"THE EFFECT OF APPLYING THE PICTURE WORD INDUCTIVE MODEL (PWIM) ON THE STUDENTS' WRITING ACHIEVEMENT IN NARRATIVE TEXT"

SKRIPSI

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ABSTRACT

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This study deals with the Effect of Applying the Picture Word Inductive Model on the Students' Writing Achievement in Narrative Text. The objective of the research were to find out the significant effect of applying the Picture Word Inductive Model on the Students' Writing Achievement in Narrative Text. This research was conducted at SMP Tarbiyah Islamiyah Hamparan Perak in academic year 2016/2017. The population of this research in the ninth grade students, which consist of three class namely: class IX-A, IX-B, IX-C. The total number of population was 120 students and the writer took the two classes as the sample. Cluster Random Sampling Technique was used in this research and 80 students were taken as sample. This research used experimental design. The sample were divided into two groups, the first group (IX-A) which consist of 40 students was experimental group and the second group (IX-C) which consist of 40 students was control group. The instrument of this research was written test. The test given to the students aimed to collect the data supporting the students' creativity in writing narrative text. Final result was $t_{observed} > t_{table} = 13.07 > 1.99$. The null hypothesis was rejected and the alternative hypothesis was accepted. It means there was significant effect of applying the picture word inductive model on the students' writing achievement in narrative text.

Keywords: Picture Word Inductive Model, Writing Narrative Text

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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This research is entitled **The Effect of Applying The Picture Word Inductive Model (PWIM) on the Students' Writing Achievement in Narrative Text**. In writing this thesis, there were many difficulties and problems faced by the writer and without much help from the following people, it may be impossible to finish this research.

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Wassalamu'alaikum Wr. Wb.

Medan,   April 2017

The Writer,

Elfina Andani
NPM. 1302050082

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Direction:

1. Write your name on the left top of your worksheet

2. 60 minutes is allocated for this test

3. Concern about Content, Language Use, Organization, Vocabulary, and Mechanism

4. To make your work easily, make the narrative text in Indonesia first after that translated to English language

EXERCISE:

Please write down a narrative text about story telling of Malin Kundang. Work in individually !

Appendix 4

<div align="center">

Answer Key

</div>

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Malin Kundang

</div>

Long time ago, in a small village, lived a woman and her son, Malin Kundang. He lived with his mother since his father passed away. He had to live hard with his mother by fishing and sell the catching to town.

One day, when Malin Kundang was sailing as usual, he save a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed and leave his mother in grief.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villages recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deeply sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang felt ashamed to see his mother and denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three time yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

In sorrow, she cursed Malin Kundang because he denied her as his mother. Suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologized. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the most important basic skills in teaching English. It is a process to send a message from the writers to the readers. Though writing students can express the students' mind, opinion, statement and so on. It should be mastered by students to complete their skills in learning a language. In this case, the Picture Word Inductive Model (PWIM) in writing Narrative Text was useful for the students of SMP Tarbiyah Islamiyah on Jl. Perintis Kemerdekaan No. 1 Simpang Beringin Kec. Hamparan Perak. Picture Word Inductive Model (PWIM) was used to teach students' in grade IX junior high school. The Picture Word Inductive Model (PWIM) assisted the students to be more familiar with vocabularies that they identified based on the given picture and help them to know new vocabulary (Sepyanda, and Kusni: 2013). Picture Word Inductive Model is an integrated technique which is designed to maintain students' ability to think inductively. Based on the above, the writer had some reason why the writer applying Picture Word Inductive Model in write thesis, such as (1) The PWIM effectively the student ability in writing narrative text. (2) This model was a good technique to effective the students' learning ability that can help the students to think inductively based on their idea and make the students' to not get bored. (3) PWIM could help reader comprehend their reading comprehension, but also can enhance students' vocabulary, writing, and imagination. (4) The great model to

make the students' interesting to learning English. (5) PWIM could help learners to have transition period between old and new knowledge, one of the teaching writing technique that can solve problems.

The first Picture Word Inductive Model effectively the student ability in writing narrative text. PWIM could help the students' to more easily in writing. In learning process the students using their knowledge to guessing the illustrate and the students write down the illustrate using their own. Most of each students worked hard to get some information in writing comprehension. While writing was one skills in English language. The skills was used in learning English well in junior high school level. The students had difficulties in writing comprehension in English. In this case, the teacher should change how to their teach to stimulate the students in English learning.

The second Picture Word Inductive Model was a good technique to effective the students' learning ability that can help the students to think inductively based on their idea and make the students' to not get bored. Students can convey their ideas in their mind by organizing them into a good text so that the others easily know them and they can think critically. Using PWIM the students can't feel bored. The students could discuss how they told their friends about something important that happened to them. They will be more easier to identify the picture that they see. This technique can also make the teacher more easier to teach English especially in writing. So it makes only that there are only a few students who can get involved actively in writing class.

The third PWIM could help reader comprehend their reading comprehension, but also can enhance students' vocabulary, writing, and imagination. The teacher could be easier to deliver learning materials. The teacher could easier to teach narrative text using PWIM because the teacher was used illustrate picture or action or performance about an activity. In through PWIM, students were set up to potentially conceptualize class material more effectively as shown in a study. Students can master it better and creative in learning English.

The fourth the great model to make the students' interesting to learning English. The PWIM was designed to capitalize children's ability to think inductively. The students write down many words after they observe the pictures. After that, the students can begin to write sentences. PWIM helps students to construct sentences using the words that they had identified from the pictures. They did not need to worry about being perfect in constructing sentences. They simply write quickly using the words that they had collected to deliver their ideas.

The fifth PWIM could help learners to have transition period between old and new knowledge, one of the teaching writing technique that can solve problems. PWIM can make the students using English language more. The students were used their knowledge to make a text based on the picture. The students also could a word chart from the picture that teacher given. The students could be encouraged to make a text and sentence their observation as they see from the picture. The students can thinking inductively from the specific thinking into the general thinking. This ways help the students to make the writing text more easier.

In conclusion, based on the explanation above, the writer was interested to research about achievement of students in learning writing comprehension of narrative text. PWIM was one of the model effectively the students' achievement in writing narrative text was a good model to comprehend the students' learning ability and make the students' to not get bored. This model could help the teacher in teaching learning process. The other word, this model one of a good model for any level reader and the students develop skills in identifying main ideas and key concepts in the text. Then, the students could be put the event in a story, experience and other in reading comprehension of narrative text. Besides, the model was guided the research to deliver the information of experience they had to the reader in a better way. And thus, the students should be comprehend the narrative text by writing a text based on the topic that the teacher given. Thus, the research was tended to chosen the thesis "The Effect of Applying the Picture Word Inductive Model (PWIM) on the Students' Writing Achievement in Narrative Text".

B. The Identification of the Study

Based on the background previously, the problems were identified as follows:

1. The students had low motivation to do the task side the writing activities are not interesting

2. The students had difficulty in writing English subject, especially in writing narrative text

3. The teaching method that teacher applied in teaching were not effective

C. The Scope and Limitation of the Study

The scope of the study was focused on writing skill and the writer was limited in narrative text especially in making narrative text about Malin Kundang.

D. The Formulation of the Study

The problem of the study were formulated as the follows:

"Is there any significant effect of applying the picture word inductive model (PWIM) on the students' achievement in teaching narrative text?"

E. The Objective of the Study

The objective of the research is formulated as the follow:

"To find out the significant effect of applying the picture word inductive model (PWIM) on the students' achievement in teaching narrative text".

