technology designed to maintain students' inductive thinking ability.

According to Nunan, the experience provided by inductive learning is that students do not explicitly learn grammatical rules or different types of language systems. Then, they will uncover a set of laws from their language practice usage. This concept is consistent with PWIM, in which language learners scan textbooks as a learning source to compose passages. Karen and Wood also confirmed that PWIM is seen as an instrument with multiple advantages. The PWIM can be used for English teaching and also for teaching other subjects based on English learning so that they can better understand English, especially in learning oral English and developing students' communication skills.⁴³More detail, in addition to the course, pictures are the main focus. They can study from textbooks the way to produce utterances and the way to apply grammar policy and different language traits to write articles. In addition, PWIM includes inductive learning, which engages

⁴²Calhoun, E. F. (1999). *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*. ASCD, Inc.

⁴³Wood, K. D., & Tinajero, J. (2002). Using Pictures to Teach Content to Second Language Learners: Research into Practice. *Middle School Journal*, 33(5), 47–51.

speech inquiry; that is, language learners recognize word letters by evaluating spelling and speech composition.

Jiang and Perkins pointed out that PWIM technology replicates the mission of Bruner, which is the function of composition in education, escalated courses, and invention education. In the hypothesis of the function of composition in education, PWIM facilitates language learner change among new knowledge and the current generation. In the escalated course hypothesis, PWIM engages recycling and reusing out of diverse teaching sequences. In the discovery learning hypothesis, the PWIM theory demands language learners to recall the comprehension discovered through illustrations and actions. Meliasari et al. found that PWIM will be used to enrich the vocabulary of spelling, study various pictures, describe words that are regarded as objects or actions, and form sentences or phrases. Then, repeat the process backward to check its progress.⁴⁴

Finally, as a comprehensive writing technology, PWIM is necessary to the current English tutoring course because it facilitates language learners to enrich their utterance proficiency, and through the application of the writing activities provided, students transform from passive learning to active learning. And help their students to gradually write paragraphs through planning, drafting, revising, and publishing.

⁴⁴Meliasari, R., Ngadiso, N., & Marmant o, S. (2018). The Picture Word Inductive Model: Its Effectiveness to Teach Writing Viewed from Students' Interest. *International Journal of Language Teaching and Education*. 2(3), 248-258.

2. PWIM Steps

Emily F. Calhoun says that applying PWIM involves ten steps. The steps can be adjusted into the background and the necessities of the students.⁴⁵

a. Select images

Teachers show pictures related to the topic to stimulate students' ideas for brainstorming. This activity provides students with an opportunity to develop their ideas. Large pictures can be displayed in the classroom so that the whole class can see the pictures well.

b. Ask students to identify and mark what they see in the images

The second step of PWIM includes clustering techniques. Ask students to draw a line from the identified object in the picture. These words or phrases are placed on paper or board in a pattern associated with the keywords in each picture. Examples of clustering technology activities include: using a set of nouns to tell the characters in the story, using adjectives to describe the characters' words, and using verb groups to indicate the characters' behaviour in the story.

c. Read and review the image text chart

Guide students to read all the words in the picture-word list. Teachers and students spell the words out loud correctly and then pronounce them multiple times to remember the words. Use the list technique in this step. In this step, students list the words and phrases they think about the story without having to

⁴⁵Calhoun, E. F. (1999). *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*. ASCD, Inc.

think about grammar rules. It can help students form well-ordered text based on a list of ideas.

d. Guide students to create titles for pictures, text, and charts

The teacher asked the students to consider the information in the picture and asked them what they wanted to say about the picture. Students can check the title in the textbook as an example of how to arrange the title.

e. Generate all the collected words or phrases into sentences and arrange sentences into paragraphs

The technique used in this step is freely written. Through this technology, students can generate words, sentences, and paragraphs to express their ideas. The words and phrases written in the previous step are designed to help students write easily, and they can feel comfortable during the process.

f. Read and review the sentences and paragraphs

Students check whether their writing is qualified. The review process includes checking the purpose of writing and the general structure of the text. Teachers can show some students' final drafts to illustrate how to edit and modify the language use and skills in writing.

3. The Use of PWIM in Writing Narrative Texts

In order to compose outstanding works such as narrative texts, many phases in the writing sequences have to be completed by the writer. The PWIM technology is applied to each writing phase sequence to assist writers plan, drafting, revising, edit and publishing.

The first step in writing narrative text is to discover ideas. The pictures provided by PWIM can be used as motivation to find ideas for writing stories. Appealing illustrations can assist language learners in exploring and depicting the personalities and background of the narrative. After observing the pictures, they wrote many words.

After brainstorming, language learners may start to compose passages. The PWIM technology can help language learners build passages via vocabulary recognized from pictures. They don't have to be concerned regard remaining faultless in composing passages. They basically use the vocabularies stockpiled to convey their thoughts to write. Once finishing the initial outline, language learners will be assisted to the revision phase. The PWIM presents the opportunity to complete tasks in groups, so students can collaborate with others to make comments and suggestions to improve their passage. They were asked to examine the outline carefully once more. The focus of this phase is to check if the collective idea of the passage has been achieved and if the general structure is correct.

Once rework the outline, language learners can check over the outline by carefully ensuring the outline. The fundamental stages of PWIM concentrate on the elements of speech, sentence structure, mechanism and practice. The improving practice focuses on checking structures, vocabulary selections, verb form, punctuation, and spelling. Teachers can use grammatically correct narrative texts to illustrate sentences. PWIM also provides activities for correctly spelling words, using accurate punctuation and proper mechanisms (such as capital letters and commas). As soon as they verify the entire details of the outline, language learners

should post their creations. Their outline can be dissimilar from the initial proposal since it was already reworked. In general, PWIM has the power to engage students in the narrative text writing process and involves writing skills such as idea generation, text organization, vocabulary, language use, and skills.

H. Conceptual Framework

This research starts with the problems that arise in the sequence of English lessons. The problem is the low writing ability of SMA PMDS Palopo high school learners in tenth grade. Majority of the language learner find it complicated to produce notions to initiate text works. They did not select the right vocabulary for their passage as well. Furthermore, it makes it difficult for them to manage the notions. It can be assumed that their grammar proficiency is very low because nearly all of them cannot employ the correct grammatical structure. They ended up with a lot of spelling, punctuation, and capitalization errors as well.

According to the observed data about the English lesson sequence in this class, language learners have an inferior manner regards writing practice. They are often submissive and simply get fed up. For some reason, it is necessary to use teaching techniques that can improve students' writing ability and writing motivation. Among various technologies, PWIM (Picture Word Induction Model) is an alternative technology for written applications. For some reason, PWIM can improve students' narrative writing ability.

First of all, PWIM is practically constructive for involving language learners in a kind of practice. This sequence can help them produce notions for text

composition. Language learners may spot the pictures and put tags on the pictures provided. They have to compose a passage about the picture. During the process, they may uncover notions about their texts manufactured.

Second, PWIM helps students better understand the narrative text. As a medium in PWIM, picture text charts can help students organize their ideas in chronological order. The PWIM can also be designed into a variety of procedures, for instance, words and sentence construction exercises. Thus, language learners may understand the usage of language in the narrative text.

In addition, PWIM can be applied in the training sequence to enrich learners' writing enthusiasm. This technology expects learners to enthusiastically participate and contribute to the training sequence. In the course of writing sets, they are encouraged to decide which words, sentences, and paragraphs.

Bearing in mind the advantages of using PWIM, in this study, the researchers determined to apply PWIM to enrich language learners' capability to write narrative texts in characterizes of the subject, order, word, and practical usage. Researchers also use this procedure to enrich language learners' enthusiasm to write narrative texts. The research outline can be referred to in the next scenario.

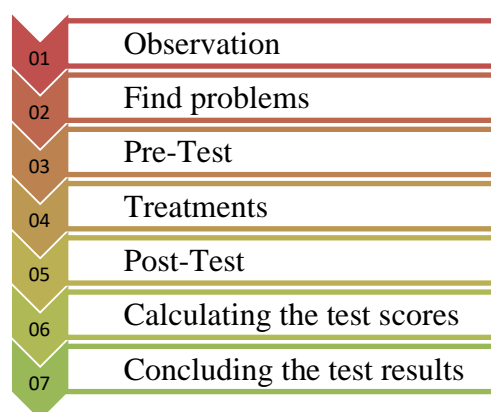


Figure 2.1 Conceptual Framework

I. Hypothesis

The hypothesis of the research is mentioned and summarized below based on the theories and assumptions:

H₁: There is an efficacy of using picture word inductive model (PWIM) in enriching the students' writing skills at PMDS Putri Palopo.

