CHAPTER I

INTRODUCTION

The chapter discusses: A) Research Background, B) Formulation of Research Problems, C) Research Objectives, D) Research Hypothesis, E) Research Significances, F) Research Scope and Limitation, and G) Definition of Key Terms.

A. Research Background

Nowadays, mastering English language is very important for most of people. As we know that English as an International language, most of people in the world use English to communicate among the people in the world. This is line with Harmer (1992:1) states that today English is the world's most widely studied as foreign language. People who master in English they will able to communicate in English well.

Considering the importance of English as one of the international language, in Indonesia English is taught in schools as a foreign language. The Indonesian Government has decided to include English subject in school curriculum as compulsory foreign language subject to be taught in formal education. This subject is tested in the national exam.

Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 pasal 70 ayat 3

> "In Junior High School and or in the same level, national exam includes some subjects; Indonesian language, English language, Mathematic, and Science."

In teaching and learning process of English, there are four skills that required by students in learning English that is listening, speaking, reading and writing. In this research, the researcher focuses in reading. Being able to read English is important because if they have a good ability in reading, they will have a better chance to success in their study.

Furthermore, Cohen (1987:31) states that reading is also something crucial and indispensable for the students, because the success of their study depends on the greater part of their ability to read. It means that the readers have to relate to the knowledge they have to understand the information that is being presented. The reader should have the ability to get the information from the text and combine it with their previous knowledge or experience.

Reading is one of language skill that is very important when the students learn English. This is line with Brown (2004:185) states that in foreign language learning, reading is a skill that teachers expect learners to acquire. It argues as the most essential skill for success in all education contexts. When people want to know about something or information, they can ask to someone who knows about the information and read the information in the newspaper, article, magazine or textbooks. Furthermore,

Grellet (2010:4) states that there are two main reasons of reading namely reading for getting information and reading for pleasure. In the class, the reason of reading is reading for getting information and pleasure. In the other words, the more you read, the more knowledge you get.

However, almost all of the students in junior high school fluent in reading but they don't understand well about content of the text inside. It means that the students can read the text fluently with true pronunciation but they felt difficult to understand the meaning of the content or every sentences of the text.

Therefore, reading is an interaction between the reader and the writer. Albert J (1962:35) states that the text provides information that author wants the reader to understand in certain ways. It means that the writer hopes the reader can understand the information in the text. There is a communication betweeen the reader and the words on the paper in reading.

Based on the explanation above, the researcher concludes that reading is a way in communication between reader and text which is the reader will get the meaning of the text by reading. The reader can get specific and detailed information. The reader also can transfer their knowledge to others by reading. In junior high school, there are many types of reading text which will be taught such as narrative, recount, report, descriptive, etc. But, here the researcher focuses on descriptive text reading.

Descriptive text is a text which lists the characteristics of something. This is line with Schwegler (2010:351) states that descriptive text is a text used to expose the details about places, people, qualities, emotions, moods, etc. So, descriptive text is a text that describes the details of events or something. The social function of descriptive text is to describe a particular person, thing or place.

According to Gerrot and Wignell (1994:52) the generic structures of descriptive text are identification and description which is to describe specifically part, qualitifies, 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.

Teaching descriptive text reading is not easy for teachers. The teachers should have a good way in teaching that makes students enjoy the process of teaching and learning in the class. Further, Nababan (1991:4) states that a qualified teacher is the teacher who is able to suit best method or techique to the material that is being taught.

Besides that, many Indonesian students face many difficulties when they learnt descriptive text. The most of the students usually get difficulties to understand the text. Based on the previous study at SMPN 3 Natar Lampung Selatan that has been done by Meiranti (2016) there are several problems. Such as, the students have difficulty in finding, main

topic, explicit and implicit specific information from the text they read and students are still passive in the class.

