Teaching Writing Narrative Text by Using POEW Models for the Seventh Grade Students of MTsN 10 Magetan

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ABSTRACT

This study aims to explain the implementation found in the ability to write narrative texts of eighth grader using POEW Models. The method used in this research is qualitative by using descriptive qualitative research. This research was conducted at MTSN 10 Magetan which was carried out in class VII as the object of research with a total of 32 students. The Researcher used observation, interviews and documentation to collect data. In research instrument, the researcher used observation checklist, interview guidelines, and documentation. In analysing the data, the researcher used data reduction, data display and conclusion and verification. The results of this study indicate that during the implementation of learning to write narrative texts using the POEW Model, in Predict students make an outline. Then, in Observe is students write in full one paragraph. Then, Explain, students explain ahead and the teacher revise and students Write back correctly. In the POEW model students are quite active in the learning process. It can be concluded that learning to write narrative texts with POEW Models for class VII students of MTSN 10 Magetan can be implemented because the teacher guides students from beginning to end writing until students produce good writing.

Keywords: Teaching Writing; Narrative Text; POEW Models

INTRODUCTION

Writing is the most difficult and very important skill. Writing is the highest and most complex language skill because in writing a person puts all ideas into written form. According to Bowker (2007), writing is a skill that is needed in many contexts throughout life. So it can be said that writing is the most necessary thing in learning. As noted by many experts, which is one of them, Harmer (2004) said that writing is used for different purposes and made in different forms. From this it can be concluded that at school students should be able to determine the purpose of what they write. When it comes to writing, there are some types of text that students need to learn, such as Narrative text.

Narrative textual content is one sort of textual content this is studied in junior excessive school. Narrative textual content is a sort of textual content in English to inform a tale that has a chain of related chronological occasions. According to Purba (2018) a story is a few sort of retelling, frequently in words (aleven though it's miles viable to mime a tale), of something that happened (a tale). Other social functions of narrative writing can be to inform, to persuade, and to socialize. The most important structural additives of a story are orientation, the complication, and the resolution. The feature of a story is to amuse, to go into and to address real or diverse revel in in distinctive way. It offers with the tricky occasions which cause a disaster or turning factor of a few kind, which in flip discover a resolution. So in writing a story textual content have to be capable of study that the incident is real.

Unfortunately, primarily based totally on preceding observations were completed in certainly considered one among the colleges in SMK PGRI Wonoasri, there are numerous troubles in college students writing. Many students discover it tough while making sentences. The hassle are which include students' loss of vocabulary, lack of knowledge of grammar due to the fact they're now no longer assured and afraid to make mistakes, and shortage of thoughts in writing. There also are many students who aren't interested by getting to know English.

To solve this problem, the teacher have to be innovative and feature a terrific approach to educate writing, According to Ariyanti (2016) the dependency of getting to know to put in writing that utilized in Indonesia these days is the teacher being the middle in getting to know the study room. The teacher has a tendency to be greater lively. Therefore, students are loss of creativeness in writing capabilities. So teachers have to be capable of expand kid's motivation of their writing capabilities, thinking about the trainer is the middle of getting to know in class.

In relation to the problems raised on this study, getting to know within side the study room may be aided with the aid of using POEW version. The POEW version turned into advanced from the Predict-Observe-Explain (POE) getting to know version and the Think-Talk-Write (TTW) getting to know approach. The POEW getting to know version permits students lively within side the getting to know manner, imparting possibilities for students to assemble expertise, speak thoughts and talk outcomes their dialogue so that scholars are higher understand, grasp the concept, and important students' questioning potential increases.

POEW is advanced from POE and TTW. The preceding studies carried out with the aid of using Suminar and Putri (2015) in coaching writing with the aid of using the use of Think-Talk-Write approach in getting to know to apply the Think-Talk-Write approach students have to active, students who've vast expertise and college students can paintings collectively with organizations due to the fact all students now no longer all students can active and may study collectively in organizations. Some fabric can with the aid of using the use of Think-Talk-Write approach is descriptive textual content, narrative textual content, and system textual content. The fabric have to additionally suit with students' abilities due to the fact if the fabric in line with the potential of students, students experience and now no longer tough to reply exercises. If the suitability of the fabric with the approach in coaching getting to know manner may be effective.

