CHAPTER I

INTRODUCTION

This chapter explains about Background of the Study, Research Questions, Objective of the Study, Research Hypothesis, Significant of the Study, Scope and Limitation of the Research, and Definition of Key Terms.

A. Background of the study

Public awareness on the importance of English as the main means of communication in this global era has been increasing. In Indonesia, using and learning two or three languages among students and English teachers, with English as the third language (L3) or foreign language (FL), and Javanese as the mother tongue or first language (L1) and Indonesian as a second language (L2) have received considerable attention. In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop students' communicative competence, that is, to gain substantial ability to communicate in a variety of communicative situations (Nurhayati et al., 2018). One of the communicative competences is writing.

Writing is one of four skills of learning English which have to be mastered by the students, because, according to (Harmer, 2004:3) "being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language". In addition, writing is used for a wide variety of purposes. Writing is called a productive skill. It means that writing is a process in which the writer produces something that contains about writer's thoughts, feelings, or ideas.

Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Writing improves a person's ability to think concisely and clearly. Actually, writing is to produce a text through activities from someone's thought or idea which start from drafting until revising and editing.

Writing is important for the students to learn how to think critically and creatively, the students can express their ideas and opinions in a written text. Based on the curriculum of English for junior high schools, the students should be able to show their feeling and ideas in spoken and written forms. They also should be able to use their analytic and imaginative ability in learning English as foreign language. To make a correct and meaningful writing, the students need to know and understand the grammatical rules such as structure, grammar and punctuation. They also should comprehend what kind of text genre they want to write.

The scope of learning English at junior high schools as mentioned on the curriculum is the students are able to understand and produce any kind of functional texts, one of the texts is Descriptive text. Descriptive text is one of text that should be detailed text. It might be caused by the text construction that requires the students to be able to describe about a specific thing, person, or place. Even though it looks simple to write a text that describes about something, the students still need more guidelines to write this kind of text.

According to Gerrot and Wignell (1994:52) the generic structures of descriptive text are identification and description which is to describe specifically part, qualities, and characteristics of the object that is being described. It means that identification illustrates the general information about what we are going to

describe and description illustrates the specific or detail information about what we are going to describe.

In learning descriptive text especially how to compose a piece of good writing, students may have difficulties when they begin to write. Based on the researcher's observation on January 22nd 2019 at the first-grade students of MTs Darul Falah, many students had difficulties to transform ideas into written text. The students spent much time to think what they had to write because they did not get ideas quickly. They had difficulty in generating the ideas, some of the students got confuse in what they had to wrote. Their writing had less supporting idea and they needed a lot of time to develop their ideas.

The other problems were the students had difficulties in using the correct grammar in writing. The students made some mistakes in spelling, punctuation, and capitalization. The students were lack of vocabulary because many students were lazy to open and bring the dictionary. Most of the students made many mistakes in choosing appropriate vocabulary on their writing task.

Low motivation in learning English is one of the problems. Many students said that learning English was not important for them because they live in Indonesia. There were some students complained that learning English was difficult to understand. On the other hand, the teacher still used conventional method to teach writing text in the class. This was proved when the researcher observed or followed the learning process in the classroom (see appendix A). The teacher explained the material and the students just sit and listen to the teacher. Moreover, the teachers do not consider about strategy that they use in teaching writing. Teachers seldom

teach the students how to write a text based on the genre where it is also important to be mastered by the students beside other language skills. Teachers often ask the students to write a text as their homework. As a result, most of the students accomplish the task through copying texts that they find from internet. In other words, the students do not produce the texts based on their writing ability. This condition made students get bored because the method is monotonous and the students are passive (Nurhayati, 2018c). It implies that the teacher needs to be creative in creating the learning activities in order to make the students do not get bored easily.

It is also supported by Nurhayati (2008) indicates that the teacher could create more enjoyable learning activity and make the students reduce their burden to learn English by conducting the various game (role play) in learning English. The teacher could use the simple game or ask the students to sing together during the learning activity. Nurhayati (2014a) stated that by considering main items and using the phases teacher could redesign the instructional media; find suitable technique based on the students' preferences, use the here and now topic, ask students to guess the vocabulary, practice and drill students' pronunciation. To make the students interest in learning, the teacher can use attractive media like the picture. Nurhayati (2014b) stated that picture is one way for the students to dig up their creativity in using media and improve their comprehension. By using colorful picture as the media, the students more interest and it can increase the motivation in learning English.

Besides the media, the various of technique should be applied by the teacher in teaching English. It is like the study that was be conducted by Nurhayati (2018b) indicates that summarization technique had a positive effect on the students' comprehension. The students were more interested in reading and they also feel enjoyable to read the text. It also could motivate the students in learning activities.

In recent years, many researches have become uncreasingly interested in implementing strategy of learning. Strategy is important for everyone who wants to do their job or activity. It is like in learning activity, there should be the strategy to create the good learning process. A good teacher must know the kinds of learning strategies in order to create the good learning activity, to create the good and joyfull atmosphere at the class. One of the strategies that may help the students to solve the problems is Picture Word Inductive Model (PWIM) which as one of strategies that can be applied to various level of students. It also can be focused on all language skill, especially reading and writing skills.