H₀: There is no efficacy of using picture word inductive model (PWIM) in enriching the students' writing skills at PMDS Putri Palopo.

CHAPTER III
METHODOLOGY

A. Method and Design

1. Method

Pre-experimental is a research method used by researchers in this study; according to Creswell, pre-experimental with the use of one group pre-test could assist the application by picking the population from the entire population as the final result.⁴⁶ Pre-experimental procedures included three steps: pre-test, treatment, and post-test. The goal of this study is to see if the picture word inductive model (PWIM) can be used to teach writing.

2. Design

The following formula was utilized in this study:

Table 1
The formula of the research design

PRE-TEST	TREATMENT	POST-TEST
01	X	02

Note:

01 = Pre-test

X = Treatment

⁴⁶Srinagesh, K. (2006). *The Principal of Experimental Research*. UK: Elsevier.

$$X = \text{Post-Test}^{47}$$

B. Population and Sample

1. Population

The population is a group of all of the research participants. The population consisted of all elements that are involved in the processing of one or more of the qualities of interest. The statement confirms that the researcher used a population with similar features. The overall sampling for this study was grade 10 students at PMDS Putri Palopo, with 34 students in each class.

2. Sample

The researcher used purposive sampling in this study. The researcher chose one class, namely Exact 2 Class Because all of the students in Exact 2 Class participate well and understand the teaching, the researcher chose Exact 2 Class as the research subject. There were 34 students in the class.

C. The instrument of the research

Written tests, in the form of narrative texts, are used as the study instrument before and after the treatment. The purpose of the test was to gather information on the students' abilities to write narrative texts. Before beginning the treatment, the students were given a pre-test to determine their past expertise in writing narrative

⁴⁷ Sugiyono, metode penelitian kombinasi (mixed method), (cet. IV: bandung: Alfabata, 2013),p. 112

language. After the treatment, post-tests were used to assess the students' ability to write narrative text.

D. The procedure of the research

The following procedures are used in data collection as follows:

1. Giving pre-test

Before taking any action, a pre-test is conducted. Its goal is to assess students' abilities to write English stories. The researcher provided the students a test on blank paper with a specific topic specified by the researcher, and they had to create three sentences for each paragraph that included orientation, complication, and resolution.

2. Giving treatments

After conducting the pre-test, then proceed with giving actions consisting of six meetings, while the procedures are as follows:

a. The first treatment

- 1) The researcher explained the picture word inductive model (PWIM) to the students in order to make them understand the process and rules out of it. Besides that, the researcher also paid attention to the students and motivated them to improve their interest in their writing ability. In this case, the researcher used the picture word inductive model (PWIM) as the learning media.

- 2) The researcher divided the students into some groups that had at least 3-5 students each. Each group had one pile of paper that consisted of some different pictures of the story.
 - 3) The students were asked to pay attention and analyze the possible vocabularies correlated with the pictures. The vocabularies could be verbs, nouns, adjectives and adverbs.
 - 4) The students wrote the words derived from the pictures in each bracket that consisted of four-word categories; verbs, nouns, adjectives and adverbs.
 - 5) The students then sequenced the paragraph into a good text based on the pictures they had identified. The sentences were provided by the teachers on some pieces of paper, and the students needed to put them in the right order.
 - 6) The students were asked to complete the chart based on the sentences they had arranged. The chart consisted of orientation, characters, settings, complications and resolutions.
 - 7) The researcher gave some time to the students to collaborate, finding out words and sentences based on the pictures that had been given. Then, the researcher evaluated the groups' work when they finished. The evaluation consisted of comments and elements to improve the student's ability in using the picture word inductive model (PWIM) in writing. Therefore, they could avoid mistakes in the next meeting/treatment.
- b. The next treatments were continued, but the topic was changed until the

sixth meeting. The details of the treatment during the learning process can be seen in the lesson plan in the appendix.

3. Giving post-test

After completing six meetings, the last step was giving a post-test. The test was similar to the pre-test, but on the post-test, each student needed to complete the steps based on the picture word inductive model (PWIM), and they continued to write paragraphs on the blank space.

E. Technique of Data Analysis

This study used a quantitative approach to data analysis. Quantitative research entails gathering and analyzing numerical data in order to characterize, explain, predict, or control a given phenomenon.⁴⁸ The following are some of the formulas used to process data in this study:

1. Tabulating Students' Score

The researcher must define the scoring rubric for examining the data, which includes content, organization, vocabulary, language use, and mechanics. The Heaton assessment model used to tabulate the pre-test and post-test scores.⁴⁹

Table 3.1 Writing Assesment Rubric

Score	Criteria	Level
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⁴⁸ L.R. Gay, Educational Research: Competencies for Analysis and Applications. (Preason Education:USA.2012), p.7

⁴⁹ J.B. Heaton, Writing English Language Test, Longman Inc., New York, 1990, XVIII<[https://doi.org/10.1016/0346-251x\(90\)90037-6](https://doi.org/10.1016/0346-251x(90)90037-6)>.

	Excellent to very good: understanding, in-depth exploration of the subject, and relevance to the assigned topic	27-30
	Good to average: some subject knowledge, a good range, and a limited development of a topic, but it is lacking in details.	22-26
Content	Fair to poor: limited knowledge of the subject, the title substance, inadequate development of the topic.	17-21
	Very poor: does not show knowledge of the subject, non-substantive, not pertinent or not enough to evaluate.	13-16
	Excellent to very good: ideas clearly stated, well organized, logical sequencing, cohesive.	18-20
	Good to average: loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.	14-17
Organization	Fair to poor: ideas confused or disconnected, lack logical sequencing and development	10-13
	Very poor: does not communicate, no organization or not enough to evaluate	7-9

	Excellent to very good: effective word/diction choice and usage, word form mastery appropriate register	18-20
	Good to average: occasional errors of word/diction choice and usage but meaning not obscured	14-17
Vocabulary	Fair to poor: frequent errors of word/diction choice and usage, meaning confused	10-13
	Very poor: essentially translation, little knowledge of English vocabulary, diction, word form, not enough evaluate	7-9
	Excellent to very good: few errors of agreement/ tense/ number/ word order/ articles/pronouns/ preposition	22-25
	Good to average: there are various faults in agreement, tense, number, word order, articles, pronouns, and proposition, although the meaning is rarely obfuscated.	18-21
Language Use	Fair to poor: negation, agreement, tenses, number, word order, articles, pronouns, and preposition mistakes are common, causing confusion.	11-17

	Very poor: dominated by errors, fails to communicate, or does not have enough information to evaluate.	6-10
	Excellent to very good: shows knowledge of rules, with few spelling, punctuation, capitalization, and paragraphing problems	5
	Good to average: there are some spelling, punctuation, capitalization, and paragraphing issues, but the meaning is not lost.	4
Mechanics	Fair to poor: spelling, punctuation, capitalization, paragraphing, poor handwriting, and ambiguous meaning are all common mistakes.	3
	Very poor: there is no mastery convention, and faults in spelling, punctuation, capitalization, and paragraphing predominate, making it difficult to evaluate.	2
Total Score		100

2. Classifying the students' score

The score of the students was classified into five levels, as follows:

Table 3.2 The Score Classification

No	Classification	Score
1.	Very high	86 – 100
2.	High	71 – 85
3.	Medium	56 – 70
4.	Low	41 – 55
5.	Very low	< 41

3. Scoring students' writing from the pre-test and post-test.

$$Score = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100^{50}$$

4. Calculating the percentage of the students' score

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total number of samples⁵¹

⁵⁰ Igak Wardani and Kuswaya Wihardhit, *Penelitian Tindak Kelas* (Jakarta: Universitas Terbuka, 2008), p. 325

⁵¹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. (edisi Revisi). p.263

5. Calculating the mean score of students' achievements by using the

formula:

$$X = \frac{\sum x_i}{n}$$

Where:

X = mean score

$\sum x_i$ = the sum score of students

n = the total students⁵²

6. Finding out the standard deviation of pre-test and post-test by using the formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

7. Finding out the difference of the mean score between pre-test and post-test by calculating the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N(N - 1)}}$$

⁵² L.R. Gay, Educational research: competencies for analysis and application. (Columbus: Merrill prentice hall. 1981), p.320

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter will explain the data that has been statistically analyzed and tabulated, which includes students' pre-test and post-test scores, as well as the classification of student scores on the pre-test and post-test, and the average value and standard deviation of pre-test and post-test scores.

