AN ANALYSIS OF STUDENTS WRITING SKILLS OF NARRATIVE TEXT THROUGH PICTURE WORD INDUCTIVE MODELS AT GRADE XI IPA SMAN BINA BHAKTI SAPAT

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ABSTRACT

This research aimed to find out how to determine the skills of writing narrative texts through the inductive model of pictorial words in class XI of SMAN Bina Bhakti Sapat. The subjects of this study were 27 students of class XI IPA at SMAN Bina Bhakti Sapat in the academic year 2022–2023. In conducting this research, the type of research used was descriptive quantitative research. Quantitative data is taken from the written test. The results of the analysis show that there is an increase in students' ability to write narrative texts. The average test score of 70,59 demonstrates this. Regarding the students' test scores, the content aspect score was 21.29, the organization aspect was 15.22, the grammar aspect was 17.58, the mechanics aspect was 3.18, and the vocabulary aspect was 13.40. From the results of these data, it can be shown that the use of picture-word inductive models in writing narrative texts is effective. It can be concluded that students' ability to write narrative texts has increased by using picture-word inductive models. Writing narrative text has been improved by using the picture-word inductive models. Therefore, the students became more active and enthusiastic in learning English and were active in English discussions.

Keywords: *Writing Skill, Narrative Text, Picture Word Inductive Model.*

INTRODUCTION

English is one of the subjects in school that has a vital role because English is a foreign language, the language of international communication, and is widely used by people in most countries. Many students at school consider English the most challenging field of study. Even though English is the language that is often used in writing books about science and technology, therefore, to be able to develop knowledge and technology as well as communicate with people from other countries, English needs to be taught at every level of education in schools and universities.

Therefore, students are required to have good writing skills in order to understand and produce texts. It is stated in the writing competency standard of class XI IPA SMA Negeri Bina Bhakti Sapat that students must be able to express meaning in functional written texts and simple short essays in the form of narrative texts accurately, fluently and acceptably to interact with the surrounding environment. In writing, they need to learn several useful aspects of learning English to facilitate their learning. These aspects are vocabulary, text structure, cohesive devices, grammar, and punctuation.

The ability to write in English is very much needed and essential. According to Harmer (2001:3), students learn to write because most exams, whether they test foreign language skills or other skills, often depend on students' writing abilities. This implies that the English teaching and learning process should include proper writing instruction to assist students in improving their ability and competence in producing written language. Therefore, guided writing techniques are needed to help students produce appropriate texts even with relatively limited English.

Based on the observations, several problems were found with the low writing ability of students in SMAN Bina Bhakti Sapat. Many students need more motivation to learn English because they think it is complex. The students find it difficult to write narrative text because they need more vocabulary mastery in English. Moreover, teachers must use appropriate teaching techniques to improve narrative text-writing skills.

According to an English teacher for class XI, IPA SMAN Bina Bhakti Sapat, the researchers found that most students rarely practiced writing. When they did the writing practice, the teacher only asked them to write the text without supporting activities. Meanwhile, in the teaching and learning process of English material, the teacher only explains some examples of texts. Explanations are often given on the blackboard. Special techniques are not applied in class. As a result, students are not interested in the learning process.

In response to these problems, a teacher must have support and guidance to improve their writing skills and innovate in teaching to improve students' writing

skills. The researcher proposes that the Picture Word Inductive Model (PWIM) improves students' writing skills, especially in writing narrative texts. According to Calhoun (1999:21), the Picture Word Inductive Model (PWIM) is a teaching model that uses pictures and words to stimulate students' thinking inductively, from specific thinking (seeing pictures and words) to general thinking (making words). The PWIM technique was chosen because this model is based on research on literacy skills that investigates how students develop their literacy skills, especially learning to write.

The research has been conducted within the scope of the school, which, according to the researcher, includes many activities outside the classroom besides learning inside the classroom. Using the learning technique to write fun narrative text, namely observing, understanding, and analyzing, to create effective classroom learning to generate motivation and student learning outcomes.