F. The Significance of the Study

The significances of this study are theoretically and practically:

1. Theoretically

The result of the study could be easier, interesting way and valuable information in writing narrative text through Picture Word Inductive Model.

2. Practically

The findings of the study will be useful for:

a. For the headmaster, the result could increase awareness of teacher and the headmaster performance to effectively the model.

b. For the English teacher, the result of the study will be contribution to the improvement of English teaching notably teaching Picture Word Inductive Model (PWIM) in writing.

c. For the students, it was suggested that they should practice Picture Word Inductive Model by themselves to increase their achievement in writing and to make them able to develop their ideas. And then, to adding their knowledge skill about narrative text.

d. For the reader, the result will be useful in order that they can use it in teaching learning process, to make the students more interested in studying English.

e. For the writer who had knowledge in practicing, experiences and teaching strategy improving it in the school.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories were needed to explain some concepts applied. The explanation was considered important to understand the ideas conveyed. The concepts which used must be clarified in order to have the same perspective with the implementation in the field. The following was the clarification of the concept used for the feasibility of the study.

1. Writing

Writing is one of the basic language skills that are important to be learned in learning language. Hyland (2009) states that writing is a social act, and to understand fully we must go beyond the decisions of individual writers to explore the regular features of texts as the preferences of particular communities.

Based on the Journal English Language Teaching (ELT), writing is not an easy activity that can be simply done by the students, because writing is not an activity that only crash the pen or pencil on a piece of paper. Palmer (2003) states that writing is an activity that let the students to explore and express their ideas, to communicate what they think and know, and to take the ownership of all that they learn. It means that writing is an activity that cannot be separated from students' activity in the teaching and learning process.

Writing is concerned with the final product of writing like essay, report, story and what the products which should look like, the students as the creator of language are allowed to focus on the content, the message and their own individual intrinsic motives are put at the center of learning that is approach process in writing to help student to build repertoires of technique for prewriting, drafting and rewriting (Brown: 2003).

Writing is to produce or reproduce written messages. It means that writing is the one of language skills use hand to transform what we think in our mind. Writing is a within form in expressing ideas, feelings and opinions. Furthermore writing is a way to end up thinking of something. writing is a fact of transaction with where by you free yourself from what you presently think, feel, and perceive. In other words, writing involves more than just producing sentences. Moreover, it is the way to help the writer to extend everything that come to his mind and everything come to his feelings.

Based on the explanation above, it can be concluded that writing is a process of putting ideas, feeling and opinion in our mind through written form. It is a communication tool to express something to the readers in piece of written text about a topic is a context by mastering the aspects of writing. This study refers to write as a process of communication that conveys the ideas and opinion to the readers in the written from that is done by students.

1.1 Process of Writing

According to Harmer (2004), the process of writing has four main elements. They are as follows:

a. Planning

Before starting to write or type, the writer try and decide what is they are going to say, when planning, writer have to think about three main issues. Firstly, the writer has to consider the purpose of their research. Secondly, the writer has to think of the audience they are writing for, it is formal or informal. Thirdly, the writer has to consider the content structure (how best to sequence the facts, ideas, or arguments which they have decided to include).

b. Drafting

Drafting involves getting ideas down on paper in taught the format that intend for the finished work.

c. Editing (reflecting and revising)

Editing involves correcting errors in a grammar, spelling and mechanics. Reflecting and revising are often helped by other readers (editor) who comment and make suggestion. It will help the author to make appropriate revisions.

d. Final Version

After editing their draft, the writer make the changes that consider being necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

1.2 Indicator of Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

a. Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are as follow:

27-30	Excellent to very good: knowledge able substantive though development of topic sentences-relevant to assigned topic
22-26	Good to average : some knowledge able of subject adequate range limited development of topic sentence-mostly relevant to topic, but lack detail
17-21	Fair to poor: limited knowledge of subject-little substance inadequate development the topic
13-16	Very poor: does not show knowledge of subject- not substantive not pertinent – or not enough to evaluate

b. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use the follow:

18-20	Very good : exact word, effective word choice und usage, word from mastery appropriate register
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured
10-13	Fair to poor: limited range: frequent errors words, choice usage, meaning confused or obscured
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate

c. Vocabulary

Vocabulary refers to the students' ability in using words or idiom to express idea logically. It also refers to ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

18-20	Very good: exact word, effective choice and usage, word from mastery appropriate register
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured
10-13	Fair to poor: limited range: frequent errors words, choice usage, meaning confused or obscured
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate

d. Language usage

The criteria of scoring language usage as follow:

22-25	Excellent to very good: effective complex construction-few errors arguments, words order function, article, pronoun, preposition.
18-21	Good to average: effective but simple construction- minor problems in complex construction several errors of agreement, tense, number word-order or function, articles, pronouns, prepositions but meaning, seldom obscured
11-17	Fair to poor: major problems in simple/complex construction frequents of errors of negotiation, agreement, tense, pronoun, preposition, and fragment, delectation meaning confused or obscured
5-10	Very bad

e. Mechanism

The criteria of scoring mechanism are given bellow:

05	Excellent to very good: demonstrate mastery of conversation few errors spelling, punctuation and capitalization writing sentence
04	Good to average: occasional errors of spelling, punctuation, and capitalization, writing sentence
03	Fair to poor: major errors of spelling, punctuation, and capitalization, writing sentence-poor hand writing meaning confused or obscured

02	Very poor: no mastery of convention-dominate by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible or not enough to evaluate

1.3 The types of Writing

Types of the text or the genre is a medium which can be used to express our ideas and suitable with the aim of our writing. The writing will construct a text. According to Pardiono (2007) that types of the text have function as frame of reference so a text can make effective. There are types of text. Every types of text have differences with other: (1) Description text, Social function: to describe a particular person, place or thing, (2) Recount text, Social function: to retell the purpose of informing or entertaining, (3) Narrative text, Social function: to amuse, entertain and to deal with actual or vicarious experience in different way, narrative deal with problematic events which lead to a crisis or turning point of some kind which in turn find a resolution, (4) Procedure text, Social function: to describe how something is accomplished through a sequence of action or step, (5) Explanation text, Social function: to explain process involved the information, working of natural or socio cultural phenomena, (6) Discussion text, Social function: to present a problematic discourse, (7) Exposition text, Social function: to express a argument which aim: to argue that something is the case or to argue that something should be or ought to be, (8) News item, Social function: to inform the reader, the listener or the viewer about events of the day which are considered new worthy or important, (9) Report text, Social function: to describe the way

things are, with references tom a range of natural, man-made, and socio cultural in our environment, and anecdote text, Social function: to share with other an account of unusual or amusing incident.

1.4 Teaching Writing

Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid in teaching how to write, but that also be the most effective in helping students learn to write.

2. Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Narrative text is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. Narrative text is a kind of text to retell the story that past tense.

According to Crystal (2008: 481), "a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign. Refers to Bal (2009: 9). "a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other that event such as an opinion about something, for example a disclosure on

the part of the narrator which is directly connected with the event, a description of face, or of a location."