Furthermore there's additionally a POE approach. According to Arsy, Prasetyo and Subali (2020) getting to know with the aid of using POE approach with GI version required students to are trying to find a brief solution or prediction of a hassle. The POE can assist students to build their very own expertise, to cultivate a sense of responsibility, self-belief and openness in group, and to enhance important questioning capabilities which can be beneficial for children's mind development.

The blended approach of TTW and POE Models is known as POEW Models. According to Mufidah and Dewi (2021) there has been a giant distinction of students' ability in writing narrative textual content after being taught with the aid of using the use of POEW approach. The distinction is students are lively and concerned without delay within side the getting to know manner and college students turn out to be greater innovative, specifically for give an explanation for predictions. Then, the getting to know consultation turns into greater exciting with the aid of using direct remark of students. Then, students are capable of speak predictions and the outcomes of his observations. Observation interest is an evidence or solutions to troubles. Finally, students assemble their very own expertise.

To solve the problem in writing, the researcher agreed to apply the POEW Models because the teaching medium. The researcher believes that the use of the POEW Models to educate writing can assist students turn out to be greater lively at some point of getting to know. This sort of writing teaching approach may be very beneficial within side the study room. The use of the POEW fashions encourages and motivates students to put in writing, and they are able to make contributions their thoughts for the group's task, and arouse their interest.

RESEARCH METHOD

The research methodology is descriptive qualitative research. According to Lambert and Lambert (2012) qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individual The descriptive method is implemented because of the data analysis presented descriptively. Qualitative research involves the study of the use and collection of various sources such as observation, interview, and documentation.

In this research, the research was conducted in MTSN 10 Magetan, located at Sidorejo, Magetan, and East Java. The reason why the researcher chooses the place because the interest of the students in writing skill is low. The students get difficulties in writing so they have to get their ideas into a good sentences. The students also get some problems when they start to write. It makes the researcher wants to apply this researcher in MTSN 10 Magetan. Three aspects of the data sources that uses by the researcher. The data sources in this research include social situation, participation, and documents. In social situations, institutional and environmental condition the researcher will observe about the activities in the writing class at MTSN 10 Magetan. In this research, the researcher uses syllabus, lesson plan, students' names, work sheet, observation notes, and photographs as document support.

In this research, the form of the data collection consists of observation, interview, and documentation. The researcher used participant observation while she is observing in the classroom. According to Cropley (2015) participant observation is a researcher who explores information in a social environment by taking a role in that social environment. In this research, the researcher used the type of participant observation. Because in this

research the researcher as a participant by teach in the class to get the data. Ary (2010) stated that an Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. The function of the interview is to obtain comprehensive, accurate, honest information from teachers and students. In this case the researcher give some questions and the participants answer the question flexibly. The English teacher of MTSN 10 Magetan and the students from class VII B are the respondents. And the last, Ary (2010) state that the document analysis may be of existing artifacts or records, or in some cases the researcher may ask subjects to produce artifacts or documents, documents are use in connection with, or in support of, the interviews and participant observation. The documentation can help the researcher to collect the data in the qualitative research. In this research, the document used are lesson plan, syllabus, students' name, and photograph.

The instruments used in collecting data are observation checklist, interview guidelines and documentation. In techniques of analyzing data, the researcher uses qualitative data. Qualitative data is used to describe the situation during the teaching process. First is data reduction. Second is data display. Last is conclusion and verification. In this research, the researcher uses the triangulation to get validity the data.

RESULT AND ANALYSIS

The researcher describes the research results obtained from observations, interviews, and documentation about learning to write narrative texts using POEW Models for grade 7 students.

1. RESULT
A. The Result of Observation
In the result of the observation, the data can be collected through observing the activities during teaching writing narrative text by using POEW models for seven-grade students of MTSN 10 Magetan
1.) Pre-activity
Pre activity is activity before the teacher explained the material. In this activity, the student's teacher opened the lesson by saying
T: "Assalamulaikum wr.wb, Good morning class, how are you today?
S: "Wa'alaikumsalam wr.wb, Good morning Ma'am, I'm fine thank you and you?
T: "I'm fine too, thank you".
The teacher asked the leader of the class to lead the pray together. After that, the teacher checked the student's attendance list by saying
T:"Anyone absent today?"
S: "No Ma'am".
T: "if there is something difficult to understand, you are welcome to ask" S: "Yes ma'am".