REVIEW OF RELATED LITERATURE
Writing

Writing is one language skill used to communicate by someone who can express his or her idea or information in written form by arranging letters, sentences, and paragraphs using the structure and relating sentences. Another definition explained by Besral (2015) says that "writing is a process of thinking deeply and transferring that thought into the form of written text by considering the reader and also the components of writing itself."

The researcher can conclude from the definition above that writing is a language skill used to communicate with the reader to express ideas and feelings in written form for the reader to understand. Jusman (2014:1) says, "Writing is a process of transferring ideas, feelings, and thoughts into written form by giving more attention to the use of language as correctly as possible." Murcia in Zaki (2014) states, "writing is an act of communication that suggests an interactive process that takes place between the writer and reader." It means that during the writing process, the writer can connect his or her ideas or opinions with those of two or more people.

There are five main components of writing. They are content, organization, grammar, vocabulary, and mechanics (Saputra, 2014).

a) Content

The writing's content should be explicit enough for readers to understand and gain information from the messages. Aside from that, its content should be well-organized and finished.

1) Unity

If the writing has some main ideas and the sentences develop them, it has good unity. The topic sentences state the main idea, and each supported sentence relates to that idea. If a writer wants his or her writing to be unified, he or she should not include sentences that do not support the main idea of the topic sentences.

2) Completeness

If the main idea has been fully explained and developed, a piece of writing is said to be complete. This detailed information will thoroughly develop the main idea. Having complete writing allows you to determine how complex or general the topic sentences are. Is it expected that the content of the writing will be clear and understandable for readers?

b) Organization

The organization of writing concerns the ways the writer arranges and organizes the ideas or messages in writing. It could be in chronological order, importance order, general to specific, or specific to general order.

In this case, the organization is divided into two parts, which are as follows:

1) Coherence

Coherence means all ideas stick together. A coherent paragraph is one in which the ideas are presented in the proper order and does not make the reader confused. This makes the writer's thought easy to follow from the sentence and paragraph.

2) Spatial order

If the purpose of the paragraph is to tell them something, the most effective organization pattern is usually spatial. If the writers write a recount text about "Holiday in Bali," they want the readers to know the writer's experience in Bali.

c) Grammar/Language

To have grammar in writing, writers should pay attention to grammatical rules concerning tenses, prepositions, conjunctions, clauses (adjective or adverb clauses), articles, etc. Knowledge of grammar will make the content of the writing clear and can lead to understanding.

d) Mechanics

The mechanics' use is due to proper capitalization, punctuation, and spelling. This aspect is essential since it leads readers to understand or recognize immediately what the writer means to express. Using favorable mechanics in writing will make it easier for readers to group the conveyed ideas or messages in the written materials.

e) Vocabulary

One can only write something if she or he has something to express. He or she should express the ideas in words or vocabulary; a lack of vocabulary makes someone fail to compose what they will say because he or she feels it is difficult to choose words. Appropriate vocabulary will help the writers compose the writing and make it easier for readers to understand.

Narrative Text

According to Sudarwati & Grace (in Merindriasari et al., 2014:2), the narrative is a kind of text whose purpose is to amuse or entertain and to deal with actual or imaginary experiences in different ways. Narrative text usually tells stories about things that happened or imaginary things. For example, a novel, short story, folktale, legend, fairytale, vacation, or the story of an unforgettable moment. Narrative text is usually told by a storyteller (Anderson and Anderson in Akmala, 2011:17). A narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener (Anderson and Anderson in Susani, 2011:11).

Based on the definition, "narrative text" is text that tells about the writer's experience, and the text's purpose is to amuse and entertain the reader. The writer should convey their idea clearly to gain the readers' perception of and interest in a story.

According to Anderson and Anderson (in Herlina, 2012: 149), the classified of narrative text are character, theme, plot, event, setting, and conclusion. *Firstly,* characters. In every story, characters must play a part in it. A story has two main characters. They are both primary and secondary characters. Character is the most critical element in the narrative text. It describes the character's physical characteristics, such as age, weight, and height, as well as personality traits, such as strengths and weaknesses. A character is the most essential part of the story, which will be more focused on it. He or she plays the role of the story. *Secondly*, settings. They are what the author writes to describe to the reader where and when the story takes place. The setting addresses the story's location (where) and period (when), whether the story is realistic, historical fiction, or fantasy. *Thirdly*, Plot. It includes a series of episodes or events written by the author to hold the reader's attention and build excitement as the story progresses. The plot contains an initiating event that drives the main character of the series of events to solve problems. A good writer will make the reader drown in the plot of his story. The writer will be an actor in the story itself—*finally*, the conclusion.