1. The implementation of the picture-word inductive model (PWIM)

In the implementation of PWIM, the researcher explained the process of the PWIM itself before all the related materials spread out to the students. This step was important to introduce to the students in order for them to know the process of the PWIM.

The grouping was also done during the implementation of the PWIM. There were about 15 groups that consisted of 3-5 students each. This grouping method was done with the aim of having a group discussion when doing the PWIM steps. Thus, the students would follow and discuss the process of the PWIM easily with their teammates.

During the process of the implementation of PWIM, the researcher found that some groups unexpectedly had a longer time, unlike the time that the researcher told them to. They had to complete each instrument in 30 minutes, but some groups completed in more than 40 minutes. Other than that, the students were

enthusiastically doing the steps or the process of PWIM provided by the researcher. Therefore, at the next meeting, the same steps but different topics of PWIM were applied until the sixth meeting, and there were no problems during the implementation.

2. Analysis of students' scores in tests

a. Pre-Test

Prior to the introduction of PWIM, a pre-test was conducted. The students were given the task of writing a narrative text on the given topic. Before administering treatments using PWIM, the researcher discovered the results of the students' pre-test based on numerous elements such as content, organization, vocabulary, language use, and mechanics, which were examined and resulted in the information presented in the following table:

Table 4.1 The students' scores in the pre-test

No	Students	Aspects					(X ₁)	(X ₂)	Classification
		C	O	V	L	M			
1.	S1	13	7	7	7	2	36	1296	Very low
2.	S2	13	7	7	7	2	36	1296	Very low
3.	S3	13	7	7	7	2	36	1296	Very low
4.	S4	13	7	7	7	2	36	1296	Very low
5.	S5	16	10	13	17	3	59	3481	Medium
6.	S6	13	7	7	7	2	36	1296	Very low

7.	S7	15	9	9	9	2	44	1936	Low
8.	S8	13	7	7	7	2	36	1296	Very low
9.	S9	13	7	7	7	2	36	1296	Very low
10.	S10	13	7	8	7	2	37	1369	Very low
11.	S11	13	7	7	6	2	35	1225	Very low
12.	S12	13	7	7	6	2	35	1225	Very low
13.	S13	13	7	7	6	2	35	1225	Very low
14.	S14	13	7	7	6	2	35	1225	Very low
15.	S15	15	9	8	7	2	41	1681	Very low
16.	S16	14	9	8	7	2	40	1600	Very low
17.	S17	14	9	8	7	2	40	1600	Very low
18.	S18	14	9	8	7	2	40	1600	Very low
19.	S19	14	9	9	8	2	42	1764	Low
20.	S20	14	9	9	8	2	42	1764	Low
21.	S21	21	10	11	11	3	56	3136	Medium
22.	S22	17	10	11	10	3	51	2601	Low
23.	S23	14	9	9	8	2	42	1764	Low
24.	S24	14	9	9	8	2	42	1764	Low
25.	S25	17	10	10	9	2	48	2304	Low
26.	S26	14	9	9	8	2	42	1764	Low
27.	S27	14	9	9	8	2	14	196	Very low
28.	S28	14	9	9	8	2	42	1764	Low
29.	S29	14	9	7	8	2	40	1600	Very low

30.	S30	22	17	17	21	3	80	6400	High
31.	S31	17	10	8	10	2	47	2209	Low
32.	S32	17	13	14	11	3	58	3364	Medium
33.	S33	17	10	8	10	2	47	2209	Low
34.	S34	17	13	14	17	3	64	4096	Medium
Total		501	304	302	297	74	1450	65938	

(J. B Heaton, *Educational Research: Competencies for analysis and application.*)

Where:

C = Content

O = Organization

V = Vocabulary

L = Language use

M = Mechanics

The pre-test scores of the students are shown in the table above. The lowest pre-test score was 35, while the highest pre-test score was 80. The students' pre-test scores were categorized into some criteria and percentages, demonstrating the classification of the students' scores, which had gone through a process of assigning value based on writing criteria.

It shows the result of writing score before implementing treatment utilizing PWIM activities, based on the classification. Eighteen students received very low scores, eleven received low scores, four students received medium and one student

received a high score. In the pre-test, the overall score was 1450. Because most of the students at PMDS Putri received poor grades, it is clear that most of the students have very low writing narrative text skills.

To begin, the researcher computed the mean score of the pre-tests:

$$X = \frac{\sum x_i}{n}$$

$$X = \frac{1450}{34} = 42,64$$

It can be noticed in the pre-test results of the students prior to the deployment of PWIM. It demonstrates that the number of students writing narrative text is still quite low. The percentages show that the majority of the learners scored poor to fair. A total of 85% of students received a score of less than 55, with the lowest score was 36. Only 3% of students had a good rating, however the data revealed that the majority of students received a bad classification.

Second, the researcher calculated the student's pre-test standard deviation:

1. The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^1 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{65938 - \frac{(1450)^2}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{65938 - \frac{2102500}{34}}{33}}$$

$$SD = \sqrt{\frac{65938 - 61838,2353}{33}}$$

$$SD = \sqrt{\frac{4099,7647}{33}}$$

$$SD = \sqrt{124,23}$$

$$SD = 11,14$$

After calculating the mean pre-test score (42,64) and standard deviation of pre-tests (11,14), it is clear that the students writing narrative text are still performing poorly, with the majority of them falling into the very poor category.

b. Post-Test

Following the implementation of PWIM, a post-test was conducted. The students were given the task of writing a narrative text on the given topic. After giving treatments through PWIM, the researcher discovered the results of the students' post-test based on numerous characteristics such as content, organization, vocabulary, language use, and mechanics, which were examined and resulted in the information presented in the following table:

Table 4.2 The students' scores in post-test

No	Students	Aspects					(X_1)	(X_2)	Classification
		C	O	V	L	M			
1.	S1	17	10	10	11	2	50	2500	Low
2.	S2	10	10	10	10	2	42	1764	Low
3.	S3	20	14	14	18	2	68	4624	Medium
4.	S4	13	7	8	7	2	37	1369	Very low
5.	S5	17	10	13	10	2	52	2704	Low
6.	S6	17	7	10	10	2	46	2116	Low
7.	S7	22	14	18	18	2	74	5476	High
8.	S8	15	9	8	8	2	42	1764	Low
9.	S9	14	10	10	11	2	47	2209	Low
10.	S10	13	7	8	9	3	40	1600	Very low
11.	S11	25	17	17	20	3	82	6724	High
12.	S12	26	17	18	21	3	85	7225	High
13.	S13	26	17	18	20	3	84	7056	High
14.	S14	26	17	18	21	3	85	7225	High
15.	S15	25	15	15	18	3	76	5776	High
16.	S16	26	17	18	21	3	85	7225	High
17.	S17	18	10	14	11	3	56	3136	Medium
18.	S18	17	10	10	11	2	50	2500	Low
19.	S19	17	13	10	11	2	53	2809	Low
20.	S20	21	13	14	17	2	67	4489	Medium

21.	S21	21	13	13	17	3	67	4489	Medium
22.	S22	17	10	13	11	3	54	2916	Low
23.	S23	21	13	14	15	3	66	4356	Medium
24.	S24	15	10	10	8	2	45	2025	Low
25.	S25	26	17	17	21	4	85	7225	High
26.	S26	25	17	17	21	4	84	7056	High
27.	S27	22	16	16	18	3	75	5625	High
28.	S28	23	16	17	18	3	77	5929	High
29.	S29	15	9	9	8	3	43	1849	Low
30.	S30	27	18	18	21	4	87	7569	Very high
31.	S31	22	17	17	20	3	81	6561	High
32.	S32	21	14	14	17	3	69	4761	Medium
33.	S33	23	17	17	20	4	81	6561	High
34.	S34	27	18	18	22	4	89	7921	Very high
	Total	690	449	471	520	94	2224	155134	

(J. B Heaton, *Educational Research: Competencies for analysis and application.*)

Where:

C = Content

O = Organization

V = Vocabulary

L = Language use

M = Mechanics

The post-test scores of the students are shown in the table above. The lowest post-test score was 37, and the highest post-test score was 89. The post-test scores of the students were divided into a number of categories and percentages. It depicts the classification of a student's grades, which was accomplished by a procedure of assigning a value based on writing criteria. After administering a treatment employing PWIM activities, students' scores improved. Despite this, two students had very low scores. Eleven students classified as low scores, six students classified as medium, thirteen students were classified as high, and two students were classified as very high. It means that by using PWIM, students were able to write more detailed content.