2.1 Generic Structure

There are some generic structure of narrative text (Pardiono, 2007):

a) Orientation

Orientation consists of an activity or event which will be told. It has function to attract the reader attention.

b) Sequence of events

Sequence of event consists of the explanation of story about an activity or a past event which consists of conflict-resolution

c) Resolution

Resolution is text element which consists of the explanation of the problem solving

d) Coda

Coda is consists of a brief conclusion which has purpose to give the moral lesson to the reader

2.2 Language Features of Narrative Text

In writing narrative text, there are some language features such as; the nature of sentence, elements of sentence, and types of sentences (Pardiono, 2007).

a) The nature of sentence

A sentence is a group of word that contains a subject and a verb to express a complete thought, which begin with capital letter and ended with period.

b) Element of sentence

A sentence consist of several related elements in it: subject, predicate, object and adverb. Subject must be noun, predicate must be verb, object must be noun and adverb is a part in a sentence which has function to increase the clarity of information is adverb. It can express the information about time, place, reason, purpose, status, and frequency.

c) Types of sentence

Message, either to give good and information or demand good an information, can be expressed in different types of sentences: simple sentence, compound sentence, complex sentence or the combination of compound and complex sentence.

1) Simple sentence

It is a single clause, of which it has one subject and one verb that function as the predicate. The predicate expresses the process of doing or acting.

2) Compound sentence

It is two simple sentences that join together with the help of coordinating words such as and, but, yet or so, conjunctive adverbs such as besides, furthermore, moreover etc, and semicolon.

3) Complex sentence

For the purpose of clarity in the information to give, a complex sentence needs to be used. It is a sentence that is made up of one independent clause and one or more dependent clause.

4) Compound complex

It is the combination of compound sentence and complex sentence. The sentence is usually longer than the simple or complex as both coordinating word, (and, but, or) and subordinating words (if, when, because, etc) are used.

5) Sequence markers

In order that the flow of information (from one sentence which is then followed by the other sentence) can be coherently realized throughout the text, sequence markers are used. The sequence markers are first, then, after, that, next, finally.

6) Past tense

One of the most frequently used tense to tell about past activities or events is past tense. It is marked with the use of past tense verb in the predicate.

3. Picture Word Inductive Model

Picture Word Inductive Model (PWIM) is one of the teaching model that very suitable to be applied in teaching and learning process. Mc Burney and Paetsch (2012) state that Picture Word Inductive model (PWIM) is an inquiry oriented strategy that includes explicit instruction and structured inductive activities. It is focused to develop reading and writing skill. In other words, Picture Word Inductive Model (PWIM) supports the students learning of sight

words which include expanding their speaking vocabulary into a reading and writing vocabulary.

Furthermore, Calhoun (1999) also stated that the PWIM is an inquiry-oriented language arts strategy that uses picture containing familiar objects and actions to elicit words. She added that PWIM is a model of teaching that uses picture and words to stimulate students' thinking inductively, from specific thinking (see the pictures and words) into general thinking (make the world that available become paragraph). As adding based on the Journal English Language Teaching (ELT), Calhoun (1999) states that The Picture Word Inductive Model (PWIM) is designed to teach reading, writing, and the language system. Because of that, this strategy is predicted can help the students to solve their problem in writing, especially in writing narrative texts.

According to Calhoun (1999), the picture word chart is the basic material for the PWIM lesson and units. The picture word chart comprises the picture and the words that are identified or "shaken out" of the picture by the students. The chart is used throughout the sequence of lesson and is a source of curriculum content. As the teacher writes words on the paper surrounding the picture, the chart becomes an illustrated dictionary. The example of the picture can be seen as follows:
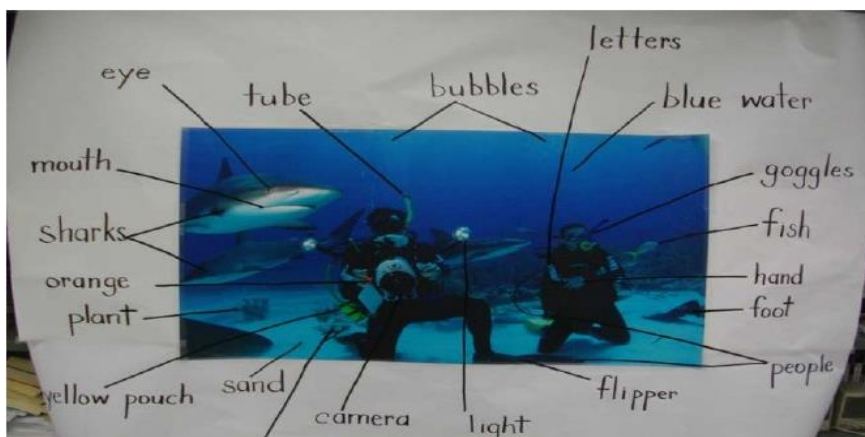
Picture 2.1 The Example of Picture

The dictionary supports language use by the class as a group and as individuals and needs to be posted where students can use it to support their reading, their writing, and their independence as learners.

The using of word chart is very helpful as reference to enable student to write paragraph easily. In this study, the researcher choose picture that is appropriate to teach narrative text which shows some events in chronological order. The picture will be used to apply PWIM.

3.1 The Procedure of Applying Picture Word Inductive Model

Calhoun (1999) develops the Picture Word Inductive Model (PWIM) into as follows:

1. Select a picture.

2. Ask students to identify what they see in the picture

3. Label the picture parts identified. (Draw a line from the identified object or areas, say the word; ask students to spell the word aloud and then to pronounce it).

4. Read and review the picture word chart aloud.

5. Ask students to read the words using the lines on the chart if necessary and to classify the words into a variety of groups. Identify common concepts, for instance, beginning consonants, rhyming words, etc to emphasize with the whole class.

6. Read and review the picture word chart (say the word, spell it, say it again).

7. Add words, if desired, to the picture word chart and to the word banks.

8. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.

9. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask student to classify sentences; model putting the sentences into a good paragraph.

10. Read and review the sentences and paragraphs.

With those ten procedures of PWIM, the researcher makes modification that the implements regarding PWIM in teaching narrative text into as follows:

1. Select the Picture

    First, the teacher decides what kind of picture that wants to show to the students. Then the teacher distributes picture to each student. The example of picture can be seen as follows:
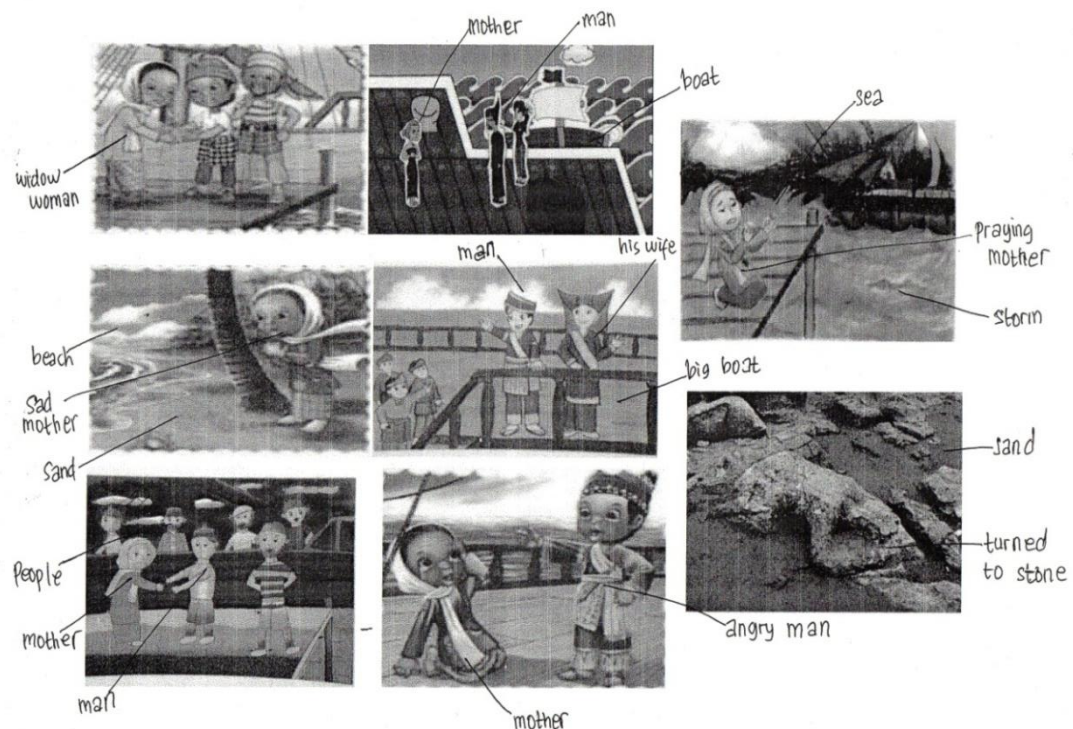
Picture 2.2 The Example of Chronological Picture