Moreover, according to Neo, as cited in Akmala (2011:18), narrative text has a structure, shape, or pattern. There are orientation, rising action, climax, falling action, and resolution.

1. The orientation establishes the characters and situation.
2. "Rising action" refers to a series of complications that lead to the climax.
3. The climax is the critical moment when problems or conflicts demand something be done about them.
4. Falling action occurs when the excitement is at its peak.
5. The resolution consists of the result or outcome.

All of this knowledge must be conveyed to the students by the teacher because the students need to be good writers in the narrative text to express their ideas and feelings in sound composition. They can send their ideas to the reader easily, and the reader can receive their ideas.

Picture Word Inductive Model (PWIM)

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

In conclusion, PWIM, as an integrated writing technique, is essential for the ongoing English teaching and learning process since it enables students to improve their vocabulary mastery, transform passive learning into active learning by applying the provided writing activities, and help students write up paragraphs step by step by planning, drafting, revising, and publishing.

Furthermore, According to Calhoun (2011: 148), there are six steps in creating PWIM. The steps can be modified based on the context and the students' needs. The steps are:

1. Select pictures

   Teachers show pictures related to the topic to encourage students to brainstorm. This activity provides the students with the opportunity to develop their ideas. Large pictures can be presented in a classroom so the whole class can see the pictures well.

2. Ask students to identify and label what they see in the pictures.

   This second step of PWIM includes clustering techniques. Students are asked to draw a line from an identified object in the pictures. The words or phrases are put on the paper or board in a pattern that connects to keywords in each picture.

Examples of activities in the clustering technique are writing words in nouns that tell about characters in the story, writing words in a group of adjectives that describe the characters, and writing words in a group of verbs that tell what the characters did in the story.

3. Read and review the picture word chart.

   The students are guided to read all the words in the picture-word chart. Teachers and students spell and pronounce the words aloud several times to memorize them. The "listing technique" is used in this step, in which the students list words and phrases that come to mind about the story without considering the grammatical rules. It helps students form an excellent sequenced text based on the list of ideas.

4. Lead students in creating a title for the picture-word chart.

   Teachers ask students to think about the information in the pictures and ask them what they want to say about the pictures. The students can look at the title in the textbook as an example of how to arrange a good title.

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

   This step employs the free-writing technique. In this technique, the students generate words, sentences, and paragraphs to express their ideas. The words and phrases in the previous step are intended to assist students in writing more efficiently and comfortably.

6. Read and review the sentences and paragraphs.
   The students checked whether their writing has been qualified as a good text. The reviewing process includes checking the purpose of writing and the generic structure of the texts. Teachers can present some students' final drafts to give examples of how to edit and revise the language use and mechanics in their writing.

The Use of PWIM in Writing Narrative Texts

Writing a good piece of writing, including narrative text, has stages in the process that writers should complete. Each stage of the writing process applies the PWIM technique to help writers plan, draft, revise, edit, and publish.

The discovery of ideas is the first step in writing narrative text. PWIM provides pictures that can be used to find the idea to write a story. Interesting pictures can help the students analyze and describe the characters and settings of the story. They write down many words after observing the pictures.

After brainstorming ideas, the students can begin to write sentences. The PWIM technique helps students construct sentences using the words that they have identified from the pictures. They do not need to be concerned with being sentence-perfect. They simply write quickly, using their collected words to deliver their ideas.

Students are guided into the revising stage after completing the first draft. PWIM allows students to complete tasks in groups so that they have a collaborator to provide feedback and suggestions for revising their writing. They are directed to read the draft again carefully. The activity focuses on checking whether the text's social purpose has been delivered and whether generic structures are correct.

