CHAPTER I
INTRODUCTION

This chapter contains a brief description of the entire contents of the research. In detail, this chapter explains the background of the study, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background

Writing is considered an important process as a step in mastering four skills in English. Suparman (2013) states writing is the most important thing because it can help students to develop other language skills through teaching writing by the teacher. However, in this case, the teacher thinks that writing is quite a difficult thing to teach because not all students have good writing skills. According to Heaton (1988) cited in Pratiwi (2016), writing skills are sometimes difficult to teach because they tend to be complex. In this case, it requires mastery, grammar, rhetoric, conceptual, and judgmental elements. Writing also involves all aspects that exist in languages such as a vocabulary, grammar, spelling, coherent and logical word order, and arrangement of ideas.

Referring to Heaton's statement it can be ascertained that before writing students must have many ideas in their minds so that the students can develop these ideas into sentences, paragraphs, and essays. Thus, teachers must know the development of students learning in writing skills. In line with this, the writing process must be accepted individually by students. It means that means the teacher must prepare a strategy before teaching writing (Ariyanti, 2016). The learning strategies that must be considered by teachers are such as choosing the most appropriate learning strategy and the most efficient method to be used as a guide in teaching and learning activities.

Limited observation and experience of researchers during teaching both in schools and privately. It shows that there are still many teachers who have

difficulty in teaching English to students, especially teaching writing. It was found that when the teacher gave the task of making narrative texts, it turns out that many students still got difficulty in writing narrative text such as composing words. This is because students are still confused in expressing their feelings, generating ideas and thoughts. Students are more interested in writing using pictures or memes in it because besides being more interesting, students also understand and know what they are going to write. In addition, some students also feel that learning to write through pictures can be better illustrated.

One of alternatives proposed to overcome such writing problems is through Picture Word Inductive Model (PWIM). Picture Word Inductive Model is a method designed by Calhoun (1999) that can be used by teachers to direct students to find words in a picture, increase the number of vocabulary in reading and writing, apply observation and analysis of logical thinking to read and write, and formulate phonetic and structural (Joyce & Showers, 2002). This method is also expected to be a medium for students to generate ideas in learning to write narrative text.

Research on PWIM has been done by several researchers, they were Kurniawati & Khomariyah (2018). This research focuses on knowing the effect of using PWIM on students' writing skills in recount texts. Monika (2017) focus on knowing the effectiveness of the Picture Word Inductive Model on students' writing achievment. Berutu et al. (2019) focus on the use of Picture Word Inductive Model in teaching writing descriptive text. Meliasari et al. (2018) focus on the effectiveness of the Picture Word Inductive Model method in teaching writing from students interest. Susilawati (2017) focus on teaching narrative text use digital comic. Jiang (2015) focuses on students perceptions about Picture Word Inductive Model in narrative text. Jiang (2018) focuses on young learners' perception of the Picture Word Inductive Model in China. Most of them lead to use PWIM to develop writing skills. Ummah (2018) analyzed about generating

ideas in writing recount text through small group discussion techniques. This study shows that, students are able to write recount text but still have difficulty in writing text because students still have problem in grammar.

This research is different from previous research because the purpose of this research focuses on generating ideas in narrative texts that are carried out through online classroom learning. Therefore, the researcher tries to examine two problem formulations, explore the teacher's experience and perceptions of engaging students in generating ideas in writing narrative text by using Picture Word Inductive Model (PWIM). The researcher hopes that this method can help teachers and students in the teaching and learning process of the English Language, especially in generating ideas in writing narrative text

B. Research Questions

From the description above, this research is intended to answer the two following questions:

1. What are teacher's experiences in engaging students to generate ideas in teaching writing narrative text by using Picture Word Inductive Model (PWIM)?
2. What are the teacher's perceptions in engaging students to generate ideas in teaching writing narrative text by using Picture Word Inductive Model (PWIM)?

C. Research Purposes

From the research questions above, this research is aimed at obtaining these two following purposes:

1. To find out the teacher's experiences in engaging students to generate ideas in teaching writing narrative text by using Picture Word Inductive Model (PWIM).

2. To find out the teacher's perceptions in engaging students to generate ideas in teaching writing narrative text by using Picture Word Inductive Model (PWIM).

D. Research Significances

This research is expected to be a source of information about teacher perceptions and student experiences in generating ideas in writing narrative text using the Picture Word Inductive Model (PWIM). Furthermore, it is also expected to provide new understanding to English teachers about important and useful things with teaching using this method, because this method explains about English through learning narrative text. Theoretically, this study provides benefits for teachers to improve their teaching skills, especially in writing learning methods. In practical terms, this research gives meaning to:

1. Teachers

This research can contribute to the teacher to consider this method as the best strategy in the teaching and learning process, especially in generating ideas in writing narrative text to maximize the potential of students in learning English in writing skills.