2. Identify sequence of event, and write the word in the word chart. At this step, teacher asks students to identify event sequence from the picture. The students must observe the sequence in the picture, students asked to write down what comes in their mind by seeing the picture. They are permitted to make line from the thing in the picture and name them; it will help the student to make word which they will put in the word chart. The example of the word chart can be seen as follows:

Table 2.1 The example of word chart

No.	Word/Phrases
	A man and his widow mother live in the side of beach.
	He asked his mother for permission to go abroad.

His mother feels sad of his going.
He gets married with a rich woman.
The man meet his mother.
He doesn't admit his mother.
The sad mother cries and curses him.
He turned to stone.

3. Create the title

   Teacher asks students to observe all the words in the word chart and leads them to create the appropriate title as their narrative text.

4. Generate words in word chart into paragraph

   The teacher asks students to generate all the words in the word chart into paragraph of narrative. In this step, students are permitted to add some words and develop their idea. The example of the narrative text can be seen as follows:

Malin Kundang

Long time ago, in a small village, lived a woman and her son, Malin Kundang. He lived with his mother since his father passed away. He had to live hard with his mother by fishing and sell the catching to town.

One day, when Malin Kundang was sailing as usual, he save a merchant's ship which was being raided by a small band of pirates. With his brave and power,

Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed and leave his mother in grief.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villages recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deeply sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang felt ashamed to see his mother and denied to meet that old, poor and dirty woman. For three times she begged Malin Kundang and for three time yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

In sorrow, she cursed Malin Kundang because he denied her as his mother. Suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologized. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

3.2 The Advantages of Picture Inductive Model (PWIM)

According to Wood and Tinajero (2002), the following list is the advantages of PWIM are drawn by Calhoun (1999):

1. The model emphasizes phonics, grammar, mechanics, and usage of Standard English, while enabling second language learners to begin the new learning in their narrative language.

2. Picture provides concrete referents for the learning of new words, phrases, and sentences.

3. The students are using pictures related to content material under study.

4. The picture word chart serve as immediate reference to enable students to add the word to their vocabulary.

5. The using of picture can attract and stimulate students' thinking in learning process.

6. The using of word chart is very helpful as reference to enable students to write a paragraph.

7. Attracts students to be more active.

B. Conceptual Framework

Writing refers to one of four language skill that should be mastered by the students because all information relating to knowledge can be expressed by writing down an idea or any piece of information clearly. However many students find it difficult to do writing.

Many students failed to write, particularly here writing narrative text, because in their mind they assume that they will make many mistake or whether what they write is correct or incorrect. There are some problems which are find from the students. First, the students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) that applied in the school especially for

English subject. The students are not interest in writing. The students have a low ability in writing. The students' achievement in teaching narrative text is still low. The teaching method that teacher applied in teaching are not effective.

In this case, it's very important for the teacher to stimulate the students to English learning. It also important for the teacher to make writing easier, by encouraging and supporting the student to do it. Writing is a skill that can be mastered through continuously practice. The more students practice it the more they get the best result. The problem that is found from the teacher about teaching strategy. The teacher often gets difficulties in finding the good and creative strategies or ways to make the students interested and enjoy in writing. as a result, in teaching English, the teachers just focus on the students' book these problem are likely to contribute the students low motivation to learn English, how to write English well and make them confused and bored in the writing class.

Considering to the important of narrative text for the students to be mastered, it is important for the teacher to apply the good way to teach a narrative text in order to achieve the objectives that are stated on the curriculum. So, the overcome the problems that have been explained, the teacher should be able to choose the suitable way for students to improve their ability in writing. one of the way through the applying Picture Word Inductive Model (PWIM). Picture Word Inductive Model (PWIM) is a model of study that uses picture and words to stimulate students' thinking inductively, from specific thinking (see the picture and words) into general thinking (make the available word become paragraph). The use of picture is very useful to produce some idea and stimulate students'

thinking. Students will get the great experience in following the learning process and can improve the motivation of students in writing. The word chart is the basic material for the Picture Word Inductive Model (PWIM). The word chart comprises the pictures and the words that are identified by the students. Some words in word chart are very useful because it can make students easier in writing narrative text. By applying Picture Word Inductive Model (PWIM), student will be motivated and interested in studying writing that leads to the improvement of students' narrative text achievement because Picture Word Inductive Model (PWIM) helps students to create ideas which make writing easier and makes students active.

So, based the explanation above, PWIM is one of the most excellent teaching models used in teaching writing narrative text.

C. Hypothesis

The hypothesis of this study is formulated as follow:

Ha: There was significant effect of applying Picture Word Inductive Model on the students' writing achievement in narrative text

CHAPTER III

RESEARCH OF METHOD

A. The Location of the Research

This research was conducted at ninth grade students of SMP Tarbiyah Islamiyah, on Jl. Perintis Kemerdekaan No. 1 Simpang Beringin Kec. Hamparan Perak in academic year 2016/2017. The reason for choosing this school because the writer was found that the students have problems in writing skill, especially in writing narrative text.

B. The Population and Sample

The population of this research was conducted at ninth grade students of SMP Tarbiyah Islamiyah. There was 3 classes and the total number of students was 120 students.

Cluster random sampling technique was applied to determine the samples. The writer was chosen IX-A as the experimental group and IX-C as the control group. So, total numbers was 80 students. The design was figured as follows:

Table 3.1 Population and Sample

Class	Population	Sample
IX-A	40	40
IX-B	40	-
IX-C	40	40
Total	120	80

C. The Research Design

In this research, the writer was used an experimental research design which applied descriptive quantitative method. The design consist of two groups named experimental group and control group. The experimental group was taught by applying Picture Word Inductive Model (PWIM) while control group was taught by using conventional method. Both of group was given pre-test and post-test. The design of this research can show below:

Table 3.2 Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Using PWIM	✓
Control Group	✓	Using Conventional Method	✓

D. The Instrument of Research

This research was used written essay test as the instrument to collect the data. The students was asked to write a narrative text based on the topic that was given by the teacher. The test was divided in two sessions, the first was pretest given prior to the treatment. The second was post test which applied after conducting the treatment. There were five categories a good writing namely: content, organization, vocabulary or mechanism, and language use.

Based on the categories above, then the students ability in writing their text of Malin Kundang using chronological order was classified in quantitative and qualitative systems. The scale was as follows:

Table 3.3 Scale of Score Qualitative and Quantitative

Skills	
Qualitative Form	**Quantitative Form**
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

E. The Technique for Collecting Data

The data collection was an important part in conducting a research. To collect the data, this research used pre-test and post-test was given to the experimental group and control group.