After revising the draft, the students edit the draft by re-checking the draft carefully. The editing process emphasizes checking activities on aspects such as grammar, word choice, verb forms, punctuation, and spelling. A teacher can give examples of sentences in narrative texts that are grammatically correct. PWIM also provides activities to help spell words correctly and use correct punctuation and other mechanics such as commas and capital letters.

After checking all the draft details, the students can publish their narrative text. Their draft may differ from the first plan because it has been revised. Overall, PWIM has the strength to keep the students engaged in the writing process of narrative text.

RESEARCH METHOD

The researcher employs descriptive quantitative methods, which involve quantifying the subject to be learned using numbers that describe its characteristics. According to Williams (2007: 66), descriptive research is a fundamental research method that examines a situation in its current state. Descriptive research involves identifying specific attributes of phenomena based on observations or exploring the correlation between two or more phenomena. The research was conducted at SMAN Bina Bhakti Sapat, which is located at Pertanian Street No. 1 Sapat. SMAN Bina Bhakti Sapat is an accredited private high school with a "B" grade. This research was conducted in the first semester of the August 2022–2023 academic year. Students from class XI IPA SMAN Bina Bhakti Sapat participated in this study. There were 27 students in the population. The process of selecting samples that are thought to represent the population is known as purposeful sampling (Sugiyono, 2016, p. 124). That means that the researcher deliberately selects the participants or classes that he or she believes will result from the research.

The instruments for collecting data are presented as one type of instrument, namely, a written test. Tests were given to measure students' skills based on the indicator of writing skills. Brown (2002) stated that there are five components to writing. The components are content, organization (identification, description), vocabulary, grammatical features (action verbs, specific participation, simple present tense, and adjectives), and mechanics.

According to Sugiyono (2018), in quantitative research, data analysis techniques are activities performed after data from all respondents or other data sources are collected. In data analysis, tasks include grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, doing the math to solve problems and test hypotheses, and presenting data for each variable studied.

The primary data was correct statistically in the form of percentages by used the following formula:

1. Scoring the students correct answer :

$$The\ student\ final\ score\ = \frac{student\ gained\ score}{-maximum\ score}\ X\ 100\%$$

2. Classifying of the student' score used the foolowing five level classifition. Classifying based on the following criteria :

Table 1. The Criteria of the Students Score Classification

No	Classification	Score
1	Excellent	80 - 100
2	Good	70 – 79
3	Fair	60 – 69
4	Poor	50 – 59
5	Very poor	$\leq$ 49

Adopted from : Heaton (1975) in Lesfani (2020)

3. Concluding the mean score of students' writing test used this formula:

$$\overline{X} = \frac{\sum x}{N}$$

Notation:

$\overline{X} =$ The mean score

$\sum x$ = Total number of students' score

N   = Total number of the students

Adopted from: L. R. Gay, (1981:282)

FINDING AND DISCUSSION

Findings

A written text is distributed to students. Students are directed to demonstrate their writing skills on a particular topic in a narrative text. The text consists of a text that is "Snow White and the Seven Dwarfs." The text is formed by writing the story in narrative text through picture-word inductive models. Based on the results of the students' writing skills narrative text scores, individual scores will be presented as follows:

Table 2. Students' individual score in writing summary of narrative text the students' inial names (s)

SNOW WHITE								
No	Name	The Student Rate					Score	Category
		C	O	G	M	V		
1	S1	27	17	22	4	14	84	Excellent
2	S2	21	17	19	3	13	73	Good
3	S3	22	14	17	4	13	70	Good
4	S4	21	17	16	4	13	71	Good
5	S5	20	14	17	3	14	68	Fair
6	S6	27	18	22	4	17	88	Excellent
7	S7	21	13	17	3	13	67	Fair
8	S8	20	19	17	3	13	72	Good
9	S9	22	14	18	4	14	72	Good
10	S10	24	16	17	3	15	75	Good
11	S11	25	17	18	3	14	77	Good
12	S12	22	17	19	4	14	76	Good
13	S13	23	16	18	4	15	76	Good
14	S14	21	12	16	3	13	65	Fair
15	S15	21	13	16	3	13	66	Fair
16	S16	21	15	17	3	14	70	Good
17	S17	21	14	16	3	12	66	Fair
18	S18	27	18	23	5	18	91	Excellent
19	S19	16	19	18	3	14	70	Good
20	S20	20	13	17	3	13	66	Fair
21	S21	13	17	15	2	7	54	Poor
22	S22	21	14	17	3	13	68	Fair

