

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research problem, the objective of the study, the hypothesis, the significance of the study, the scope and limitation, and the definition of key terms.

A. Background of the Study

One of the significant skills in international communication is English (Grabe & Stoller, 2002). English learning in Indonesia has been formally taught since primary school until senior high school. However, in many students, they still have a notion if English is difficult to learn, especially in writing because there are so many differences between how to speak and how to write. Therefore, teachers should have new innovations in teaching writing for students which they regard English as a second or even as a foreign language.

English learners should comprehend in four skills, i.e. reading, writing, listening, and speaking. For some students, writing still become the hardest skill to be learnt. Writing is a significant language skill especially for English as second and foreign language (ESL/EFL) learners (Hussin, Abdullah, Ismail, & Yoke, 2015). According to Domais in Sipayung (2016), writing in English is a skill of expressing idea, opinion, and feeling about a problem, and also skill of expressing equal things in English's written form. In the other word, the result of thinking process is writing itself. It makes writing become most important skill in learning English.

There are many problems that occurred to the students while their teacher asked them to write, such as lack of vocabularies, grammatical structure, difficult to arrange the words, and less of practice writing. Based on the problem, when students get difficulties in lack of vocabularies, they will be not able to express their idea and also less of grammar mastery take big effect. When students bad in grammar, they will be not able to produce good written text.

Moreover, teachers as a facilitator should prepare more strategies. Sometimes, teachers ask students to write without any explanation more, or write a text as their homework. Certainly, most of students will search the task answer and complete their written text using internet. As a result, that will be not their writing because they are only copying and not produce the text by their own ability.

In writing and conducting this study, there are many references needed as the previous research. The first research was conducted by Alika, Usman, & Hastini (2016) entitled "Developing Writing Skill of The Eight Grade Students Through Listing Technique". They took the samples of the study from the eight grade students of SMP Negeri 3 Palu and was selected by using purposive sampling technique in collecting data. They design quasi-experimental through pre-test and post-test. The findings showed that almost all of the students made some improvements. The mean of post-test (75.72) was better than the mean of pre-test (44.44). The findings of t-test showed that there was significance difference between the pre-test and post-test scores. In addition, all aspects assessed including vocabularies, grammar, and mechanics (punctuation and spelling) improve during

pre-test to post-test. Finally, it could be concluded that the use of listing technique can develop the students' writing skill in descriptive paragraph.

The second previous research was conducted Kurniawati and Khhomariyah (2018) entitled "Using Picture Word Inductive Model (PWIM) in Teaching Writing Recount-Text". They held experimental research to the 66 students of the tenth grade of SMAN 1 Waway Karya. The design consisted of pre-test and post-test. The result of the study showed that there was influence of using PWIM towards students' writing ability of recount text. The mean of pre-test in experimental group was 37,500 and became 57,455 in post-test. It was difference with control group where the pre-test score was 33,368 and became 46,015 in post-test. Therefore, using PWIM strategy could arise the students' interest and it could creat good athmosphere in learning writing especially recount text.

The other previous research was coming from Sepyanda, Mukhaiyar, and Kusni (2013) entitled "The Effect of Picture Word Inductive Model (PWIM) and Students' Self-Efficacy Toward Their Writing Skill of Descriptive Text at Grade X of SMA Negeri 1 IX Koto Sungai Lasi". Picture Word Inductive Model is one kind of strategies that focused on language skill especially writing and reading. Moreover, it can be implemented to various students' level. They conducted the research in SMA Negeri 1 IX Koto Sungai Lasi at grade X. They designed quasi-experimental research through writing and students' self-efficacy questionnaire. The result of the study showed that students who were taught by using PWIM strategy had better in descriptive text writing than students' who were taught by

using listing strategy. Furthermore, students with high self-efficacy got higher score through PWIM strategy which can improve their vocabulary and grammar that also lead them into a good writing. Therefore, in this research, the researcher wants to compare the result between the use of Picture Word Inductive Model (PWIM) as the main strategy and listing as comparison strategy, especially in teaching-learning process of writing recount text.

According to previous studies above, there are some differences between this research and previous researches. This research is focused on the recount text and the sample of the research is taken from students of senior high school in MA Ma'arif Udanawu on the tenth-grade at second semester. Besides, the instruments that used for collecting the data is using pre-test and post-test only, not added by using questionnaire. Then, for experimental group is using Picture Word Inductive Model (PWIM) strategy, whereas for the control group is using listing strategy.