To begin, the researcher utilized the following formula to calculate the post-test mean score:

$$X = \frac{\sum x_i}{n}$$

$$X = \frac{2224}{34} = 65,41$$

The post-test has a mean score of 65,41. It demonstrates that the students' average results were extremely disparate. The post-test score was better than the pre-test. It signifies that the students' scores improved after receiving treatment utilizing the Picture Word Inductive Model.

Second, the researcher utilized the following formula to calculate the post-test standard deviation:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{155134 - \frac{(2224)^2}{34}}{34 - 1}}$$

$$SD = \sqrt{\frac{155134 - \frac{4946176}{34}}{33}}$$

$$SD = \sqrt{\frac{155134 - 145475,765}{33}}$$

$$SD = \sqrt{\frac{9.658,235}{33}}$$

$$SD = \sqrt{292,67}$$

$$SD = 17,10$$

After calculating the post-mean test's score and standard deviation, the post-test results show a considerable improvement in students writing narrative text when compared to the post-test results.

3. The results of pre-test and post-test

Table 5.1

The mean scores and standard deviation of pre-test and post-test

Test	Mean	Standard Deviation
------	------	--------------------

Pre-test	42,64	11,14
Post-test	65,41	17,10

According to the table above, there was an improvement from pre-test to post-test. The mean score on the pre-test was 42,425 with a standard deviation of 10,53. The mean score climbed to 66,775, with a standard deviation of 15,76, as compared to the post-test.

As a result, the mean score of the post-test was higher than the mean score of the pre-test on this question. It signifies that the students' ability to write narrative text improved as a result of the learning technique used in class.

4. The rating percentage of frequency of the pre-test and post-test

Table 5.2

The rating percentage of the frequency of the pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very high	86 – 100	-	2	-	6%
2.	High	71 – 85	1	13	3%	38%
3.	Medium	56 – 70	4	6	12%	18%
4.	Low	41 – 55	11	11	32%	32%
5.	Very low	< 41	18	2	52%	6%
	Total		34	34	100%	100%

According to the table above, the rate % of students scoring in narrative text writing before treatment was quite low because the majority of them were in very low classification. After treatment, the percentage of students who scored well in producing narrative text varied in the post-test. According to the data from the pre-test, most of the students in the pre-test had a bad or very low classification before receiving treatments, whereas most of the students in the post-test had a very high or high classification. It signifies that the students' narrative text writing skills have improved.

5. Data analysis of pre-test and post-test

This section examines how the results of data analysis writing utilizing the Picture Word Inductive Model helped students at PMDS Putri Palopo enrich their narrative text writing.

a. T-test Value

The following is a table to find out the difference in the means score between pre-test and post-test.

Table 6.1

The scores' calculation on the pre-test and post-test

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
1.	36	50	1296	2500	14	196
2.	36	42	1296	1764	6	36

3.	36	68	1296	4624	32	1024
4.	36	37	1296	1369	1	1
5.	59	52	3481	2704	-7	49
6.	36	46	1296	2116	10	100
7.	44	74	1936	5476	30	900
8.	36	42	1296	1764	6	36
9.	36	47	1296	2209	11	121
10.	37	40	1369	1600	3	9
11.	35	82	1225	6724	47	2209
12.	35	85	1225	7225	50	2500
13.	35	84	1225	7056	49	2401
14.	35	85	1225	7225	50	2500
15.	41	76	1681	5776	35	1225
16.	40	85	1600	7225	45	2025
17.	40	56	1600	3136	16	256
18.	40	50	1600	2500	10	100
19.	42	53	1764	2809	11	121
20.	42	67	1764	4489	25	625
21.	56	67	3136	4489	11	121
22.	51	54	2601	2916	3	9
23.	42	66	1764	4356	24	576

24.	42	45	1764	2025	3	9
25.	48	85	2304	7225	37	1369
26.	42	84	1764	7056	42	1764
27.	14	75	196	5625	61	3721
28.	42	77	1764	5929	35	1225
29.	40	43	1600	1849	3	9
30.	80	87	6400	7569	7	49
31.	47	81	2209	6561	34	1156
32.	58	69	3364	4761	11	121
33.	47	81	2209	6561	34	1156
34.	64	89	4096	7921	25	625
Total	1450	2224	65938	155134	774	28344

In the other to see the student's score, the following is t-test was statistically applied:

To find out the mean score difference (d), use formula as follow:

$$d = \frac{\Sigma D}{N}$$

$$d = \frac{774}{34}$$

$$d = 22,76$$

Therefore, the mean score of difference (d) = 22,76

The calculation of the t-test value:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{22,76}{\sqrt{\frac{28344 - \frac{774^2}{34}}{34(34-1)}}$$

$$t = \frac{22,76}{\sqrt{\frac{28344 - \frac{599076}{34}}{34(33)}}$$

$$t = \frac{22,76}{\sqrt{\frac{28344 - 17619,8824}{1122}}$$

$$t = \frac{22,76}{\sqrt{\frac{10724,1176}{1122}}$$

$$t = \frac{22,76}{\sqrt{9,55}}$$

$$t = \frac{22,76}{3,1}$$

$$t = 7,34$$

Therefore, the t-test value is 7,34.

Table 6.2

The significance of the test

Variable	T-test	T table value
Pre-test and Post-test	7,34	0.05

The T-test was greater than the T-table value depends on the evidence presented. There was a substantial difference between the pre-test and post-test results of the students. We may conclude from the data analysis in the pre-test and post-test that the Picture Word Inductive Model is successful in increasing students' ability to write narrative text.

6. Hypothesis Testing

$$\begin{aligned} Df &= N - 1 \\ &= 34 - 1 \\ &= 33 \end{aligned}$$

For the level, significant (p) and $df = 33$, the T-table value is 0,05, and the T-test value is 7,34. It indicates that the t-test value exceeds T-table (7,34 0,05). As a result, it may be inferred that students who write narrative texts benefit greatly from treatment. As a result, the null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_1) is approved. It has been discovered that when students write narrative text by using the Picture Word Inductive Model, their skills are improved.

B. Discussion

The goal of this study was to see if the Picture Word Inductive Model could help students at PMDS Putri Palopo enrich their writing skills. Based on the research's goal, the findings revealed that using PWIM to improve students' writing abilities in the areas of content, organization, vocabulary, grammar, and mechanics was beneficial. It was confirmed that the students' ability to write narrative text had enriched over time as a result of their use of PWIM. This method also assisted students in expanding their vocabulary and discovering the phonetic and structural forms of the words they were learning. It is also in keeping with Joyce's assertion that the Picture Word Inductive Model can be utilized both inductively and explicitly to trace phonetic and spelling patterns.⁵³

Students used the Picture Word Inductive Model to identify photographs and then classify the words to get the keywords. As a result, the Picture Word Inductive Model may help students expand their vocabulary in order to create their writing. It is related to the theory of the Picture Word Inductive Model, which was discussed in the second chapter, and which states that the picture word inductive model directly addresses the formation of sight vocabulary. Because the students identified, read, and reviewed the picture-word chart aloud, the Picture Word Inductive Model could also be utilized to teach phonetics and spelling.

The findings of the study showed that PWIM was an excellent tool for teaching students how to produce narrative texts. The students' scores after

⁵³ Joyc B, models of teaching, (Jogjakarta: Pustaka Belajar, 2009), P. 154

receiving treatment that was significantly different backed up this claim. Furthermore, the test's results revealed that the majority of students received good classification, with the mean score and standard deviation from forty students rated as very good classification in the narrative text exam utilizing PWIM. The information above was gathered through a narrative text test designed to help students in PMDS Putri Palopo improve their writing skills through PWIM. The frequency and rate of the students' pre-test and post-test scores backed this up. The students' scores improved after they were shown the PWIM.

One student (3%) received a high score, four students (12%) received a medium score, and 11 students (32%) received low scores and 18 students (52%) received very low on the pre-test. It signifies that on the pre-test, the majority of students had a bad or poor classification. The average pre-test score was 42,64. On the post-test, two students (6%) received a very high scores, 13 students (38%) received high scores, six students (18%) received a medium score, 11 students (32%) received a low score, and 2 students (6%) received very low scores. It indicates that the post-test performance was significantly improved. As a result, the percentage of students was demonstrated by the mean score between pre-test 42,64 and post-test 65,41. The post-test resulted in a higher score than the pre-test.