The procedures in administering the test were shown below:

1. Giving Pre-test

The test was given before applying the techniques in experimental and control classes. It was given to know the ability of students in writing narrative test in both groups. For this pre-test, the writer was asked the students to write a narrative text based on the title. Pre-test was conducted before the treatment begin, pre-test was administrated to the sample, the experimental group and control group. The pre-test consist of Essay Test.

2. Giving Treatment

Both experimental and control groups was given in different treatment. The experimental group was taught with applying Picture Word Inductive Model

(PWIM), while control group was taught with conventional method. The steps of treatment of experimental was shown as follow: (1) The teacher was explained how to write a narrative text by applying Picture Word Inductive Model (PWIM) by showing its procedures. (2) The teacher was displayed the picture to the student. (3) The teacher was asked the student to identify the picture and write the word in the word chart. (4) The teacher was lead the student into creating the title. (5) The teacher was asked the students to generate the word/phrase in the word chart in to narrative text. (6) The teacher was asked the student to review their writing.

3. Giving Post-test

The similar test was given to both groups, experimental and control group after the treatment have completed. The aim of post-test was to find out the students' achievement in writing narrative text by applying Picture Word Inductive Model (PWIM). The writer used post-test to knew the effect of Picture Word Inductive Model (PWIM) to the students' writing achievement in narrative text.

F. The Technique for Analyzing Data

In analyzing the data, descriptive quantitative technique was applied to analyze the data by using the following procedure:

1. Scoring the answer sheets' students.

2. Listing their score in two tables, the first for experimental group scores as X variable, the second for control group as Y variable.

3. Calculating the total score post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to Sugiyono (2015):

a. Calculating Mean Score:

$$\bar{x} = \frac{\sum x_i}{n}$$ (Sugiyono, 2015)

Note: $\bar{x}$ = Mean

$\sum x_i$ = The total of students' value

N = The number of students

b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{(N)(N-1)}}$$ (Sugiyono, 2015)

c. Calculating correlation Product Moment between X_1 and X_2

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_{i^2} - (\sum X_i)^2\}\{n \sum Y_{i^2} - (\sum Y_i)^2\}}}$$ (Sugiyono, 2015: 255)

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{\bar{X}}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$ (Sugiyono. 2015: 274)

Where:

t = t-test

$\bar{x}_1$ = Mean of variable 1 (experimental group)

$\bar{x}_2$ = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental

group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

Ha : There was significant effect of using Picture Word Inductive Model (the hypothesis will be accepted)

Ho : There was no significant effect of using Picture Word Inductive Model (the hypothesis will be rejected)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of the study were obtained from the writing test score. There are two kinds of test for each group, there are pre-test and post-test. The cumulative score of each students from each group based on five indicator.

C : Content

O : Organization

V : Vocabulary

Lu : Language Use

M : Mechanism

The following data were the students score on the pre-test and post-test of the experimental and control group.

Table 4.1
The Score of Pre-test of the Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AP	18	9	11	17	4	59
2.	AR	17	6	6	13	4	46
3.	ASH	26	12	12	11	5	66
4.	AAH	13	8	7	18	3	49
5.	AR	17	6	8	11	3	45
6.	AS	20	17	13	14	4	68
7.	BP	20	16	11	18	4	69
8.	DSH	13	6	6	18	3	46
9.	DW	21	12	11	15	4	63
10.	DH	20	16	12	13	4	65

11.	DI	13	6	6	8	1	34
12.	DW	17	6	6	7	3	39
13.	EPU	17	8	9	12	4	50
14.	IMS	15	11	6	10	3	45
15.	IS	13	6	6	8	3	36
16.	IWN	26	13	11	11	4	65
17.	IKS	21	11	11	11	3	57
18.	IH	23	13	14	14	4	68
19.	JA	13	6	6	6	3	34
20.	MA	13	6	4	6	1	30
21.	MA	15	9	6	6	4	40
22.	MA	15	7	7	8	3	40
23.	MA	14	7	7	8	3	39
24.	MH	26	12	13	14	5	70
25.	MI	13	6	8	7	4	38
26.	MJK	14	6	6	7	3	36
27.	ME	18	9	7	9	4	47
28.	MU	18	11	11	15	4	59
29.	MS	17	7	7	11	4	46
30.	NR	23	14	12	12	4	65
31.	PA	21	11	12	18	3	65
32.	PNF	26	12	13	11	4	66
33.	RI	13	6	6	5	3	33
34.	SA	14	6	6	8	3	37
35.	SA	18	8	7	11	4	48
36.	SH	24	15	13	12	4	68
37.	TMP	13	7	6	10	3	39
38.	WA	16	8	9	11	4	48
39.	WK	15	6	7	11	3	42
40.	YH	13	4	6	9	3	35
SUM							1995
MEAN							49.88

The table above shown the data of this research consist of the students'
initial (sample) and the students' score in pre-test of the experimental group can
be seen in the table 4.1 above. The data in the table 4.1 showed that the highest
score of pre-test in experimental group was 70 and the lowest was 30. So the total
score of pre-test in experimental class was 1995. The mean of pre-test in
experimental class was 49.88.

Table 4.2
The Score of Post-test of Experimental Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AP	22	16	12	21	4	75
2.	AR	25	12	11	11	4	63
3.	ASH	27	16	17	19	5	84
4.	AAH	26	12	12	18	4	72
5.	AR	23	12	13	18	4	70
6.	AS	27	16	16	17	5	81
7.	BP	28	13	12	19	5	77
8.	DSH	18	9	11	10	4	52
9.	DW	28	13	18	22	5	86
10.	DH	25	14	13	15	4	71
11.	DI	22	14	8	18	4	66
12.	DW	29	16	14	19	5	83
13.	EPU	27	13	12	19	5	76
14.	IMS	27	16	17	22	5	87
15.	IS	26	12	12	18	4	72
16.	IWN	26	16	14	23	4	83
17.	IKS	27	15	15	20	4	81
18.	IH	27	13	12	19	4	75
19.	JA	27	18	15	21	4	85
20.	MA	26	12	12	12	4	66
21.	MA	26	16	17	22	5	86
22.	MA	14	12	11	11	3	54
23.	MA	27	16	17	19	5	84
24.	MH	27	17	18	22	5	89
25.	MI	26	12	12	14	4	68
26.	MJK	13	12	13	18	5	61
27.	ME	24	12	11	11	4	62
28.	MU	27	17	19	19	5	87
29.	MS	22	14	8	18	4	66
30.	NR	29	17	16	22	5	89
31.	PA	24	16	14	16	4	74
32.	PNF	27	19	18	18	5	87
33.	RI	18	11	11	16	4	60
34.	SA	27	16	16	19	4	82
35.	SA	18	16	16	22	4	76
36.	SH	27	16	17	19	4	83
37.	TMP	23	11	12	12	4	62
38.	WA	25	17	16	19	4	81
39.	WK	26	16	17	19	5	83

40.	YH	26	16	16	19	4	81
SUM							3020
MEAN							75.5

The data of this research the students' initial (sample) and the students' score in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed the highest score of the post-test was 89 and the lowest was 52. So the total of post-test in experimental class was 3020. The mean of post-test in experimental class was 75.5.

