CHAPTER I

INTRODUCTION

This chapter elaborates on the background, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies.

A. Background of the Study

This research explores how PWIM (Picture Word Inductive Model) is used to engage students in writing narrative text. It also tries to investigate their competence in writing cohesive and coherent texts after they taking part in the writing learning process using PWIM. PWIM is chosen because it employs images from the material as well as keywords to help students determine what they will write about in writing a text (Calhoun, 1999 as cited in Herizal & Afriani, 2015).

Simultaneously, narrative text is chosen because it is the text that tells the story and experience, and it is the potential to be engaging students to make the learning process more meaningful (Fitriani, 2018). It is also one of the most effective ways to communicate with others. In addition, the story that is written in a good way makes the readers understand the event, even feel it (Meyers, 2005 as cited in Fitriani, 2018). Hence, the narrative text makes students enjoy the learning process.

As it is known, writing is an essential skill in English. Students could express feelings and ideas by hand. Writing helps students improve communication skills because writing is effective communication in unspoiled words of a complex concept (RahmatAllah, 2020). In its most advanced form, writing can be a vibrant artwork (Chanyoo, 2018 as cited in Ermita, Emzir, & Lustyantie, 2019).

Nevertheless, writing has been considered the most challenging skill to learn (Richards & Renandya, 2002 as cited in Ratnaningsih, 2016). Even though the writing is difficult, this skill must be mastered by students (Mahdiya & Murtiningsih, 2020). Besides, there are many aspects that they should apply in their writing; two of them are cohesion and coherence (Amperawaty & Warsono, 2019). Those things are essential because Halliday & Hasan (1976) in Amperawaty & Warsono (2019) explain that writing that uses cohesion and coherence is both a

good construct and understandable writing. To be a good writer, the theories that writers have learned need to be applied in continuous practice.

According to the limited interview with several tenth-grade students in SMAN Jatinangor, while learning to write a text, students feel hard to write their own text because of some factors. First, their vocabulary mastery is still limited, so they are confused about what they should write. Second, they still do not understand the writing components that must exist in the text, including cohesion and coherence. At the same time, it is very vital to write cohesive and coherent texts to deliver the writer's thoughts or ideas.

There are several researches related to PWIM and cohesion and coherence of Indonesian EFL students writing texts. First, Ermita, Emzir & Lustyantie (2019) investigate the effect of PWIM in teaching and learning descriptive text to enhance the student's skill in writing. Second, Nuning (2020) research aims to improve the students' writing skills in producing procedural text through PWIM. Third, Saragih & Septiani's (2017) research analyzes the students' descriptive text's cohesion and coherence. Last, Sinaga, Andayani & Widodo (2019) research the cohesion and coherence of Madagascar students' narrative essays in Indonesian for foreign speakers.

However, this current research is different from those previous researches. Those previous researches mainly focus on improving the students' ability in writing a text through PWIM and analyzing the cohesion and coherence of the students' writing text. In contrast, this research explores how PWIM is used to engage students in their writing activities. It also explores how the students' writings reflect their ability to write cohesive and coherent text after they learned using PWIM.

B. Research Questions

This research aims to find out the answers to the following research questions:

1. How is PWIM used to engage students in writing the narrative text?
2. How do the students' writings reflect their ability to write a cohesive and coherent text?

C. Research Purposes

According to the research questions above, the purpose of this research are:

1. To explore how PWIM is used to engage students in writing narrative text.

2. To investigate how students' writings reflect their ability to write cohesive and coherent text.

D. Research Significances

The research is expected to give significances, both theoretical and practical.

1. Theoretically, this research could provide information about improving students' cohesion and coherence in the narrative text through PWIM. Besides, this research is expected to find out the use of PWIM in teaching narrative text. Then, it is expected to make the teaching-learning process more exciting and easier for teachers and students.

2. Practically, this research will equip teachers with new knowledge about learning using PWIM to develop students' cohesion and coherence in writing narrative text. Moreover, it can build students' awareness of how to write cohesive and coherent text.

E. Research Scope

The focus of the research is limited to exploring how PWIM engages students in the writing activity to enhance their narrative text's cohesion and coherence. It also investigates their ability to write cohesive and coherent text after learning using PWIM.

F. Conceptual Framework

Writing is a crucial part of communication. Writing is the activity of proceeding the message into written language. Some language components of writing are grammar, punctuation, spelling, and vocabulary. Meanwhile, grammar, organization, style, and content are the things that need to be carefully considered by writing during the writing process (Sari & Sabri, 2017).

Writing has several purposes and produces several forms. It has four essential elements: *Planning* –In this stage, the writers decide what they will say in the text by making some notes. *Drafting* –In this stage, the writers write the first version of the text. *Editing* –In this stage, the writers read, check and revise the text that has been written to make sure the information has been delivered clearly or not. Last, *Final Version* –After considering and revising the text, the writers write the final version of their text (Halliday, 2004 as cited in Mahmudan, Fitriati & Sutopo, 2019).