Then, the teacher explained to the students about today's topic and material
T: "Today's children we will learn about narrative texts, story essays that present the sequence of events in chronological order, do you understand?"
S: "Yes ma'am"
T: "Does anyone here know the general structure and language features of the narrative text?"
S: "The general structure consists of orientation, complication, resolution, and re-orientation"
T: "Then for the language features?"
S: "Using simple past tense, using adverb of time, using direct speech, and using specific character"
T: "Good, is there anything that has not been understood" the students answered "Understand ma'am"

b.) Whilst activity is an activity did after pre-activity.
T: "OK Students we will learn to write narrative texts using the POEW model, which stands for Predict, Observe, Explain and Write, is it clear?" S: "Yes ma'am"
T: "ok, in the first activity this is Predict, does anyone know what predict is"
S: "not yet Ma'am"
T: "predict is an activity that you will do by making an outline of the story that you will make, you can tell stories about animals, ancient stories, imaginary stories and so on, do you understand?,
S: "Understood Ma'am",
T: "It's good to do it in groups, one group consists of 4 people"
S: "Okay Ma'am".

After finishing working on the Predict section, the teacher continued the next step,
S: "Okay the next step is observe, please write it in full in paragraph form, write a story according to your imagination, can all of this be understood?,

T: "Understand ma'am"
The teacher immediately asked students to make paragraphs according to what they had written in predict. Then after finishing working, the teacher proceeds to the next step
S: "Good students, the next step is Explain, you will go forward one group to read what you have written. please"
T: "Ok ma'am"
        After the group read their work one by one the teacher revised their incorrect work, while playing a video about narrative text,
T: "good students, this is a video about narrative text so that you understand more about writing narrative text"
S: "Ok, ma'am".
T: "Ok, the last step is Write, please rewrite it like what have I justified before, collect it when it's finished"
S: "Okay ma'am"

        Then the students immediately wrote back the revised results from the teacher after finishing the work, they collect the work.
c.) Then in the post activity, the teacher asked what were the difficulties faced by students
T: "Are there any difficulties you faced when learning to write narrative texts using this POEW Models method?"
S: "It's a little complicated for this method, but if you understand it's quite interesting to follow ma'am"
T: "Ok students, thank you for your attention to the material that I have conveyed, wassalamualaikum wr wb"
S: "Waalaikumsalam wr wb"

B. The Result of Interview
1) The Result of Interview With The Students Of VII MTSN 10 Magetan

There are three question given to students. From the first question,
R: "What do you think about writing narrative text using the POEW Models method?"
S: "I'm writing a narrative using this POEW technique, sometimes I visit while listening to material from the teacher".
The second question,
R: "Do you feel enthusiastic and motivated when writing narrative texts when using the POEW Models method?"
S: "I tend to be bored, but fortunately we made a group so we can share opinions with a group of friends"
The third question,
R: "Do you have any difficulties when writing narrative text using the POEW models method?"
S: "There is a step that I'm confused about, which is predict, in my opinion the predict section doesn't need to be done because I think it's the same as in the observe section"

2) The Result of Interview With The Teacher Of VII MTSN 10 Magetan

There are three question given to teacher. From the first question,
R: "How are students' writing skills using POEW Models?"
T: "POEW Models help students to be more flexible when writing narrative texts based on their own ideas"
The second question
R: "Are there any obstacles to teaching POEW Models?"
T: "There is. Automatically exists. Mainly a matter of time. When I explain about 4 steps, they mostly complain when they know the steps in this method. So I had to go the extra mile to come from one group to another. Otherwise, they might get sleepy and talk to themselves."
The third question,
R: "If you have difficulties, is there a solution to overcome these difficulties"
S: "When I teach the POEW Model, this method is actually good and detailed, but sometimes we find it difficult to organize students so I still make sure students understand the material that is conveyed even though they are all in groups, I also had time to play a video so that they understand and are not bored" "Actually, the POEW method is quite complete, there are predict, observe, explain, write. That for me is quite organized, but I also continue to help students if there are difficulties, such as stringing sentences, translating translations that they don't understand so that they also understand quickly".