Table 4.3
The Score of Pre-test of Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AMS	26	13	14	18	5	76
2.	AES	16	14	11	11	4	54
3.	AA	13	7	6	7	3	36
4.	AI	13	9	8	12	3	45
5.	BHP	13	6	6	7	3	35
6.	BP	14	8	7	11	3	43
7.	DA	13	8	8	9	3	41
8.	DSO	16	9	6	11	4	46
9.	EL	13	8	6	8	4	39
10.	ER	13	8	8	11	3	43
11.	FS	13	7	7	11	4	42
12.	FS	26	16	14	18	5	79
13.	IF	15	7	7	10	3	42
14.	JU	13	6	5	6	3	33
15.	JS	13	8	7	11	4	43
16.	MA	17	8	7	13	4	49
17.	MF	13	8	8	12	3	44
18.	MF	17	7	8	11	3	46
19.	MR	15	8	7	11	4	45
20.	MWN	21	12	12	18	4	67
21.	MA	18	12	8	11	5	54
22.	MV	14	6	6	7	3	36
23.	MA	16	6	11	11	4	48
24.	MS	15	11	8	11	4	49

25.	NA	16	7	8	9	4	44
26.	NRN	13	7	7	12	4	43
27.	PK	18	11	8	18	4	59
28.	PMW	16	8	7	7	4	42
29.	RF	21	12	12	15	4	64
30.	RA	14	8	8	18	4	52
31.	RR	16	9	11	13	4	53
32.	SRA	13	7	6	10	3	39
33.	SAMK	15	8	7	10	4	44
34.	SN	16	6	6	9	3	40
35.	SDT	14	7	6	10	3	40
36.	TRC	17	14	12	15	5	63
37.	UM	13	6	6	7	3	35
38.	YR	13	7	10	9	3	42
39.	YU	14	7	7	11	3	42
40.	ZRR	13	8	7	9	3	40
SUM							1877
MEAN							46.92

The data of this research the students' initial (sample) and the students' score in the pre-test of the control group can be seen in the table 4.3 above. The data in the table 4.3 showed the highest score of pre-test was 79 and the lowest was 33. So the total score of pre-test in control class was 1877. The mean of pre-test in control class was 46.85.

Table 4.4
The Score of Post-test of Control Group

No.	Students' Initial	Indicators					Score
		C	O	V	Lu	M	
1.	AMS	26	16	16	22	5	85
2.	AES	23	12	8	18	4	65
3.	AA	24	16	14	12	4	70
4.	AI	21	6	11	18	4	70
5.	BHP	18	11	12	11	3	55
6.	BP	19	12	13	12	4	60
7.	DA	28	16	13	18	5	80
8.	DSO	28	18	17	19	5	87

9.	EL	19	14	11	16	4	64
10.	ER	24	13	14	19	4	74
11.	FS	16	13	9	11	4	53
12.	FS	26	16	17	22	5	86
13.	IF	22	13	14	14	4	67
14.	JU	22	13	13	11	3	62
15.	JS	22	14	8	18	4	66
16.	MA	22	12	11	11	4	60
17.	MF	26	16	13	22	5	82
18.	MF	25	11	11	14	4	57
19.	MR	27	17	16	21	4	84
20.	MWN	22	16	13	17	4	75
21.	MA	27	16	16	19	4	82
22.	MV	22	16	16	13	4	71
23.	MA	27	16	15	18	5	81
24.	MS	27	17	15	19	5	83
25.	NA	17	12	9	13	4	55
26.	NRN	24	13	12	11	4	64
27.	PK	27	13	12	11	4	67
28.	PMW	19	12	9	11	3	54
29.	RF	22	12	13	18	4	69
30.	RA	23	14	12	11	4	64
31.	RR	22	16	16	18	4	76
32.	SRA	23	13	11	22	5	74
33.	SAMK	19	9	11	11	4	54
34.	SN	28	17	18	19	5	87
35.	SDT	22	12	16	18	4	72
36.	TRC	27	17	12	11	4	71
37.	UM	15	12	12	11	4	54
38.	YR	26	13	12	18	4	73
39.	YU	26	17	16	18	5	82
40.	ZRR	24	13	14	18	4	73
SUM							2808
MEAN							70.2

The data of this research the students' initial (sample) and the students'
score in the post-test of the control group can be seen in the table 4.4 above. The
data in the table 4.4 showed the highest score of post-test was 87 and the lowest
was 53. So the total score of post-test in control class was 2808. The mean of
post-test in control class was 70.2.

Based on the data in table 4.1 and the 4.2 showed that the mean score of post-test in experimental group was 75.5 and the mean score of control group was 70.2. The data showed that the mean score of students in experimental group who were taught by applying *the picture word inductive model* was greater than the mean score of students in control group who were taught by using *conventional method.*

To know pre-test score of experimental group and control group based on the indicators of writing can be seen this diagram this below:
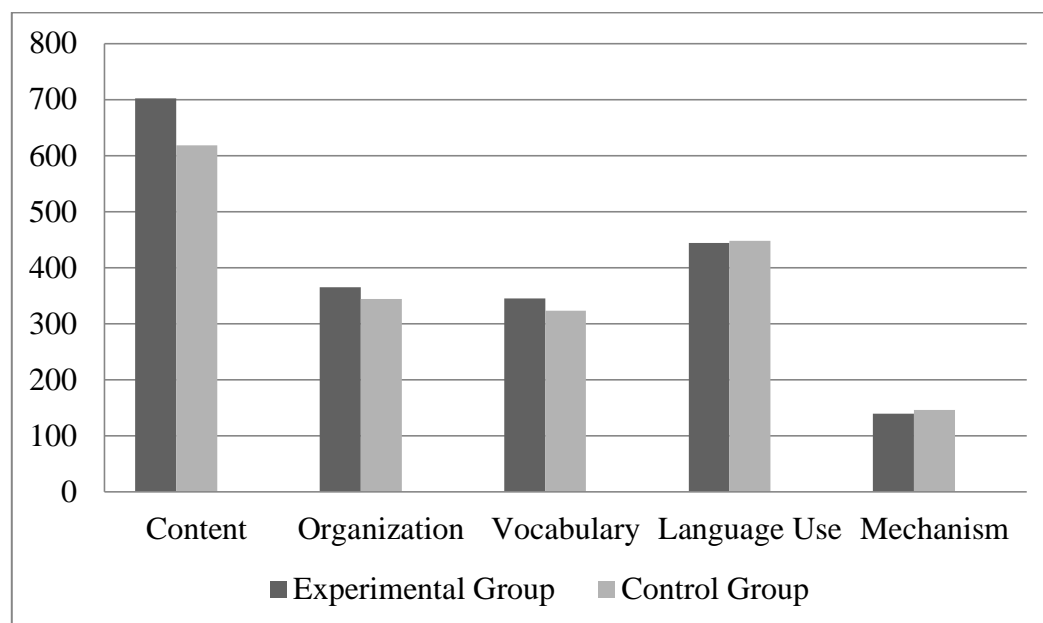

Figure 1 : The result of pre-test score in experimental and control group

Based on the figure 1, the pre-test score of control group more higher than the pre-test score of experimental group. The score was countable from the indicators of writing, there are: content, organization, vocabulary, language use and mechanism.

