

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher will discuss some points that related to the introduction of the thesis. These points are background of the study, the statement of the problem, the objective of the study, the significance of the study, scope and limitation of the study, and the last is definition of the study.

#### A. Background of the Study

Talking about English means talking about how to communicate in English. English has four skills that include in listening, speaking, reading and writing. Communication not only can be done in spoken but also in written. Most of students consider that writing is the hardest skill to master, because the ability to write in foreign language is more complicated than the ability to speak, read, or listen. It is hard to teach students how to write because it involves many components such as structure, vocabulary, punctuation, and spelling. In writing, we will also find many kinds of texts, one of them is descriptive text. People consider that descriptive text is an easy material, but in contrast, it is difficult because we have to write about the thing that is exist and the thing that does not exist, something that can not be seen, felt, smelt, or even touched.

In writing, students have to understand some types of genres with various purposes of communication and the genre will be match with student's level of education. One of the kinds of text learned in Islamic Junior

High School is descriptive paragraph. In reality, most of students always get trouble when they are asked to write English, they think that writing is a difficult task, therefore, they are not interested in writing. Another problem is the students have low motivation and are not interested in doing the task since the writing activities are not interesting. Usually, the students are told to write sentences and paragraphs without being given some clues so that it is difficult for them to express their ideas on a piece of paper.

Those phenomenons also happen at MTsN Pagu Kabupaten Kediri especially at VII-C. They need some keywords to improve their ideas. They have low motivation in study English. The teacher has to calm and understand their character to explain the material. So that, the students can understands how to write descriptive paragraph.

Based on phenomena above, it is essential for the teacher to choose an appropriate strategy in teaching writing in order to help students in writing a paragraph. In the research, the researcher considers that the use of Picture Word Inductive Model (PWIM) is a suitable strategy in teaching writing, especially writing a descriptive paragraph. It is represented by Calhoun (1999) to teach reading and writing skill.<sup>1</sup> It is easier for the students to express their ideas, thought and feeling by using Picture Word Inductive Model (PWIM). Besides, the Picture Word Inductive Model (PWIM) can motivate the students and make them pay attention and to take a part.

---

<sup>1</sup> Bruce, Joyce, Marsya Weil and Emily Calhoun, *Models of Teaching: Model-Model Pengajaran*, (Yogyakarta: Pustaka Pelajar, 2009), page. 150.

Based on the reason above, the researcher wants to find out the way and technique to improve the student's ability in writing descriptive paragraph by using Picture Word Inductive Model (PWIM). So, the researcher took the title of research "**Improving the Student's Ability in Writing Descriptive Paragraph Using *Picture Word Inductive Model* at the Seventh Grade of MTsN Pagu Kabupaten Kediri**"

#### **B. The Statement of the Problem.**

Based on the background of the study above, the problem of this study are:

1. How is the implementation of Picture Word Inductive Model (PWIM) to improve the student's ability in writing descriptive paragraph?
2. How can Picture Word Inductive Model (PWIM) improve the student's ability in writing descriptive paragraph?

#### **C. Objective of the Study.**

Based on the statement of the problem above, the main objective of the study are:

1. To describe the implementation of Picture Word Inductive Model (PWIM) to improve the student's ability in writing descriptive text.
2. To know how Picture Word Inductive Model (PWIM) improve the student's ability in writing descriptive text.

#### **D. Scope and Limitation**

The scope in this research is focused on the discussion of the effective method in teaching writing at MTsN Pagu Kabupaten Kediri. The number of class in MTsN Pagu Kabupaten Kediri is too big. It is impossible to take all of the class. So, the researcher limits this research into some points.

The researcher limits this research in class VII-C of MTsN Pagu Kabupaten Kediri. She limits in three points. They are improving the student's ability in writing skill, using descriptive paragraph as one kind of writing and using Picture Word Inductive Model.

Improving the student's ability in writing skill here is done because the student's ability especially in writing is not good enough. So, the researcher needs to improve more their ability in order to be better than before.

Using descriptive paragraph as one kind of writing is a simple way to improve their ability. Descriptive paragraph is simple because in this topic the students gave a picture as a media to help them improve their ideas.

The researcher uses Picture Word Inductive Model as a media to improve the ability of writing. This is a new method that can give more information to the students and it can help the students to produce some words and make simple sentences to be a paragraph.

### **E. The Significance of the Study**

The result of this research is expected that this research useful for both the writer and educational world. The researcher hopes that it may be useful to the students, teachers and researcher.

The result of this research is expected to be useful for students. The students will get easy technique or method to write something by Picture Word Inductive Model (PWIM), especially descriptive text. From Picture Word Inductive Model (PWIM), the students can be an active student and have critical thinking. They will also know their ability in their writing skill.

For the teacher, this research is expected to be useful to give information for English teacher, especially in seventh grade of MTsN Pagu Kabupaten Kediri that Picture Word Inductive Model (PWIM) is more effective to be used in teaching writing descriptive text.

### **F. The Definition of Key Term**

It is necessary to define some key term that related to the study, in order to avoid different meaning to the reader's mind. Therefore, the researcher would like to define some key term as follow:

#### **1. Improving**

Improving is increase the productivity or value of ability.

Improving is process of becoming or making better.<sup>1</sup>

---

<sup>1</sup> Oxford Learner's Pocket Dictionary, (Oxford University Press, 2000)

Improving in this research focused into the ability of students, because the students have weakness. So, the researcher wants to make them to be better to do their assignment than before.

## 2. Ability

Ability is the quality or capacity of being able to do something or perform successfully, especially in writing skill.<sup>2</sup> How to make a good paragraph and increase it be better. Ability is this research focused in writing skill especially in VII-C of MTsN Pagu Kabupaten Kediri.

## 3. Writing

Writing is a way to represent our ideas and getting on paper.<sup>3</sup> Writing is an effort to create a dialogue with readers. And it involves exploring our relationship to our reader in much the same way that we explore our relationship to people we talk to. Writing in this research focused in one kind of writing. It is about writing descriptive paragraph. Writing descriptive paragraph here focused in the topic of the first grade of MTsN Pagu Kabupaten Kediri.

## 4. Descriptive Paragraph

A descriptive paragraph is explains how someone or something looks or feels. A process text explains how something is done.<sup>4</sup>

---

<sup>2</sup> Farlex, The Free Dictionary, [www.thefreedictionary.com/ability](http://www.thefreedictionary.com/ability).

<sup>3</sup> Joy Wingersky, Jan Boernes and Drana Holguin, *Writing Paragraph and Essays* (California: Wodsworth Publishing Company, 1992). Page 1.

<sup>4</sup> Doroti E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*. (Oxford: Macmillan Publishers Limited, 2003), page 25.

Descriptive paragraph is a text which consists of three important qualities such as dominant impression, mood, and logical development. Descriptive paragraph in this research focused in describing place. So, the researcher gives them picture as a media to help the write a paragraph.

#### 5. Picture Word Inductive Model (PWIM)

Picture Word Inductive Model is one of teaching model which have research orientation to give instruction to finish the student's duties are complex enough. The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading, writing, comprehending, and composing.<sup>5</sup>

---

<sup>5</sup> Emily F. Calhoun, "Teaching Beginning Reading and Writing with the Picture Word Inductive Model", <http://www.ascd.org/publications/books/1999calhoun/1999calhountoc.html>, accessed on 25 May 2013.