2. Students

The results of this research are expected to increase student motivation in English writing skills.

E. Conceptual Framework

Generating is an important proceeding in writing, because generating ideas is a process of creating and developing abstract ideas. Generating ideas also usually includes identifying memory probes that are used to term memory (Crossley et al., 2016). However, in the writing process, there will definitely be problems. According to research by Safitri (2019) cited in Inayati (2020), the

problem faced by students in writing activities is that students have difficulty in finding topics that match their interest. Therefore, generating ideas is a process that must be involved in writing activities. This is so that students can find or produce a topic.

Using PWIM can also generate ideas in learning to write, Picture Word Inductive Model (PWIM) is a language arts strategy developed by Emily Calhoun to teach beginner students. This method uses a picture containing objects that are known to help students develop their sight-reading writing skills. Picture Word Inductive Model (PWIM) is to help students to develop their imagination and ideas in making sentences or paragraphs (Calhoun, 1999). The Picture Word Inductive Model (PWIM) is teaching strategy used to direct students to investigate words. This means the Picture Word Inductive Model (PWIM) is a strategy that can guide students to know words by using properties such as pictures. By knowing the words in the picture, students more easily make sentences or paragraphs that are good in writing text. This will make students easier and more interested in writing (Muttaqin, 2015). In brief, Picture Word Inductive Model is a strategy of teaching writing that uses pictures and can help students to know words or sentences before they start writing. Besides, it can also develop ideas for writing. Picture Word Inductive Model (PWIM) will make students easier and also interested in writing because by using this method students can find out more words in pictures. In addition to teaching writing, teachers also apply the Picture Word Inductive Model (PWIM) to analyze their research such as structural principles, observation, and phonetics.

The Picture Word Inductive Model (PWIM) learning strategy can be applied to various kinds of English texts, one of which is narrative text. According to Anderson (1997), narrative is a story text designed to entertain or provide information to readers and listeners. Also, Wignell (2017) argues that the narrative relates to the actions of characters or problematic events that lead to

crises or similar turning points and find a resolution. Anderson (1997) also states narrative text is a text that tells a story that is intended to entertain or inform readers and listeners. However, in the midst of this pandemic, the teaching process cannot be taught directly but must be done online in order to stop the spread of the virus and the teaching and learning process can still be carried out. In this study, PWIM was also implemented in online classes. Online classes are understood as learning that is supported by service technology in its implementation such as video, audio, teleconferencing and web recordings that are used online through computer media.

F. Previous Studies

Several researchers have conducted a research on PWIM. First, research conducted by Kurniawati & Khomariah (2018) discussed about using Picture Word Inductive Model in teaching writing recount text. This research shows that there is an effect of using the Picture Word Inductive Model (PWIM) on the students' ability to write recount text.

Second, research conducted by Monika (2017) discussed about the effectiveness of the Picture Word Inductive Model in teaching writing descriptive text to student. From the research result, it is proven that teaching writing using the Picture Word Inductive Model method has a significant effect on students' writing achievement.

Third, research conducted by Berutu et al. (2019) discussed about teaching writing descriptive text through Picture Word Inductive Model. This research shows that student enjoyed the process of teaching learning by using Picture Word Inductive Model.

Fourth, research conducted by Meliasari et al. (2018) discussed about effectiveness Picture Word Inductive Model to teach writing viewed from students' interest. From the result, this research shows that the Picture Word

Inductive Model is more effective than a controlled writing strategy for teaching writing.

Fifth, research conducted by Susilawati (2017) discussed about teaching writing narrative text use digital comic. This research shows that the use of digital comics in teaching writing narrative text has more advantages.

Sixth, research conducted by Jiang (2015) discussed about the students perception of Picture Word Inductive Model (PWIM) in writing narrative text. The result of this research is that ELT educators and policymakers in China can introduce PWIM and this has a big impact on students. In addition, this method is also expected to be able to build the professional development of English teachers and become a new strategy in the learning approach.

Seventh, research conducted by Jiang (2018) discussed about young learners' perception of Picture Word Inductive Model as a tried new ELT approach. The results of this study were that students revealed the many positive effects and benefits of the Picture Word Inductive Model on English learning.

Last, research conducted by Ummah (2018) analyzed about generating ideas in writing recount text through small group discussion techniques. The results of this study are, students are able to write recount text but still have difficulty in writing text because students still have problem in grammar.

Furthermore, this research is different from previous studies. This research aims to analyze the use of PWIM in generating ideas. In this research, the researcher investigated the teacher's experiences and perception in using PWIM as applied in learning. So, this research is expected to have a good influence on teachers and students in using PWIM in writing learning activities.