

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Language is a tool for communication among people all over the world. According to Sanggam, language is a set of rules used by humans as a tool of their communication.¹ People use language to express their feelings and to adapt in social environment. English is one of the international languages. It has very important role as a communication means for both oral and written. Therefore, English is taught to the young learners (children) in the early age in Indonesia and almost all over the world. In Indonesia, English has been taught to young learners at pre-school until university. Many non-degree English courses are also offered outside the formal programs.

As we know in learning English there are four skills, which are very important for English learners. They are Speaking skill, Writing skill, Reading skill and Listening skill. The four skills are very important, because they are basic of English learning. It is important to the students to master English orally

¹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), 1.

and in writing, in order to be able to communicate and socialize with the community. Writing is one of the language skills that will never be left in education.²

According to Landmarks & Horizons, writing is ‘usefully described as a process, something which shows continuous change in time like growth in organic nature’. In almost similar way, Brown states that writing is the nature of ‘composing process’.³ Written products are often the result of thinking, drafting, and revising that needed a long time. It take time to practice, because a good and success in writing, depends on the process in taking ideas into paper, organized them coherently for each sentence, and revised them for clearer meaning into some paragraph.

Success in writing is determined from the students’ ability in applying these components. When the students write a paragraph or essay, they always think of spelling, grammar and the use of vocabulary which are applied. It is really important because it can influence the meaning of the paragraph. The good writer has to understand about it. However, the students are sometimes ignoring these problem and not all of the teacher explain to them about the correct rules in writing. Most of teacher does not have good method to make the students

² Riswanto & Pebri Prandika Putra, The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia, *International Journal of Humanities and Social Science*, Vol. 2 No. 21; November 2012, (USA : Centre for Promoting Ideas), 60. Retrieved on October 5th, 2015 at <http://www.ijhssnet.com>.

³ Besral & Wisma Indah Nigrum, *The Use of Picture Inductive Model (PWIM) in the Teaching and Learning Process of Writing*. Vol.1 No.1, April 2015, (Padang: State Institute for Islamic Studies ‘Imam Bonjol), 30. Retrieved on October 24th, 2016 at 07.00 p.m.

understand well about the rules. Therefore, the teacher should know the best method to apply this rule to the students.

The method will be applied has to appropriate to the students, in order to make the situation in the class becoming not bored as well. In this research, the method chosen is Picture Word Inductive Model (PWIM). Calhoun states that Picture Word Inductive Model (PWIM) is an inquiry-oriented strategy for teaching beginning reading and writing that the use pictures containing familiar objects, actions, and scenes to draw out words from students' listening and speaking vocabularies.⁴ Picture Word Inductive Model (PWIM) is one of strategies that can be applied to various levels of students. It is also can be focused on all language skill, especially reading and writing skill.

There were varieties of previous research on the use of Picture Word Inductive Model (PWIM) to teaching writing which showed that this strategy could improve students' ability in writing. The first research was conducted by by Marsika Sepyanda, Mukhaiya, and Kusni with the title *The Effect of Picture Word Inductive Model (PWIM) And Students' Self-Efficacy Toward Their Writing Skill of Descriptive Texts at Grade X of SMA Negeri 1 IX Koto Sungai Lasi*.⁵ This research was conducted by using quasi experimental research, because the researcher investigated the effect of Picture Word Inductive Model

⁴ Ibid., 31.

⁵ Marsika Sepyanda, Mukhaiyar, Kusni, The Effect of Picture Word Inductive Model (PWIM) and Students' Self-Efficacy Toward Their Writing Skill of Descriptive Texts at Grade X of SMA Negeri 1 IX Koto Sungai Lasi, *Journal English Language Teaching (ELT)*, vol. 1, no. 1, March 2013.

strategy and students' self-efficacy toward their writing skill of descriptive texts. This research used the factorial design. The finding of this study revealed that Picture Word Inductive Model (PWIM) strategy is better than listing strategy on students' writing skill of descriptive text. It also gave effect to students who have high self-efficacy, but it is not happened to students with low self-efficacy. Then, there is no interaction between teaching strategies (Picture Word Inductive Model and Listing strategy) toward the students' writing skill.

The second was conducted by Herizal and Novi Afriani entitled *Improving Students' Descriptive Text through Picture Word Inductive Model (PWIM) Strategy for the Eighth Grade of SMP Inaba Palembang*.⁶ It was conducted by applying quasi experimental design as the research design. Based on the finding and interpretation, the result of this research showed that the use of Picture Word Inductive Model (PWIM) has successfully improved the eighth students' writing ability. From the score, showed there was significant difference on students' writing descriptive achievement taught using PWIM and GTM. By using PWIM, the students can improve their writing in choosing the correct more vocabularies and the organization of the text.