23	S23	21	14	17	2	11	65	Fair
24	S24	20	13	18	3	13	67	Fair
25	S25	20	13	17	2	13	65	Fair
26	S26	21	14	18	3	13	69	Fair
27	S27	17	13	10	2	13	55	Poor
	Total	**575**	**441**	**472**	**86**	**362**	**1.906**	**-**
	Average	**21.29**	**15.22**	**17.48**	**3.18**	**13.40**	**70.59**	**Good**

The Student Result of the Indicator Category in Writing Skill

a. Content

Table 3. The Category of Students Skill in Writing Content

No	Score range	Category	Frequency	Percentage
1	30 – 27	Excellent	3	11%
2	26 – 22	Good	6	22%
3	21 – 17	Fair	16	60%
4	16 – 13	Very Poor	2	7%
	Total		**27**	**100%**

Based on the table above, from the text we can conclude that in this research most of the students have sufficient skills in writing the story in narrative text through picture word inductive models.

Three students or (11%) got excellent category on narrative text, then 6 students or (22%) got good category on narrative text, 16 students or (60%) got fair category on narrative text and then only 2 students or (7%) who got very poor category on the narrative text.

b. Organization

Table 4. The Category of Students Skill in Writing Organization

No	Score range	Category	Frequency	Percentage
1	20 – 18	Excellent	4	14%
2	17 – 14	Good	16	60%
3	13 – 10	Fair	7	26%
4	9 – 7	Very Poor	-	
	Total		**27**	**100%**

Based on the table in this study, most of the students have good skills in writing, especially in the organization of writing narrative texts.

In this aspect of writing, the majority of students are in the "good" category; this shows that from 27 research samples, 16 students, or 60%, are categorized "good," 4 students, or 14%, are categorized "excellent," and 7 students, or 26%, are categorized "fair."

c. Grammar

Table 5. The Category of Students Skill in Writing Grammar

No	Score range	Category	Frequency	Percentage
1	25 – 22	Excellent	3	11%
2	21 – 18	Good	8	30%
3	17 – 11	Fair	15	56%
4	10 – 5	Very Poor	1	3%
	Total		**27**	**100%**

The researcher can conclude that in the narrative text there are several errors found in the grammar component, namely that 15 students, or (56%), got a fair category in narrative text, then 3 students, or (11%), got an excellent category in narrative text, and there were 8 students, or (30%), who got a good category in narrative text, and then there was 1 student, or (3%), who got a very poor category. Based on the students' writing abilities, it is clear that they lack the ability to write the story in narrative text using picture-word inductive models.

d. Mechanic

Table 6. The Category of Students Skill in Writing Mechanic

No	Score range	Category	Frequency	Percentage
1	5	Excellent	1	3%
2	4	Good	7	26%
3	3	Fair	15	56%
4	2	Very Poor	4	15%
	Total		**27**	**100%**

From the text, the researcher can conclude that there are some students who make mistakes in writing punctuation and capital letters, but there are also students who sometimes have difficulty spelling. They are misspelled because of the difference between a word's pronunciation and written form. This is reflected in the writing of their narrative text.

As the table above shows, they only have a few error mechanisms: On the narrative text, one student (3%) received an excellent rating, seven students (26%) received a good rating, 15 students (56%) received a fair rating, and four students (15%) received an abysmal rating. This means that their writing skills in

narrative text through picture-word inductive models do not yet have sufficient abilities, so students still need to make improvements.

e. Vocabulary

Table 7. The Category of Students' Skill in Writing Vocabulary

No	Score range	Category	Frequency	Percentage
1	20 – 18	Excellent	1	3%
2	17 – 14	Good	10	38&
3	13 – 11	Fair	15	56%
4	10 – 5	Very Poor	1	3%
	Total		**27**	**100%**

From the table above, the researchers can conclude that many students have a choice of essential words. Students' ideas should be more specific because the students need a more extensive vocabulary in English. For more information, see the table where one student, or 3%, received an excellent category, ten students, or 38%, received a good category, and 15 students, or 56%, received a fair category in the narrative text; 1 student, or 3%, received a very poor category in the narrative text.