To know post-test score of experimental group and control group based on the indicators of writing can be seen this diagram this below:
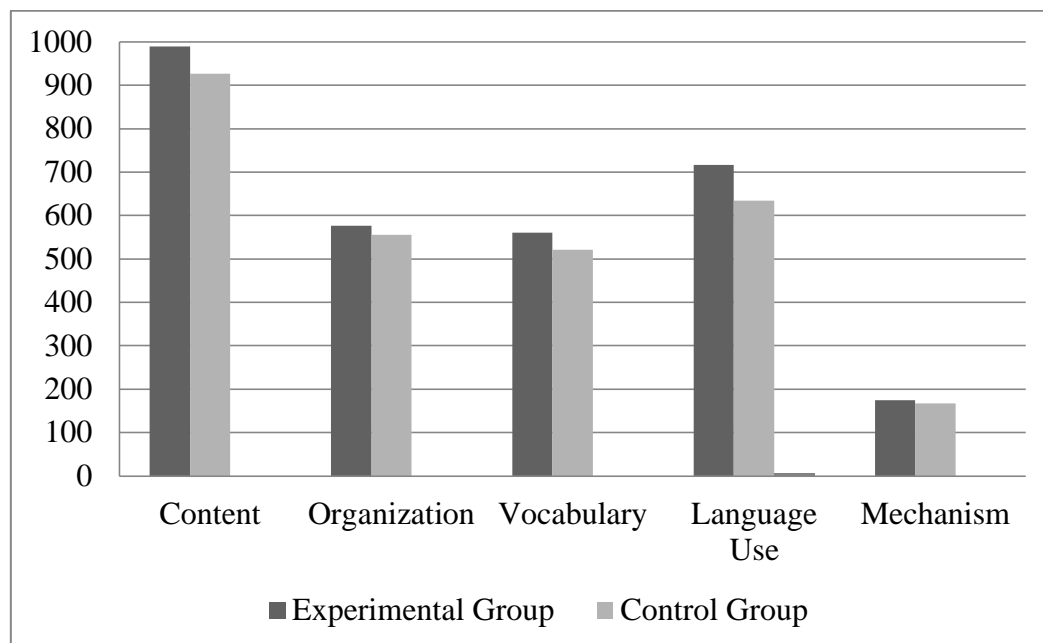
Figure 2 : The result of post-test score in experimental and control group

Based on the figure 2, the post-test score of experimental group is more higher than the post-test score of control group. In experimental group was taught by the Picture Word Inductive Model (PWIM) and the control group was taught by conventional method. The score was countable from the indicators of writing, there are: content, organization, vocabulary, language use and mechanism.

B. Data Analysis

The effect of applying the picture word inductive model on the students' writing achievement in narrative text. Based on the data from the test, the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.5
The differences between Pre-test and Post-test of Experimental Group

No.	Students' Initial	Pre-Test (X_1)	Post-Test (X_2)	$\sum X_i^2$	$\sum X_2^2$
1.	AP	59	75	3,481	5,625
2.	AR	46	63	2,116	3,969
3.	ASH	66	84	4,356	7,056
4.	AAH	49	72	2,401	5,184
5.	AR	45	70	2,025	4,900
6.	AS	68	81	4,624	6,561
7.	BP	69	77	4,761	5,929
8.	DSH	46	52	2,116	2,704
9.	DW	63	86	3,969	7,396
10.	DH	65	71	4,225	5,041
11.	DI	34	66	1,156	4,356
12.	DW	39	83	1,521	6,889
13.	EPU	50	76	2,500	5,776
14.	IMS	45	87	2,025	7,569
15.	IS	36	72	1,296	5,184
16.	IWN	65	83	4,225	6,889
17.	IKS	57	81	3,249	6,561
18.	IH	68	75	4,624	5,625
19.	JA	34	85	1,156	7,225
20.	MA	30	66	900	4,356
21.	MA	40	86	1,600	7,396
22.	MA	40	54	1,600	2,916
23.	MA	39	84	1,521	7,056
24.	MH	70	89	4,900	7,921
25.	MI	38	68	1,444	4,624
26.	MJK	36	61	1,296	3,721
27.	ME	47	62	2,209	3,844
28.	MU	59	87	3,481	7,569
29.	MS	46	66	2,116	4,356
30.	NR	65	89	4,225	7,921
31.	PA	65	74	4,225	5,476
32.	PNF	66	87	4,356	7,569
33.	RI	33	60	1,089	3,600
34.	SA	37	82	1,369	6,724
35.	SA	48	76	2,304	5,776
36.	SH	68	83	4,624	6,889
37.	TMP	39	62	1,521	3,844
38.	WA	48	81	2,304	6,561
39.	WK	42	83	1,764	6,889

40.	YH	35	81	1,225	6,561
TOTAL		$\sum X_1 = 1995$	$\sum X_2 = 3020$	$\sum X_1^2 = 105899$	$\sum X_2^2 = 232008$

Based on the table 4.5 above it can be seen that there was differences between pre-test and post-test score of experimental class. In pre-test, the lowest score was 30 and in post-test was 52. While the highest score of experimental class was 70 in pre-test and 89 in post-test. After calculated the data for the experimental group above the score for pre-test was 1995 and the total score for post-test was 3020. It means that the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x} = \frac{3020}{40} = 75.5 \qquad \text{(Sugiyono, 2015)}$$

Standard deviation of X variable

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1 - 1)}} \qquad \text{(Sugiyono, 2015)}$$

$$= \sqrt{\frac{40(232008) - (3020)^2}{40(40 - 1)}}$$

$$= \sqrt{\frac{9280320 - 9120400}{1560}}$$

$$= \sqrt{\frac{159920}{1560}}$$

$$= \sqrt{102{,}51}$$

$$= 10{,}12$$

Table 4.6
The Differences between Pre-Test and Post-Test of Control Group

No.	Students' Initial	Pre-Test (Y_1)	Post-Test (Y_2)	$\sum Y_1{}^2$	$\sum Y_2{}^2$
1.	AMS	76	85	5,776	7,225
2.	AES	54	65	2,916	4,225
3.	AA	36	70	1,296	4,900
4.	AI	45	70	2,025	4,900
5.	BHP	35	55	1,225	3,025
6.	BP	43	60	1,849	3,600
7.	DA	41	80	1,681	6,400
8.	DSO	46	87	2,116	7,569
9.	EL	39	64	1,521	4,096
10.	ER	43	74	1,849	5,476
11.	FS	42	53	1,764	2,809
12.	FS	79	86	6,241	7,396
13.	IF	42	67	1,764	4,489
14.	JU	33	62	1,089	3,844
15.	JS	43	66	1,849	4,356
16.	MA	49	60	2,401	3,600
17.	MF	44	82	1,936	6,724
18.	MF	46	57	2,116	3,249
19.	MR	45	84	2,025	7,056
20.	MWN	67	75	4,489	5,625
21.	MA	54	82	2,916	6,724
22.	MV	36	71	1,296	5,041
23.	MA	48	81	2,304	6,561
24.	MS	49	83	2,401	6,889
25.	NA	44	55	1,936	3,025
26.	NRN	43	64	1,849	4,096
27.	PK	59	67	3,481	4,489
28.	PMW	42	54	1,764	2,916
29.	RF	64	69	4,096	4,761
30.	RA	52	64	2,704	4,096
31.	RR	53	76	2,809	5,776
32.	SRA	39	74	1,521	5,476
33.	SAMK	44	54	1,936	2,916
34.	SN	40	87	1,600	7,569
35.	SDT	40	72	1,600	5,184
36.	TRC	63	71	3,969	5,041
37.	UM	35	54	1,225	2,916
38.	YR	42	73	1,764	5,329
39.	YU	42	82	1,764	6,724