The researcher converted each mean gained score into a T-test after determining the mean gained score. The T-test result was 7,34, according to the calculations. The score value was required when using the T-table to test the hypothesis. To determine the T table's value, the researcher must first determine the degree of freedom (df). The df was discovered to be 33. The T-table value was 0,05,

indicating that the T-test value was higher than the T-table value. As a result, it can be inferred that teaching students to write narrative texts using PWIM enriched their narrative text writing abilities.

The effectiveness of PWIM in teaching narrative text was higher than before it was implemented. Furthermore, the Picture Word Inductive Model was a delightful and enjoyable pastime. They enjoyed looking for things and actions in the picture, seeing the words and sentences that were generated, and writing and reviewing paragraphs. The Picture Word Inductive Model has the potential to encourage students to enrich their writing skills. In summary, the Picture Word Inductive Model may aid students in the development of paragraphs.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was carried out in PMDS Putri Palopo's first grade. It began on September 29, 2021, during the first semester of that year. As a result of this research, the researcher comes to the following conclusion:

Prior to introducing the PWIM, the students' ability to write narrative language was still low. The percentages show that the majority of the students scored very low to very low scores in pre-test. The students' aspects in assessing the PWIM were content, organization, vocabulary, language use and mechanics. As results in pre-test, the students got 501 in content, 304 in organization, 302 in vocabulary, 297 in language use and 74 in mechanics.

Despite to this, after giving the treatments the students' scores in posttest were significantly changed. The percentages show that the majority of the students scored high to very high scores in post-test. The students' aspects in assessing the PWIM were content, organization, vocabulary, language use and mechanics. As results in post-test, the students got 690 in content, 449 in organization, 471 in vocabulary, 520 in language use and 94 in mechanics.

According to the findings of the research, the classroom environment during the teaching-learning process produces a favorable atmosphere in the classroom and also encourages students to be creative in their search for ideas. Using the Picture

Word Inductive Model, this pre-experimental study was beneficial in enriching the students' writing narrative text in the first grade of PMDS Putri Palopo (PWIM). The actions included using visuals to model the input text, as well as implementing supporting activities such as providing narrative reading text, offering vocabulary and grammar, and providing feedback.

B. Suggestion

Participants who are intimately involved in this study are offered some suggestions. The suggestions are based on the findings of this study. The following is a list of them:

1. For the English teacher

Before teaching with PWIM, the English teacher should prepare completed materials related to PWIM, such as, pictures, charts and various topics in English writing.

2. For the students

Students must pay attention to the teachers' explanation about the PWIM steps and prepare dictionaries for new vocabularies they have not known before. Therefore, they can increase their writing skills in English.

3. For other researchers

Researchers can have more variations related to the PWIM. Not only in writing narrative texts but can be in some other skills such as, speaking, reading or listening.

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APPENDIX I (LESSON PLAN)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Pesantren Modern Datok Sulaiman (PMDS) Putri
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Ganjil
Materi : Teks Fungsional; Narrative Test (Fairy Tales)
Alokasi Waktu : 6 Pertemuan (12 Jam Pelajaran)

A. Kompetensi Inti

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

- KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
- KD 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan.
- 3.8.2 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.
- 4.8.1 Menceritakan teks *narrative*.
- 4.8.2 Menulis teks *narrative* pendek disertai dengan ilustrasi gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- 1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan dengan tepat.
- 2. Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan dengan tepat.
- 3. Menceritakan teks *narrative* dengan tepat.
- 4. Menulis teks *narrative* pendek disertai dengan ilustrasi gambar dengan tepat.

E. Materi Pembelajaran

- 1. Struktur teks:
 - a. Pengenalan tokoh dan setting
 - b. Komplikasi terhadap tokoh utama
 - c. Solusi
 - d. Akhir cerita
- 2. Unsur Kebahasaan:
 - a. Kata-kata terkait karakter, watak, dan setting dalam legenda.
 - b. Modal auxiliary verbs.
 - c. Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple*, *past perfect*, *past continuous*, *past perfect continuous* atau *past future continuous*

3. Fungsi Sosial:

Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya lain.

F. Pendekatan, Model dan Metode

1. Pendekatan : Ilmiah (Scientific)

Penerapan metode ilmiah :

- a. Mengamati
- b. Mempertanyakan
- c. Mengeksplorasi
- d. Mengasosiasi
- e. Mengkomunikasikan

2. Model : *Cooperative Learning* dan *Problem Solving*

3. Metode : *Observation, Poster Session, Question and Answer, Discussion, PWIM Strategy.*

G. Kegiatan Pembelajaran (Pertemuan ke-1)

Kegiatan Awal 20 Menit ‘	<ul style="list-style-type: none">• Guru mengucapkan salam dan bertegur sapa dengan peserta didik.• Peserta didik berdo’a sebelum memulai kegiatan.• Guru memeriksa kehadiran peserta didik.
Kegiatan Inti 50 Menit‘	<ul style="list-style-type: none">• Guru membagi siswa menjadi beberapa kelompok yang terdiri dari 3-5 orang per kelompok.• Guru membagikan kertas kepada siswa untuk menuliskan sebuah cerita naratif berdasarkan topik yang ada dikertas.• Siswa diminta untuk menulis teks naratif sesuai kemampuannya masing-masing.
Kegiatan Penutup 10 Menit’	<ul style="list-style-type: none">• Guru dan siswa melakukan refleksi seputar teks naratif yang dituliskan oleh siswa.• Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

H. Kegiatan Pembelajaran (Pertemuan ke-2)

Kegiatan Awal 20 Menit ‘	<ul style="list-style-type: none">• Guru mengucapkan salam dan bertegur sapa dengan peserta didik.• Peserta didik berdoa’a sebelum memulai kegiatan.• Guru memeriksa kehadiran peserta didik.• Guru menjelaskan tentang tujuan pembelajaran dan kompetensi dasar yang akan dicapai.• Guru menjelaskan ulang tentang materi di pertemuan sebelumnya.
Kegiatan Inti 50 Menit‘	<ul style="list-style-type: none">• Siswa diminta berkelompok sesuai dengan kelompok sebelumnya.• Siswa diberikan kertas berisikan gambar yang digunakan sebagai bahan untuk menyusun cerita sesuai dengan PWIM.• Siswa diminta untuk mengidentifikasi gambar dan menyusun cerita sesuai dengan PWIM.• Siswa dipersilahkan untuk mempresentasikan jawaban mereka ke kelompok lain dan mempertahankan argument serta pendapatnya mengenai jawaban mereka masing-masing.
Kegiatan Penutup 10 Menit’	<ul style="list-style-type: none">• Guru dan siswa melakukan refleksi seputar fungsi sosial, struktur teks dan unsur kebahasaan teks naratif.• Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

I. Kegiatan Pembelajaran (Pertemuan ke-3)

Kegiatan Awal	<ul style="list-style-type: none">• Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
---------------	--

20 Menit ‘	<ul style="list-style-type: none"> • Peserta didik berdo’a sebelum memulai kegiatan. • Guru memeriksa kehadiran peserta didik. • Guru menjelaskan tentang tujuan pembelajaran dan kompetensi dasar yang akan dicapai. • Guru menjelaskan ulang tentang materi di pertemuan sebelumnya.
Kegiatan Inti 50 Menit‘	<ul style="list-style-type: none"> • Siswa diminta berkelompok sesuai dengan kelompok sebelumnya. • Siswa diberikan kertas berisikan gambar yang digunakan sebagai bahan untuk menyusun cerita sesuai dengan PWIM. • Siswa diminta untuk mengidentifikasi gambar dan menyusun cerita sesuai dengan PWIM. • Siswa dipersilahkan untuk mempresentasikan jawaban mereka ke kelompok lain dan mempertahankan argument serta pendapatnya mengenai jawaban mereka masing-masing.
Kegiatan Penutup 20 Menit’	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi seputar fungsi sosial, struktur teks dan unsur kebahasaan teks dengan memperhatikan cara penulisan, tata bahasa, susunan umum terkait teks naratif. • Guru dan siswa menutup pertemuan dengan berdo’a dan mengucapkan salam.