The problem with students is that they know the vocabulary, but sometimes they need to learn how to make good sentences by using the appropriate words in the appropriate sentences. Thus, most students still need improvement and practice making sentences or paragraphs more perfect in their writing.

Table 8. The Mean Score of the Process of the Data

No	Indicators	Mean Score	Category
1	Content	21.29	Fair
2	Organization	15.22	Good
3	Grammar	17.48	Fair
4	Mechanics	3.18	Fair
5	Vocabulary	13.40	Fair

DISCUSSION

Alan Mayers (2005: 52) says that good writing in any language involves a conventional knowledge of written discourse in culture and the ability to choose the right words that convey one's meaning. We must know what paragraphs are to write compelling text and good paragraphs. "A paragraph is a group of sentences that discuss a smaller idea; a paragraph is like an essay, generally containing an introduction, body, and conclusion." The researcher then used an assessment rubric to determine the students' ability to write the story in narrative text using picture-word inductive models, which revealed that the writing indicators were divided into five main areas, as described by George Wishon and John Burks (2001: 25). They are content, organization, grammar, mechanics, and vocabulary.

First, the researcher corrected the first indicator in the scoring rubric. Writing story content is a student's skill. The content here is how students write the story's contents in narrative text through picture-word inductive models but still relate to the topic and have clear explanations so that readers understand their writing. The researcher found that most students in the class had good categories. It means that students have sufficient skills in writing narrative text, especially on content indicators.

The following assessment rubric indicator that the researcher will correct is the organization. Student writers must write sentence by sentence or paragraph by paragraph in good order and with the correct way of connecting to make a good text. After correcting the students' ability in organizational writing, the students who got the good category were balanced with the moderate and very good categories. Therefore, after the researcher corrected the indicator vocabulary summary writing skills, most students wrote story content well. However, the organizational component still needs to be improved, and writers need to practice making perfect sentences and paragraphs.

After that, the researcher corrected the students' skills in indicator grammar. In writing grammar, it is an important indicator that is needed because if someone makes a mistake in grammar, the reader will not understand the text. Moreover,

making mistakes in grammar will change the meaning of a sentence or paragraph of text. Examine their ability through narrative text. The researcher can conclude that students have sufficient writing skills, especially in grammatical indicators, and students make more mistakes in the text, namely "Snow White and the Seven Dwarfs." Students still need more knowledge and practice to analyze their writing skills in narrative texts, especially in grammar, because most students still need to improve, especially in using the simple present in narrative texts.

The mechanics' indicator will be corrected next. George E. Wishon (2015: 23) said that it is related to the ability to use words correctly in written language, such as capital letters, punctuation, and spelling. It is important to lead the reader to understand or recognize what is being expressed. In mechanics, students must write with correct spelling, punctuation, and capital letters. The study results stated that most of the students in the narrative text got the sufficient category, a few students got an outstanding category, and the students also got the less satisfactory category. This means their abilities to write the story in narrative text using picture-word inductive models, particularly in mechanical indicators, need improvement.

The last indicator is vocabulary, as we know that vocabulary is one of the essential components of writing because, without sufficient vocabulary, one cannot write anything. After the researchers improved their skills in writing, especially in the vocabulary component, students who got the medium category were in balance with students who got good categories, very good categories, and very poor categories.

CONCLUSION

Based on the research above, out of 27 students who successfully completed the task of writing the story in the narrative text through picture-word inductive models, the researcher used the rubric score to determine the students' skills in writing narrative texts through picture-word inductive models. By looking at five indicators from the text, the average score of the students was 70.59, and it could be concluded that the students' skills in writing narrative texts were included in the

"good" category. It is recommended that other researchers interested in the same field pay more attention to their students' stories in narrative texts by paying attention to the components of narrative texts so that maximum results are obtained.

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