There are several types of writing; *Narrative Text* is one of them. The narrative text has logical and chronological events and is experienced or caused by factors (Rebecca, 2003 as cited in Susilawati, 2017). Besides, narrative text can be called a text that narrates a story that informs or entertains the reader (Anderson, 1997 as cited in Latifah & Rahmawati, 2019). The following is part of the narrative text, or what should be existed in constructing a narrative text: first, orientation. It shows the set of the scene and the participants of the story. Second, evaluation. It is a step back in evaluating the plight. Third, complication. It shows the crisis or the problem of the story. Fourth, resolution. It shows the problem-solving of the story. Last, reorientation. This part is optional. Writers of the text can decide whether they will use this part or not (Purba, 2018).

Since writing is part of communication, it is very crucial to make a comprehensive text. Several things have specific considerations that must exist in the writing process. Some of them are cohesion and coherence (Amperawaty & Warsono, 2019). Cohesion and coherence bring out the writer's ideas (Syafnida & Ardi, 2019). Cohesion connects the clauses in a text and gives the whole meaning of it clearly (Halliday & Hasan, 1976 as cited in Lestari & Sutopo, 2020). There are two types of cohesion: grammatical and lexical cohesion (Halliday & Matthiessen, 2014).

Furthermore, coherence is also essential because it relates to how the writer organizes the ideas, or how the writer makes the sentences and the ideas connected to each other, or in other words, the sentences and the ideas are associated smoothly from the first to the last (Smith, 2020). Two things should be considered to make a

coherent paragraph. First, the writers must look at "the topic sentence," then "the content of the body" of the text itself. Those terms should be met clearly (Gunas, Beda & Jem, 2020).

It is not an easy thing to write a cohesive and coherent text. As explained before, students find it challenging to write good writing because they have a limited vocabulary. Regarding this situation, there is a teaching strategy that can help students to write both cohesive and coherent text, which is PWIM (Picture Word Inductive Model). This strategy uses pictures containing familiar objects and actions to obtain words, or it is used to encourage students to think inductively by identifying both things and objects in images. It can be called a strategy that can be used for the whole or small class, pairs, or individuals to question words. PWIM also be carried out to engage both reading and writing activities (Wood & Tinajero, 2002 as cited in Meliasari, Ngadiso & Marmanto, 2018). The sequences of PWIM in teaching writing are: first, select a picture used to teach in the learning process. Second, students identify what they see from the pictures. Third, label them by drawing a line, writing the word, and asking students to spell them aloud. Fourth, students are asked to reread the words on the chart and classify them into groups, such as based on the initial letters of words or rhymes. Fifth, students are led to create a title for the picture-word chart. Students think about the things that they want to say. Sixth, the teacher asks students to write a sentence(s) or a paragraph about the picture-word chart. Last, read and review the paragraph (Calhoun, 1999 as cited in Meliasari, Ngadiso & Marmanto, 2018).

G. Previous Studies

Several researchers have researched both PWIM and cohesion and coherence in the context of Indonesian EFL students. The first is a journal article by Nuning (2020), which aims to enhance the students' ability to write procedural text through PWIM. Action research is used as the research design. The research subjects are twenty-seven ninth-graders of MTs Negeri 1 Jepara (twenty female students and seven male students). The research is conducted in three cycles. The result indicates

that there is an improvement after the students learn procedural text through PWIM. Only 8 out of 27 students could explain certain people, places, or objects in the first cycle. Meanwhile, the last cycle shows that 27 students (100%) could produce procedural text in a good way.

Second, Ermita, Emzir & Lustyantie's journal article (2019) explores the effect of PWIM in the teaching-learning process towards the students' competence in writing descriptive text. The design of this research is action research. Three cycles are conducted. Seventeen students of the second semester of the English Education program in one university in Jambi are the research subjects. The result shows that the use of PWIM is a success. The students who can pass the minimum score in the first cycle is 65%, in the second cycle is 41%, and in the last cycle is 100%. Moreover, PWIM makes the students more motivated and interested in the teaching-learning process.

Third, the journal article written by Gunas, Beda & Jem (2020) investigates the cohesion and coherence of the students' writing performance at senior high school. The study aims to explore the cohesion and coherence aspects in the students' descriptive and narrative texts. Descriptive quantitative design is used as the research design. The participants are all of the students in the eleventh grade from thirteen senior high schools in Manggarai. The samples are 390 students from the existing classes at those schools. The result shows that good cohesion could not be achieved because the students' writing only applied 30% of reference, 0% of substitution and ellipsis, 50% of conjunction, and 20% of lexical cohesion. It can be concluded that the students' writing texts were not cohesive and coherent. Cohesion and coherence aspects were less used, and they can be categorized into the lower level.

Last, Amperawaty & Warsono's (2019) journal article aims to find the use of cohesive devices in achieving coherence in the background section of the students' formal writing. Descriptive qualitative design is used as the research method. Ten students' backgrounds from ten final projects published in 2016 to 2017 are taken. The result indicates that grammatical cohesion such as conjunction, ellipsis, substitution, and reference are used in their text. Besides, lexical cohesion,

collocation, and reiteration are also applied. In terms of coherence devices, both micro-level and theme-rhyme are employed.

However, this current research is different from those previous researches. Those previous researches mainly focus on improving the students' ability in writing a text through PWIM and analyzing the cohesion and coherence of the students' writing text. In contrast, this research explores how PWIM is used to engage students in their writing activities. It also explores how the students' writings reflect their ability to write cohesive and coherent text after learning using PWIM.