I. Kegiatan Pembelajaran (Pertemuan ke-4)

Kegiatan Awal 20 Menit ‘	<ul style="list-style-type: none"> • Guru mengucapkan salam dan bertegur sapa dengan peserta didik. • Peserta didik berdo’a sebelum memulai kegiatan. • Guru memeriksa kehadiran peserta didik. • Guru menjelaskan tentang tujuan pembelajaran dan kompetensi dasar yang akan dicapai.
-----------------------------	--

	<ul style="list-style-type: none"> • Guru menjelaskan ulang tentang materi di pertemuan sebelumnya.
Kegiatan Inti 50 Menit'	<ul style="list-style-type: none"> • Siswa diminta berkelompok sesuai dengan kelompok sebelumnya. • Siswa diberikan kertas berisikan gambar yang digunakan sebagai bahan untuk menyusun cerita sesuai dengan PWIM. • Siswa diminta untuk mengidentifikasi gambar dan menyusun cerita sesuai dengan PWIM. • Siswa dipersilahkan untuk mempresentasikan jawaban mereka ke kelompok lain dan mempertahankan argument serta pendapatnya mengenai jawaban mereka masing-masing.
Kegiatan Penutup 20 Menit'	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi seputar fungsi sosial, struktur teks dan unsur kebahasaan teks dengan memperhatikan cara penulisan, tata bahasa, susunan umum terkait teks naratif. • Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

J. Kegiatan Pembelajaran (Pertemuan ke-5)

Kegiatan Awal 20 Menit '	<ul style="list-style-type: none"> • Guru mengucapkan salam dan bertegur sapa dengan peserta didik. • Peserta didik berdoa'a sebelum memulai kegiatan. • Guru memeriksa kehadiran peserta didik. • Guru menjelaskan tentang tujuan pembelajaran dan kompetensi dasar yang akan dicapai. • Guru menjelaskan ulang tentang materi di pertemuan sebelumnya.
Kegiatan Inti 50 Menit'	<ul style="list-style-type: none"> • Siswa diminta berkelompok sesuai dengan kelompok sebelumnya.

	<ul style="list-style-type: none"> ● Siswa diberikan kertas berisikan gambar yang digunakan sebagai bahan untuk menyusun cerita sesuai dengan PWIM. ● Siswa diminta untuk mengidentifikasi gambar dan menyusun cerita sesuai dengan PWIM. ● Siswa dipersilahkan untuk mempresentasikan jawaban mereka ke kelompok lain dan mempertahankan argument serta pendapatnya mengenai jawaban mereka masing-masing.
Kegiatan Penutup 20 Menit'	<ul style="list-style-type: none"> ● Guru dan siswa melakukan refleksi seputar fungsi sosial, struktur teks dan unsur kebahasaan teks dengan memperhatikan cara penulisan, tata bahasa, susunan umum terkait teks naratif. ● Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

K. Kegiatan Pembelajaran (Pertemuan ke 6)

Kegiatan Awal 20 Menit '	<ul style="list-style-type: none"> ● Guru mengucapkan salam dan bertegur sapa dengan peserta didik. ● Peserta didik berdo'a sebelum memulai kegiatan. ● Guru memeriksa kehadiran peserta didik. ● Guru menjelaskan tentang tujuan pembelajaran dan kompetensi dasar yang akan dicapai. ● Guru menjelaskan ulang tentang materi di pertemuan sebelumnya.
Kegiatan Inti 50 Menit'	<ul style="list-style-type: none"> ● Siswa diminta berkelompok sesuai dengan kelompok sebelumnya. ● Siswa diberikan kertas berisikan gambar yang digunakan sebagai bahan untuk menyusun cerita sesuai dengan PWIM. ● Siswa diminta untuk mengidentifikasi gambar dan menyusun cerita sesuai dengan PWIM.

	<ul style="list-style-type: none"> ● Siswa dipersilahkan untuk mempresentasikan jawaban mereka ke kelompok lain dan mempertahankan argument serta pendapatnya mengenai jawaban mereka masing-masing.
Kegiatan Penutup 20 Menit'	<ul style="list-style-type: none"> ● Guru dan siswa melakukan refleksi seputar fungsi sosial, struktur teks dan unsur kebahasaan teks dengan memperhatikan cara penulisan, tata bahasa, susunan umum terkait teks naratif. ● Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

L. Media/Alat dan Sumber Pembelajaran

1. Media/Alat

- Papan Tulis
- Spidol
- Laptop
- Picture
- Video
- Power Point Slide

2. Sumber Pembelajaran

- googleweblight.com/?lite_url=http://www.englishindo.com/2015/09/narrative-text-materi-contoh-terlengkap.html?m%3D1&ei=pj3KYCh_&lc=en-ID&s=1&m=920&host=www.google.co.id&ts=1502634584&sig=ALNZjW1E8UWrp4dJLmnWmIwMvFCwDFcOVg
- kakapintar.com/pengertian-narrative-text-tujuan-languange-feature-generic-structure/#forward

H. Evaluasi

1. Penilaian Pengetahuan: Writing

Score	Categories
80 - 100	Very Good
66 - 79	Good

56 - 65	Enough
40 - 55	Less
30 - 39	Fail

a. Rubrik

1) Rubrik penilaian sikap siswa

No	Nama Siswa	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisiplinan	Nilai
1.							
2.							
3.							
4.							

Note: Setiap aspek menggunakan skala 1 s.d. 5

1 = Sangat Kurang

3 = Cukup

5 = Amat Baik

2 = Kurang

4 = Baik

2) Rubrik penilaian kemampuan menulis siswa

No.	Name	Score					X 5	Total
		Grammar	Vocabulary	Mechanics	Fluency	Form		
		(1-4)	(1-4)	(1-4)	(1-4)	(1-4)		
1.	Stu 1							
2.	Stu 2							

**Palopo, 14
September 2021**

Mengetahui,

Guru Pembimbing

Rusnaeni, S.Pd
Nip.

Mahasiswa Peneliti

Wahyuni Putri
Nim. 0202 0126

APPENDIX II (PRE-TEST)

Name :

Grade/Class :

Student ID Number :

Do you know any legendary stories? Please write a story you know in the space provided below. Write at least three sentences for each paragraph. Good luck!

Title: _____

<p>Orientation</p> <p>(Contains the opening of the paragraph to introduce the characters of the story)</p> <p>i.e. Once upon a time, there was a beautiful girl called Bawang Putih.</p>	
<p>Complication</p> <p>(How the problems in the story developed)</p> <p>i.e. The stepmother and stepsister treated Bawang</p>	

<p>Putih badly.</p>	
<p>Resolution</p> <p>(How the problems in the story solved)</p> <p>i.e. Both the stepmother and Bawang Merah apologized to Bawang Putih. Therefore, they lived happily ever after.</p>	

APPENDIX III (TREATMENTS)