Picture Word Inductive Model or PWIM is one kind of strategies which is can be used to teach writing. Picture Word Inductive Model (PWIM) is a basic learning model of vocabulary mastery which also highlights reading-writing skills (Pionera, Degeng, Widiati, & Setyosari, 2019). Based on Calhoun (1999), PWIM is an inquiry-oriented language arts strategy that use pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. The word "inductive", it means that process of students to look for some patterns and use them to identify the wider meaning and important (Meliasari, Ngadiso, & Marmanto, 2018). This strategy can be used by students to

help them in developing their idea on the beginning of writing. In addition, Picture Word Inductive Model (PWIM) can be used in the whole class, group discussion, pairs, and individually which are becoming effective strategy in teaching writing including basic step in identifying the picture, seek new words, listen new word and how to pronounce it correctly, and look the teacher model in using vocabularies based on a variety of levels (Calhoun, 1999).

Besides the use of Picture Word Inductive Model as the main strategy, the researcher use listing strategy as the comparison. Listing usually become a technique for getting started before writing. This is a very useful activity for students who may be limited by undue worries to express their thoughts in grammatically correct sentences (Celce-Murcia, 2001). Listing strategy as pre-writing activity is very helpful students start for writing, it can help them for generating the ideas as much as possible that appropriate with the topic given in a short time (Alika, Usman, & Hastini, 2016).

There are many genres of text, such as narrative text, news item, hortatory exposition text, descriptive text, recount text, and etc. Here, the researcher will be focused on recount text as a subject matter in teaching-learning writing. Recount text is a text which is telling someone what you have done (Knapp & Watkins, 2005). It means that recount text is a text that retell, inform, or share of experience or event that has been done by someone in the past event. Besides, in senior high school, recount text itself is taught on the tenth grade student at second semester. It is based on Permendikbud No. 37 Th. 2018.

Based on explanation above, the researcher chooses Picture Word Inductive Model (PWIM) as a strategy to teach writing in recount text for senior high school students on the tenth grade.

Related to the background of the study, the researcher conducts a research entitle: **“The effectiveness of using Picture Word Inductive Model (PWIM) in teaching writing skill on recount text”**.

B. Research Problem

Based on the background of the study mentioned above, the researcher intends to investigate the effectiveness of using Picture Word Inductive Model (PWIM) in teaching writing skill in writing on recount text. This study attempt to answer the following research question, **“Do students who are taught using Picture Word Inductive Model (PWIM) have better writing recount achievement in writing text than those who are taught by listing strategy?.”**

C. The Objective of the Study

The objective of this study is to find out the effectiveness of using Picture Word Inductive Model (PWIM) in teaching writing skill on recount text.

D. The Hypothesis

Based on the objective of the study, the researcher builds the hypothesis to make the purpose clear. The hypotheses are:

Null Hypothesis (H_0) = there is no significant difference between using Picture Word Inductive Model (PWIM) strategy and listing strategy on students' writing skill.

Alternative Hypothesis (H_1) = there is significant difference between using Picture Word Inductive Model (PWIM) strategy and listing strategy on students' writing skill.

E. The Significances of the Study

From this research, the researcher hopes that the result of this research will be useful for the students, English teacher, and the further researcher:

1. To the students:

Give knowledge to the students that using Picture Word Inductive Model (PWIM) in writing recount text is an effective way to get better score in writing ability.

2. To the English teacher:

Teacher can use this way if faced with the same problems. That is about how to build the students' interest in writing, especially in recount text. By using Picture Word Inductive Model (PWIM), teacher may help students to get better score in writing ability.

3. To the next researcher:

This study can be used as a reference for the next researchers who are interested in further development of this matter especially in writing using

PWIM strategy, and this research can be a good reference for the next researchers.

F. The Scope and Limitation

The scope of this study is the effectiveness of using Picture Word Inductive Model (PWIM) in teaching writing in recount text. Then, the limitation of the study is on students' skill in writing at the tenth-grade of MA Ma'arif Udanawu in Academic year 2019/2020. The limitation is based on following consideration. First, recount text is taught in this class at second semester. Second, student can apply this method for their writing ability in the following class.

G. The Definition of Key Terms

To avoid misunderstanding of the part of the readers, it is important to give clarification about the terms used in this study as follows:

- 1. Effectiveness** is a significance difference of achievement between using Picture Word Inductive Model and listing strategy.
- 2. Picture Word Inductive Model** is an instructional approach for the teaching of writing which are use pictures containing familiar objects, actions, and scenes, to draw out familiar words from students.
- 3. Writing skill** is the ability that has to be mastered by the students in making a recount text.
- 4. Recount text** is a kind of text that use to tell someone's experience in the past events.