C. The Result of Documentation
        The syllabus contains the detail of course contents in the teaching learning process. Second, lesson plan is directive to teaching the researcher has made a lesson plan before to teach a lesson with POEW Models. In the lesson plan, researchers can carry out the teaching and learning process systematically. Lesson plan is up to standard. Third, the photos here are pictures that researchers took from the teaching-learning process. The photos are photos during the teaching and learning process. The photo shows success in the teaching and learning process. Fourth, Student Writing Results. In this study, the teacher asked students to make a narrative text. Then they have

to choose a topic. In the final stage, students must submit their writing to the teacher. It can help to know the teacher about the students' ability in understanding the material.

2. ANALYSIS

In the discussion, the researcher presents the discussion obtained from the result of research about teaching writing narrative text by POEW Models of the seventh-grade students in MTSN 10 Magetan. The Teaching Writing Narrative Text by Using POEW Models for Seventh-Grade Students of MTSN 10 Magetan The researcher found that during the observation, students paid attention to each researcher's explanation. Although learning is done through a new method, namely POEW Models, students can still understand the material presented. This statement is the same as the results of interviews with teachers, she said that "POEW Models help students to be more flexible when writing narrative texts based on their own ideas" The researcher prepares the syllabus and lesson plans with the aim that this learning is so that the learning system can run according to the grooves that have been designed on the learning device. The teaching and learning process is the main activity in this research, the teaching and learning process activities are divided into parts, namely pre-activities, whilst activities, and post-activities. In this preliminary activity, the researcher greeted and asked how the students were doing. Next, the researcher asked the students to lead a prayer before starting the lesson. Then the teacher checks the student attendance list, to find out the presence of students in the learning being carried out. The teacher gives several questions related to the material to be discussed. After that, the teacher explained the purpose of today's lesson. This activity relevant with the lesson plans and observation checklist.

The first time in doing this POEW Models method the teacher explained what Predict, Observe, Explain, Write. As done by previous researchers, namely Mufidah and Dewi (2021). In the first stage, the teacher explains about predict, namely the teacher asks students to write an outline of what they will write, but in this study it is more explained that they write an outline using English. Then in the second stage there is observe there is a slight difference about in previous research it was not explained to write in full one paragraph but in this study the teacher asked students to write in full and if they did not know the translation, they could directly ask the teacher. Then, the third stage is carried out the same as the previous research, namely reading their writing in front of the class, besides that the teacher also provides videos about narrative text, and the teacher also revises their work. Then, at the final stage students write correctly and completely. This proves that students can still understand the material presented even though learning uses the POEW Model. As well as Sianna and Syawal (2017), they also did the same technique with Mufidah and Dewi (2021).

In addition, based on the results of the documentation, the results of student assignments showed that most students experienced an increase in grades in the application of this method. So that the application of writing techniques in learning to write narrative texts using POEW Models can be implemented because using the POEW Models technique in learning to write narrative texts makes students more flexible in expressing their ideas and thoughts and finally conveying their message through writing.

CONCLUSION

Based on observation and documentation data, the results of the study indicate that in the implementation of learning to write narrative text with the POEW Model, students participate in learning and learning activities such as listening to explanations from researchers, seeing the material presented, reading and analyzing texts, and writing narrative texts. It can be seen that teachers often communicate by giving instructions to students so that students are actively involved in the teaching and learning process. Here, the researcher uses POEW Models in teaching students to write. During the process of making narrative texts, the teacher always guides students from the beginning to the end of writing. In the first step is Predict, students make an outline of what they are going to make, then in the observe stage students make a full paragraph on the basis of the outline they made previously, then in the explain stage they come forward to explain what they wrote. Then in the final stage, write, students write correctly which has been revised by the teacher. The teacher is also ready to help or answer questions asked by students regarding material they do not understand. In addition, based on the results of the documentation, the results of student assignments showed that there were some students' scores that increased. This shows that the application of the POEW Model can improve students' writing skills.

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