A. Please work in a group. Think of words to write about the Aurora's story below.























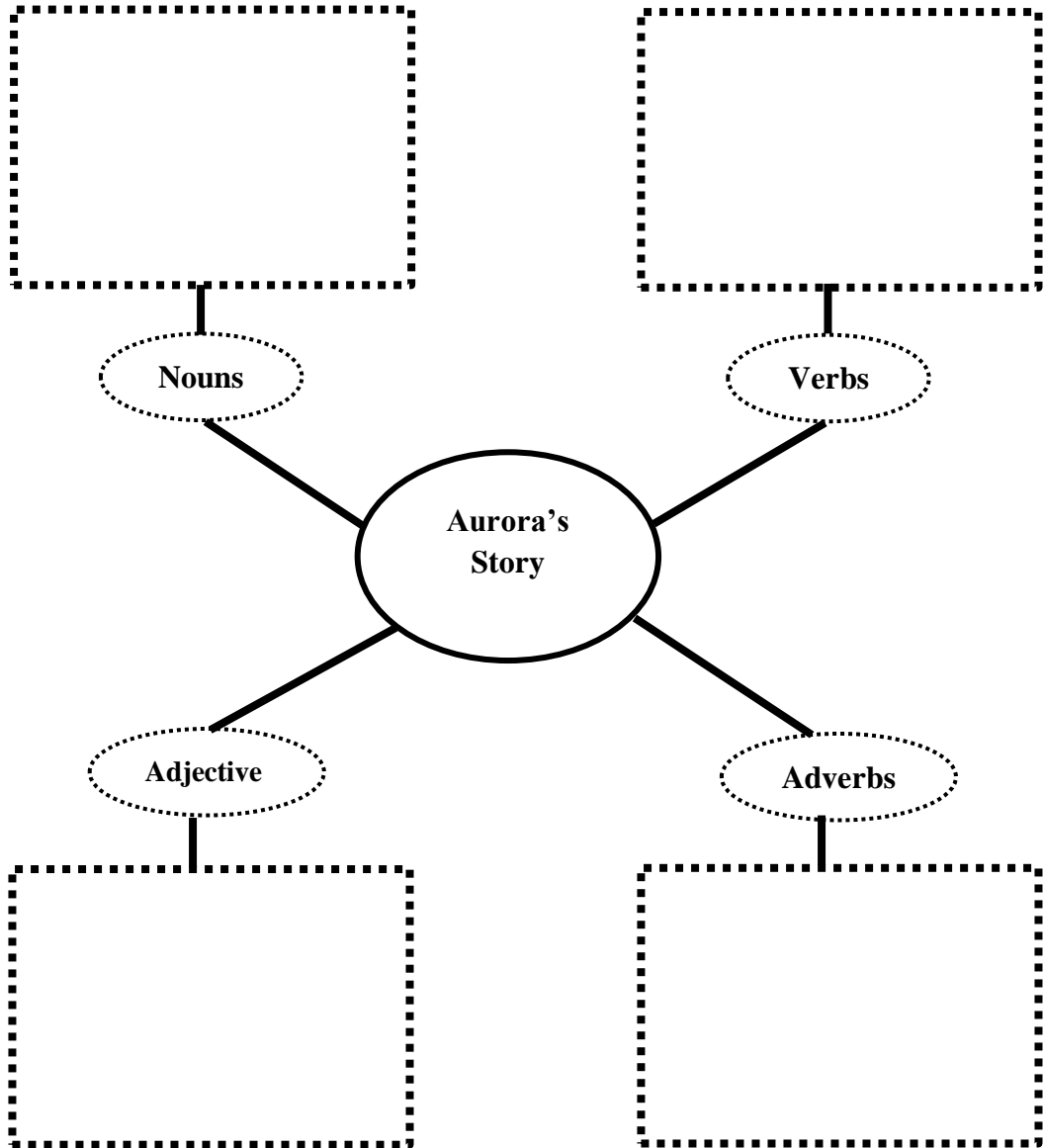








B. After identifying the picture, please classify the words that you have identified in the chart below.



C. Sequence these jumbled paragraphs into a good text based on the pictures you identified before. Be careful with the punctuation and spelling

Long ago in a faraway land, a king and his fair queen were blessed with a beautiful baby girl. They named their daughter Aurora, for she filled their lives

Visitors from throughout the kingdom came to celebrate the birth of the princess, including the three good fairies, who arrived with gifts. Waving their wands, Flora gave the princess the gift of beauty, while Fauna gave her the gift

Merryweather was about to bestow her gift when the evil fairy Maleficent appeared in a flash of green fire. She wanted to give the princess something, too - a terrible curse! Before the sun set on her sixteenth birthday, Aurora would prick her finger on the spindle of a spinning wheel and die!

Luckily, Merryweather still had a gift to give. She cast her spell to soften Maleficent's curse. Now Aurora would not die when she pricked her finger. She would simply fall into a deep slumber, only to be awakened with True Love's

However, the king and his queen were still very concerned about the safety of their daughter. And so with heavy hearts, they agreed that the three good fairies, disguised as peasant women, would raise the child in secret far away from the

Over the years, the child grew into a beautiful young woman who made friends with all of the forest animals. Her three aunties called her Briar Rose and surrounded her with love. But they never told her the secret of her past.

On the day of her sixteenth birthday, Briar Rose still did not know that she was a princess. She spent the morning singing to her friends about how she'd had a glorious dream. In it, she'd met the most wonderful prince. Briar Rose was

Little did Briar Rose know; a prince was passing nearby at that moment. He was Prince Phillip, the very prince that the king and queen had planned for her to marry. Phillip didn't know that Briar Rose was a princess either. But he was so taken with her beautiful song, he hopped off his horse.

Phillip emerged from the trees, and as he and Briar Rose sang and danced together, she realized that this man reminded her of the prince in her dreams. She felt as if she'd always known him. Briar Rose was excited for him to meet her aunties, so she invited him to come to the cottage that evening. She knew

But when Briar Rose returned to the cottage, her aunties told her that they were good fairies and she was a princess. She was supposed to return to her parents' castle that night. There she would meet the prince she was already engaged to marry. Briar Rose was overcome with sadness. She only wanted to marry the

When Aurora arrived at the castle, the three fairies left her alone to mourn. But Maleficent soon appeared to make sure her curse came true. She put Aurora in a trance and led the princess to a spindle hidden high in the castle. There, Aurora pricked her finger and fell into a deep sleep.

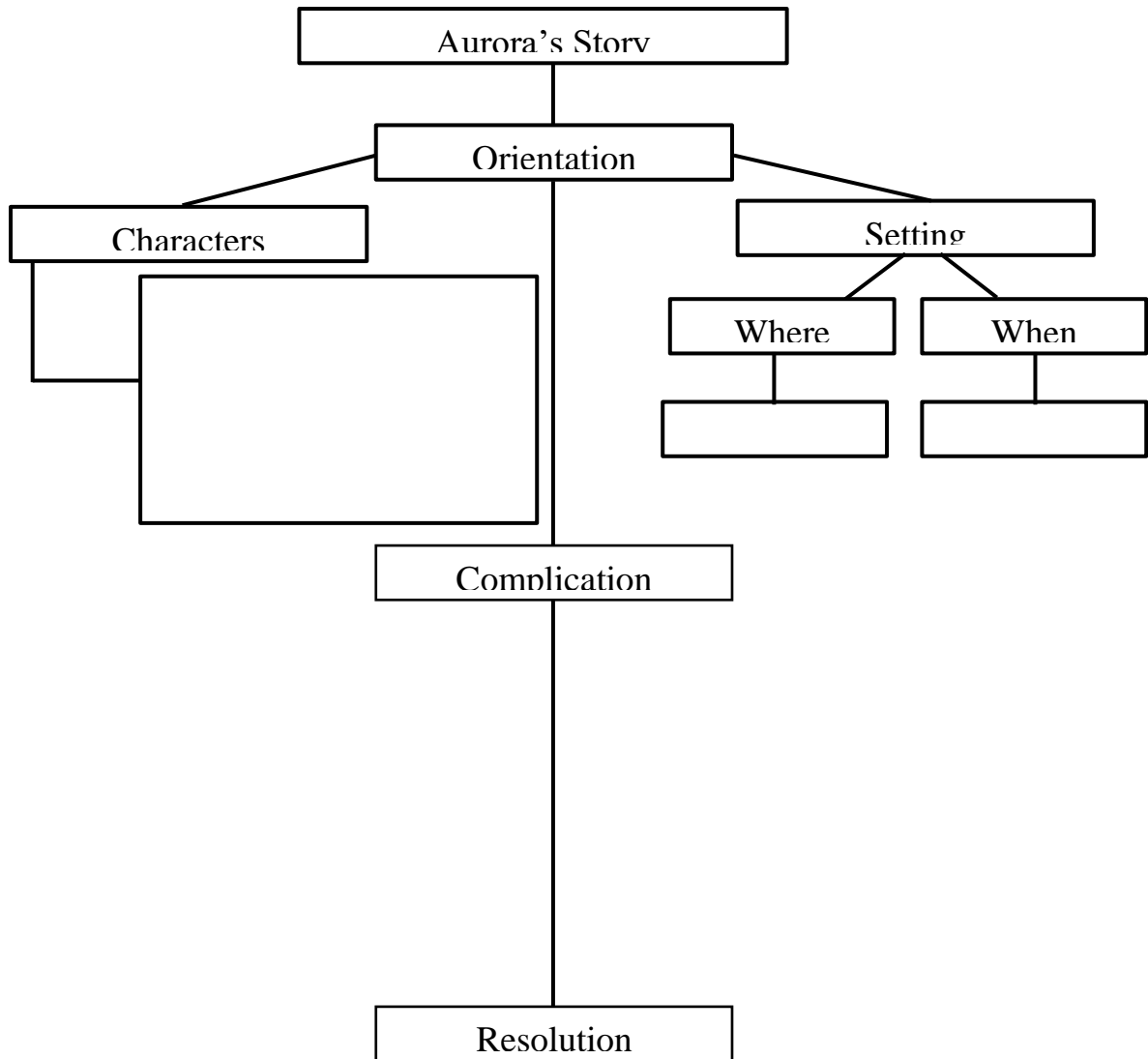
When the three fairies found Aurora, they realized that Maleficent's evil curse had come true. They took the sleeping princess to the tower room and then cast a deep sleep over the whole kingdom. Now they had to find Aurora's true love from the forest so he could give her True Love's Kiss.