40.	ZRR	40	73	1,600	5,329
TOTAL		$\sum Y_1$ =1877	$\sum Y_2$=2808	$\sum Y_1^2$=92463	$\sum Y_2^2$=201422

Based on the table 4.6 above it can be seen that there was differences between pre-test and post-test score of control class. In pre-test, the lowest score was 33 and in post-test was 53. While the highest score of control class was 79 in pre-test and 87 in post-test. After calculated the data for the control group above the score for pre-test was 1877 and the total score for post-test was 2808. It means that the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum y}{n_y} = \frac{2808}{40} = 70.2 \qquad \text{(Sugiyono, 2015)}$$

Standard deviation of Y variable

$$SD_1 = \sqrt{\frac{n(\sum y_i^2)-(\sum y_i)^2}{n_1(n_1-1)}} \qquad \text{(Sugiyono, 2015)}$$

$$= \sqrt{\frac{40(201422)-(2808)^2}{40(40-1)}}$$

$$= \sqrt{\frac{8056880-7884864}{1560}}$$

$$= \sqrt{\frac{172016}{1560}}$$

$$= \sqrt{110,27}$$

$$= 10,5$$

Table 4.7
Calculating correlation Product Moment between X_1 and X_2

No.	$\sum X_i$	$\sum X_i$	$\sum X_i^2$	$\sum X_i^2$	$\sum X_i X_i$
1	59	75	3,481	5,625	4425
2	46	63	2,116	3,969	2898
3	66	84	4,356	7,056	5544
4	49	72	2,401	5,184	3528
5	45	70	2,025	4,900	3150
6	68	81	4,624	6,561	5508
7	69	77	4,761	5,929	5313
8	46	52	2,116	2,704	2392
9	63	86	3,969	7,396	5418
10	65	71	4,225	5,041	4615
11	34	66	1,156	4,356	2244
12	39	83	1,521	6,889	3237
13	50	76	2,500	5,776	3800
14	45	87	2,025	7,569	3915
15	36	72	1,296	5,184	2592
16	65	83	4,225	6,889	5395
17	57	81	3,249	6,561	4617
18	68	75	4,624	5,625	5100
19	34	85	1,156	7,225	2890
20	30	66	900	4,356	1980
21	40	86	1,600	7,396	3440
22	40	54	1,600	2,916	2160
23	39	84	1,521	7,056	3276
24	70	89	4,900	7,921	6230
25	38	68	1,444	4,624	2584
26	36	61	1,296	3,721	2196
27	47	62	2,209	3,844	2914
28	59	87	3,481	7,569	5133
29	46	66	2,116	4,356	3036
30	65	89	4,225	7,921	5785
31	65	74	4,225	5,476	4810
32	66	87	4,356	7,569	5742
33	33	60	1,089	3,600	1980
34	37	82	1,369	6,724	3034
35	48	76	2,304	5,776	3648

36	68	83	4,624	6,889	5644
37	39	62	1,521	3,844	2418
38	48	81	2,304	6,561	3888
39	42	83	1,764	6,889	3486
40	35	81	1,225	6,561	2835
Total	**1.995**	**3.020**	**105.899**	**232.008**	**152.800**

$$R_{xy} = \frac{n\sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n\sum X_{i^2} - (\sum X_i)^2\}\{n\sum Y_{i^2} - (\sum Y_i)^2\}}}$$ (Sugiyono, 2015: 255)

$$= \frac{40(152,800) - (1995)(3020)}{\sqrt{\{40(105899) - (1995)^2\}\{40(232008) - (3020)^2\}}}$$

$$= \frac{6112000 - 6024900}{\sqrt{\{4235960 - 3980025\}\{9280320 - 9120400\}}}$$

$$= \frac{87.100}{\sqrt{\{255935\}\{159920\}}}$$

$$= \frac{87.100}{\sqrt{40929}}$$

$$= \frac{87.100}{202.309}$$

$$= 0.43$$

C. Testing Hypothesis

Ho: p=0 There is no significant effect of applying Picture Word Inductive Model

(PWIM) on the student's writing achievement in narrative text.

Ha: p#0 There is a significant effect of applying Picture Word Inductive Model

(PWIM) on the student's writing achievement in narrative text.

Determining the value of t-test with formula:

$$t = \frac{\bar{X}_1 - \bar{\bar{X}}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}}$$ (Sugiyono. 2015: 274)

$$t = \frac{75.5 - 49.88}{\sqrt{\frac{102.51}{40} + \frac{164.06}{40} - 2.0,43\left(\frac{10.12}{\sqrt{40}}\right)\left(\frac{12.81}{\sqrt{40}}\right)}}$$

$$= \frac{25.62}{\sqrt{2.56 + 4.1 - 0.86\left(\frac{10.12}{6.32}\right)\left(\frac{12.81}{6.32}\right)}}$$

$$= \frac{25.62}{\sqrt{6.66 - 0.86(1.6)(2.03)}}$$

$$= \frac{25.62}{\sqrt{6.66 - 0.86(3.25)}}$$

$$= \frac{25.62}{\sqrt{6.66 - 2.8}}$$

$$= \frac{25.62}{\sqrt{3.86}}$$

$$= \frac{25.62}{1.96}$$

$$= 13.07$$

After accounting the data previously by using t-test formula that critical value 13.07 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is (2n-2=80-2=78) in line of 78 that t-table is 1.99 for 0.05. It could be conclude t-test>t-table or 13.07>1.99 so, Ho is rejected and Ha is accepted or "there was the effect of applying the Picture Word Inductive Model on the students' writing achievement in narrative text".

D. The significant effect of Applying the Picture Word Inductive Model on the Students' Writing Achievement in Narrative Text

The percentage of applying this model was:

Significant = rxy^2x100%

$$=0.43^2 \text{x} 100$$

$$=0.1853 \text{x} 100$$

$$=18.53\%$$

$$100\% - r^2 \quad =81.47\%$$

It means: The effect of applying the picture word inductive model on the students' writing achievement in narrative text is 81.47% was influenced by another factors.

E. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying the Picture Word Inductive Model got higher score than those who were taught by using the conventional method. It was proved from the result of t-test which was 13.07 and t-table which was 1.99 (t-test>t-table, 13.07>1.99). So, the fact showed that the students' writing achievement in narrative text was more significant than those by using conventional method. Total of significant effect was 81.47% was influenced by other factors and the test of hypothesis was found that t*observe*>t*table* (13.07>1.99).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer mainly presents conclusions and suggestion based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it can be concluded that applying the Picture Word Inductive Model significantly affects on the students' writing achievement. It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 232008 and the mean score was 75.5, while in the control group were 201422 and the mean score was 70.2. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 13.07 was higher than t-table 1.99, it means that the alternative hypothesis (Ha) was acceptable.

B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by applying the Picture Word Inductive Model and after they were taught by applying the Picture Word Inductive Model. Therefore, the writer tries to give some suggestion as follow:

1. The Headmaster, the headmaster should be attention of teaching method in the school, could increase awareness of teacher in order to give an effective technique for students so that the students do not get bored.

2. The English teacher, especially for the English teacher of SMP Tarbiyah Islamiyah Hamparan Perak. They can try Picture Word Inductive Model in teaching English to increase their knowledge and by using a good technique the students are easier and motivated to learn English. The English should select a technique that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use Picture Word Inductive Model as an active technique to teach in the class.

3. The students, the students should be active in the classroom because in the Picture Word Inductive Model the students are supported to be active in learning process, it s hope that the students can be increase the knowledge.

4. For the reader, it is suggested to use an effective model in teaching learning process, to make the students more interested in studying English.

5. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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