The third conducted by Besral and Ningrum Wisma with the title *The Use of Picture Word Inductive Model (PWIM) in the Teaching and Learning Process*

⁶ Herizal and Novi Afiani, Improving Students' Descriptive Writing Text Through Picture Word Inductive Model (PWIM) Strategy for Seventh Grade of SMP Inaba Palembang, *Journal Pendidikan dan Pengajaran*, 2013.

of Writing.⁷ Using simple random sampling, then the experimental class was taught through Picture Word Inductive Model (PWIM). The research showed that the mean scores of students' writing in experiment class was higher than the mean scores of students' writing in control class. Each components of writing in experimental class got improved, but the most significant improvement was in vocabulary.

In Junior High School, the basic competence that should be achieved by the students in EFL learning to write is ability to develop and produce written simple functional texts. The texts is in form of short functional text (like *notice, announcement, personal letter, invitation, and warning*) and monolog text (like *recount text, narrative text, procedures, reports text and descriptive text*). There are various ways to organize the sentences in a piece of writing. One of them is descriptive text. Writing is an effective way to communicate and express the ideas, thought, feeling, and opinion to other. On the other hand, written text must appropriate with the conventional rules of grammar and careful selection of vocabulary. That is why some of students judge that writing is difficult skill to learn. The same condition is also found in SMPN 1 Kunjang.

In reference to the explanations above and the strong desire of finding the solution of these problems, the researcher has motivation to do the research which is to know the improvement of students' writing skill. It is hoped that the

⁷ Besral & Wisma Indah Nigrum, *The Use of Picture Inductive Model (PWIM) in the Teaching and Learning Process of Writing*. Vol.1 No.1, April 2015, (Padang: State Institute for Islamic Studies 'Imam Bonjol), Retrieved on October 24th, 2016.

using of Picture Word Inductive Model (PWIM) can improve the students' writing skill.

B. The Problem of the Study

Based on the background of the study above in previous discussion the following research problem is formulated as follows: "Do the students taught by using Picture Word Inductive Model (PWIM) has better writing achievements in descriptive text than those who are not taught by using Picture Word Inductive Model (PWIM) at the seventh grade of SMPN 1 Kunjang?"

C. The Objective of the Study

Grounded of the problem of the study above, the researcher formulates the objective of the study which is measure whether teaching writing descriptive text using Picture Word Inductive Model (PWIM) is effective or not to the seventh grade students of SMPN 1 Kunjang.

D. The Hypothesis of the Study

H_0 : There is no significant difference between students who are taught using Picture Word Inductive Model (PWIM) and those who are not taught using Picture Word Inductive Model (PWIM)

H_a : There is significant difference between students who are taught using Picture Word Inductive Model (PWIM) and those who are not taught using Picture Word Inductive Model (PWIM)

E. The Significance of the Study

The researcher will give some useful information about the effect of Picture Word Inductive Model (PWIM) in teaching writing descriptive text at seventh grade of SMPN 1 Kunjang. Hopefully, the results of study are useful for the English teacher, students and other researcher. The results will be used for the following:

1. Students

By doing this research, the writer hopes that Picture Word Inductive Model (PWIM) can be used strategy in students' ability especially in understanding descriptive text. They also enjoy learning English in the class and enlarge their writing easily to improve their achievement in writing activities as habitual activity in the class an out of the class.

2. English Teacher

This research is expected to provide students with the information about writing, in which the teacher will help his or her students when facing some problems in understanding descriptive text. Teacher can make the writing activities not became bored with other fun activities that relevant.

3. Other Researchers

The result of this research can be used by other researcher as a reference and a source of information to conduct further research that is related to Picture Word Inductive Model (PWIM) in teaching writing.

F. The Scope and Limitation of the Study

As mentioned before, this research took place at SMPN 1 Kunjang because the students in the seventh grade find many difficulties in learning English language especially in writing skill. This study concentrates on the discussion of Picture Word Inductive Model (PWIM) teaching writing. The study is limited in teaching of writing. The study is limited in teaching of writing text especially in descriptive text using Picture Word Inductive Model (PWIM).

G. The Definition of Key Terms

To avoid misinterpretation and misunderstanding, the following terms are provided:

1. Writing Skill

Writing skill is one of four basic skills (listening, speaking, reading, and writing). Writing is actually the action to composing and express ideas in sentences, text or paragraph which is measured through test and creative through numeral. The characteristic of writing is to communicate.

2. Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is a strategy which uses the advantage of the pictures as the learning media and teaching learning process, through this strategy, the students will be easier to develop their descriptive writing based on the pictures and vocabularies.

3. Descriptive Text

Descriptive text is a text tells about particular person, place, or thing. The goal is to describe particular person, place or thing. Actually, descriptive text is a text describing about particular person, place or thing in real condition and generally.