It didn't take the three fairies long to recognize that Prince Phillip was the man Aurora had met in the forest - her betrothed was her true love! But he was in Maleficent's dungeon. The fairies freed him and then armed him with the Sword of Truth and the Shield of Virtue. Now he was prepared to fight the evil fairy

But the evil fairy was not easy to defeat. Back at the castle, Phillip came face-to-face with Maleficent, who had transformed herself into a giant, fire-breathing dragon. However, with the help of the three good fairies, Phillip was

With Maleficent gone, Phillip rushed to Aurora's side and bestowed a gentle kiss upon her lips. Aurora's eyes fluttered open - the curse had been broken! When she saw her beloved, the man from the forest, she smiled. Now the prince and princess could live happily ever after.

D. Please complete the chart below based on the sentences you have arranged before.



APPENDIX V (STUDENTS' WRITING RESULTS)

Student's Pre-Test

Name : Aqilah
Grade/Class : X IPA 2
Student ID Number : 09

Do you know any legendary stories? Please write a story you know in the space provided below. Write at least three sentences for each paragraph. Good luck!

Title: Cinderella

<p>Orientation (Contains the opening of the paragraph to introduce the characters of the story)</p> <p>i.e. Once upon a time, there was a beautiful girl called Bawang Putih.</p>	<p>once upon a time, there was a beautiful girl called Cinderella ✓</p> <p>- ?</p> <p>- ?</p>
<p>Complication (How the problems in the story developed)</p> <p>i.e. The stepmother and stepsister treated Bawang Putih badly.</p>	<p>The stepmother and stepsister treated Cinderella badly ✗</p> <p>- ?</p> <p>- ?</p>
<p>Resolution (How the problems in the story solved)</p> <p>i.e. Both the stepmother and Bawang Merah apologized to Bawang Putih. Therefore, they lived happily ever after.</p>	<p>Both the stepmother and stepsister apologized to Cinderella. There fore, they lived happily every after. ✓</p> <p>- ?</p> <p>- ?</p>

Student's Pre-Test

Name : Nadya Putri Ramadhani
Grade/Class : V x IPA 2
Student ID Number : 26

Do you know any legendary stories? Please write a story you know in the space provided below. Write at least three sentences for each paragraph. Good luck!

Title: mouse deer and crocodile

<p>Orientation (Contains the opening of the paragraph to introduce the characters of the story)</p> <p>i.e. Once upon a time, there was a beautiful girl called Bawang Putih.</p>	<p>Once upon a time, there was a mouse deer ⁽ⁱⁿ⁾ side a river and crocodile in river.?</p>
<p>Complication (How the problems in the story developed)</p> <p>i.e. The stepmother and stepsister treated Bawang Putih badly.</p>	<p>Mouse deer ^{deceived} deceive crocodile so ^{deceived} clean that opposite side the river. (?)</p>
<p>Resolution (How the problems in the story solved)</p> <p>i.e. Both the stepmother and Bawang Merah apologized to Bawang Putih. Therefore, they lived happily ever after.</p>	<p>Mouse deer ^{was} jumping on head crocodiles. → crocodile's head.</p>

Student's Pre-Test

Name : Kayla Gadiza Ramadhani
Grade/Class : X IPA II
Student ID Number : 23

Do you know any legendary stories? Please write a story you know in the space provided below. Write at least three sentences for each paragraph. Good luck!

Title: bawang putih

<p>Orientation (Contains the opening of the paragraph to introduce the characters of the story)</p> <p>i.e. Once upon a time, there was a beautiful girl called Bawang Putih.</p>	<p>Once upon a time, there was a beautiful and smart girl called bawang putih. She ^{was} so good. she <u>have</u> step mother and step sister.</p> <p style="text-align: center;">↓ had</p>
<p>Complication (How the problems in the story developed)</p> <p>i.e. The stepmother and stepsister treated Bawang Putih badly.</p>	<p>They The step mother and step sister treated? bawang putih because bawang putih <u>have</u> all the no they have.</p> <p style="text-align: center;">↓ had</p> <p style="text-align: center;">?</p>
<p>Resolution (How the problems in the story solved)</p> <p>i.e. Both the stepmother and Bawang Merah apologized to Bawang Putih. Therefore, they lived happily ever after.</p>	<p>Both the step mother and bawang merah apologized to bawang putih. Therefore, they lived happily ever after.</p>

Name : Aulia

Grade/Class : X MIPA 2

Student ID Number : 12

Please write a story about Timun Mas. The story should include (orientation, complication, resolution).

Timun Mas

One day, there lived an old lady and she lived alone in her house. She was lonely until a big giant came to offer a baby for her. She was very happy because she could have a baby called Timun Mas.

When Timun Mas grew up, the big giant came again willing to take her back. But, the old lady didn't want to. Then, Timun Mas ran away and the big giant chased her. When she passed a river, the giant cannot pass the river and then sinking in to the river.

Finally, the Timun Mas safely arrived to her house. The old lady was also happy because Timun Mas already home. So, they lived happily forever without any disturbance from the big giant.

Name : Hasma

Grade/Class : X IPA 2

Student ID Number : 22

Please write a story about Timun Mas. The story should include (orientation, complication, resolution).

Timun mas.....

once upon a time, there lived an old lady in a village. She was lonely and suddenly there was a giant monster came to offer something to her. The giant gave a baby to the old lady called Timun mas.

When Timun mas grew older, the giant monster came to take her back. But the old lady didn't want to let her go. So, Timun mas ran away. And a giant monster chased her. When she passed a big river suddenly the big giant sinking into the river.

Finally, the Timun mas came home happily after the giant chasing her. Therefore, they lived happily together without any troubles from the giant.

Name : Faizah M. Paisal

Grade/Class : X IPA 2

Student ID Number : 20

Please write a story about Timun Mas. The story should include (orientation, complication, resolution).

Timun Mas

Once upon a time, there lived an old lady -
in a village. She was lonely and suddenly there was a
giant monster came to offer something to her. ~~Let~~
The giant gave a baby to the old lady called -
Timun Mas.

When Timun Mas grew older, the giant -
monster came to take her back. But the old lady -
didn't want to let her go. So, Timun mas ran
away and a giant monster chased her. When she
passed a big river suddenly the big giant -
sinking into the river.

Finally, the Timun mas came home happily
after the giant chasing her. Therefore, they lived
happily together without any troubles from the
giant.

APPENDIX VI (DOCUMENTATIONS)









1 2 0 2 1 1 9 0 0 9 0 6 5 1

**PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. KH.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 651/IP/DPMPPTSP/IX/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja.
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian.
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo.
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penetapan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : WAHYUNI PUTRI
Jenis Kelamin : Perempuan
Alamat : Jl. KH. Abd. Kadir Daud Kota Palopo
Pekerjaan : Mahasiswa
NIM : 17 0202 0126

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE APPLICATION OF PICTURE WORD INDUCTIVE MODEL IN ENHANCING LEARNER'S ABILITY IN WRITING NARRATIVE TEXTS AT SECOND GRADE OF SMA PMDS PALOPO

Lokasi Penelitian : SMA PESANTREN MODERN DATOK SULAIMAN PALOPO
Lamanya Penelitian : 13 September 2021 s.d. 13 November 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 14 September 2021

Plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHGAN ASHARUDDIN, S.STP, M.SI

Pangkat : Pembina Tk.I

NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 BWW
4. Kadisnas Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi lain yang bersangkutan penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMAS DATOK SULAIMAN PALOPO
Alamat : Jln. Dr. Ratulangi No.16 Telp. (0471) 21476 Kota Palopo



Akreditasi A

SURAT KETERANGAN

Nomor : 0297/DS-009.02/X/2021

Yang bertanda tangan dibawah ini :

N a m a : Hijaz Thaha, S.Pd.
NIP : 19710623 199702 1 002
Jabatan : Kepala Sekolah

Menerangkan bahwa :


N a m a : Wahyuni Putri
NIM : 17 0202 0126
Jurusan : Ilmu Keguruan / Bahasa Inggris
IAIN Palopo

Adalah benar telah melaksanakan penelitian di SMAS Datok Sulaiman Palopo sesuai dengan surat izin penelitian dari Pemerintah Kota Palopo Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 651/IP/DPMPPTSP/IX/2021 tanggal : 14 September 2021, lama penelitian tanggal 13 September s/d 13 September 2021 di SMAS Datok Sulaiman Palopo untuk kepentingan Penulisan Skripsi dengan judul "*The Application of Picture Word Inductive Model in Enhancing Learner's Ability in Writing Narrative Texts at Second Grade of SMA PMDS Palopo*".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 04 Oktober 2021
Kepala Sekolah,




Hijaz Thaha, S.Pd.
Nip.19710623 199702 1 002



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.705/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Wahyuni Putri
NIM : 17 0202 0126
Semester : IX (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 01 November 2021

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001