Mc Burney and Paetsch (2012:2) stated that Picture Word Induction Model (PWIM) is an inquiry-oriented strategy that includes explicit instruction and structured inductive activities. It is focused on developing reading and writing skill. In other words, Picture Word Induction Model (PWIM) supports the students learning of sight words which include expanding their speaking vocabulary into a reading and writing vocabulary. As final process, this strategy leads the students into the writing of titles, factual sentences, and paragraph building.

Calhoun (1999:21) argued that the Picture Word Inductive Model is designed to teach reading, writing, and the language system. Because of that, this

strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they described. Through this strategy, the students felt easier to develop their descriptive writing based a picture.

There is now much evidence to support the hypothesis that picture word inductive model (PWIM) strategy make the students more interested in writing especially in writing descriptive text. It was proved with some previous studies; a study was conducted by Andriani (2014) entitled *"The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Students' Writing Skill of Recount Text"*. The result of the observation sheet showed that after teaching and learning by using PWIM strategy, the students became more attentive, active, and attracted in joining the classroom. It was the same as Wahyunis' thesis (2016) entitled "*The Use of Picture Word Inductive Model (PWIM) to Improve Students' Vocabulary Achievement at MTs Assyafi'iyah Gondang*" stated that PWIM can enrich the students' vocabulary. Another study conducted by Mcdonald (2010) used the PWIM in her Early French Immersion classroom for seven years and she found it to be very effective for creating a customized vocabulary bank based on the theme. She stated that by using PWIM all of these words can be incorporated into the theme related word bank, and all students' contributions are relevant and meaningful to the activities in some way.

However, these previous studies have failed to recognize the use of picture word inductive model (PWIM) strategy to improve writing decriptive text ability. The researcher of previous study used PWIM strategy to improve students' writing

recount text and to enrich the students' vocabulary. Quiet a lot of researches studied about using PWIM strategy for mastering students' vocabulary but a few of researchers observed it for students' writing descriptive text ability. Hence, additional study of the effectiveness of using picture word inductive model (PWIM) strategy towards students' ability in writing descriptive text is needed.

PWIM offers the teacher an opportunity to provide modeled instruction as well as customized mini-lessons, as the need arises, creating a truly flexible and tailored literacy program for the classroom. The students have an opportunity to choose an object for which they may or may not know the word in Indonesian, hear the new word pronounced correctly and watch the teacher model how to use the vocabulary on a variety of levels. PWIM provides the opportunity to model how to incorporate vocabulary into a meaningful sentence, or paragraph, and how to create a relevant title for the work as well.

The aim of this paper is to know whether PWIM is effective toward students' ability in writing descriptive text, to know the feedback of the students after they learned through PWIM strategy. In this research, the researcher argues that there is significant difference in students' achievement in writing ability before and after being taught by using picture word inductive model (PWIM) strategy at the seventh graders of MTs Darul Falah. The researcher hopes that with Picture Word Inductive Model, the students can learn English more enjoyable during the English learning process and the students can write properly in English especially in writing descriptive text.

B. Research Questions

Based on the background of study, the problem is formulated as follows:

- Is there any significant difference in students' achievement in writing descriptive text before and after being taught by using picture word inductive model (PWIM) strategy?

C. Objective of the Study

The research objective is as follows:

- To know whether there is significant difference in students' achievement in writing descriptive text before and after being taught by using picture word inductive model (PWIM) strategy.

D. Research Hypothesis

1. Alternative Hypothesis (Ha) states that there is significant difference of using picture word inductive model (PWIM) on student's ability in writing descriptive text.

2. Null Hypothesis (H0) states that there is no significant difference of using picture word inductive model (PWIM) on student's ability in writing descriptive text.

E. Significance of the Study

The result of this research is hoped be useful for:

1. The English Teacher

   The finding of this research is expected to provide useful information about a strategy used in teaching writing and it is hoped to be applied this strategy in teaching and learning process.

2. The students

   The result of this research can support the students to make their writing more interesting and it can be their habit so the students can resolve their difficulties to study English in the higher level.

3. The Future Research

   For the next researchers, this study can be used as previous study. Ny reviewing this study hopefully it can inspire him or her who wants to develop the similar research.

F. Scope and Limitation of the Research

In this study, the researcher focused on the students' ability in writing descriptive text through Picture Word Inductive Model (PWIM). The population of this research was the first-grade students of MTs Darul Falah in the academic year 2018/2019. It was conducted one class as the sample. In this case, the researcher focused on two variables: first, Picture Word Inductive Model as variable X (independent variable), the second is the students' descriptive text writing skill as variable Y (dependent variable).

G. Definition of key terms

In order to give clear definition and as guidance for the readers to understand this research, the definitions of key term are given here. The key terms in this study are writing ability, writing descriptive text, and picture word inductive model (PWIM) strategy.

Writing is one basic skill in learning English beside listening, speaking, and reading. Writing is an activity which the writers take their ideas, opinions, or information that they get into acceptable written form.

Writing descriptive text is the way to produce a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The way to describe, it can be gotten by moving sense such as looks, feels, taste or even sound.

Picture Word Inductive Model is a strategy that uses pictures containing familiar objects and actions to lead the students in understanding writing text. In this research, it gives the interesting visual in order to make it easier for the students to learn new words, phrases, and sentences.