In fact, the researcher finds some problems in MTsN Bandung. Based on the researcher's observation in the school, the seventh graders have less in descriptive text reading. They felt hard when they tried to understand descriptive text reading. They said that they don't understand every word when they read the text and they need dictionary all the time. It is because the unfamiliar vocabularies and the difficulty of structure in the text, they also difficult in finding main topic. In addition, they are difficult in finding the identification and description of the text. On the other hand, the teacher still used conventional method to teach reading text in the class. The teacher was giving explanation only and the students just sit and listen to the teacher. This condition makes students feel bored in learning descriptive text reading.

Conventional method or traditional teaching refers to a teaching method involving teacher and students interacting in a face to face manner in the classroom. These teacher initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes.

Besides that, in improving the student's achievement in teaching learning process, the teacher has an important role because the teacher becomes the centre of learning in teaching and learning process. The teacher must know the condition of the students. In teaching reading text, the teacher should be creative in finding better strategies to deliver

material, so that, it is hoped students will understand and enjoy the learning process well and they will learn be better.

To solve the problems in teaching and learning reading some researchers have investigated many strategies to help the teachers in teaching reading. The right strategy may affect the reading learning process in the class. A learning process which is followed by good strategy may create students' good understanding. For that reason, the researcher will use a strategy that can improve the students' interest in reading and the students' descriptive text reading ability that is Picture Word Inductive Model.

Picture Word Inductive Model was originally designed by Calhoun (1999). Calhoun (1999:4) states that the Picture Word Inductive Model is designed to teach reading, writing, and the language system. Because of that, this strategy can help the students to solve their problems in reading, especially in reading descriptive text. She also states that teachers use the Picture Word Inductive Model 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 and writing. So, this strategy can be used in reading skill.

By applying Picture Word Inductive Model, the class activity will be more interesting and enjoyable because the pictures will attrack the students' attention. This is line with Calhoun (1999:25) states that for most

beginning readers and writers, the Picture Word Inductive Model is a satisfying and pleasurable activity. They enjoy finding objects and actions in the picture, seeing the words and sentences, they generate expressed in print, classifying words and sentences, and discovering useful language concepts and generalizations. By this way, every student should focus on their picture to understand the material which will be learned.

Based on Yuniyarsih (2014) entitled "Using Picture Word Inductive Model (PWIM) to teach Junior High School Students in Writing a Descriptive Text" has proven the implementation of Picture Word Inductive Model strategy seems more effective, enjoyable and useful for students. Moreover, Yuliana (2011) entitled "The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary" has proven that the implementation of Picture Word Inductive Model more effective to improve the students' understanding on English vocabulary than by using of non picture word inductive model technique (explanation only). The last study was conducted by Prastama (2013) entitled "The Effectiveness of Using Picture Words Inductive Model (PWIM) in Writting a Procedure Text" has proven that the role of Picture Word Inductive Model indicates that the students' achievement on writing of procedure text skill was better and it was found that they have good motivation in writing a procedure text. The applying of PWIM is highly effective to develop the students' achievement in procedure text writing.

Referring to those explanations above, Picture Word Inductive Model as strategy shows the effectiveness. This strategy is interesting in teaching and learning process. Beside that, this strategy gives good effect to the students' achievement and makes the students more enjoy in learning process in the class.

In this research, the researcher is interested in investigating "The effectiveness of using Picture Word Inductive Model in teaching Descriptive Text on Reading Ability at the seventh graders of MTsN Bandung in academic year 2016/2017". First, why the researcher chooses MTsN Bandung, because it is the only one islamics junior high school in Bandung which has been avowed by the government. MTsN Bandung has good achievement, such as: it has won a lot of scouting competitions. One of them held in IAIN Tulungagung. Then it is as the winner in a lot of volly ball competitions. Next, the students of MTsN Bandung ever join in science olympiade and as the winner. Besides that, in MTsN Bandung there are extracurriculars that can improve students' talent and interest, they are: PMR, sholawat group, recitation of Al-qur'an, scouting, volly ball and etc. Then, why the researcher chooses the seventh graders of MTsN Bandung because in this class the students get material about descriptive text reading before they get the material in second grade. Because of that the students should know the basic of descriptive text reading. Next reason is that the teacher still uses conventional method when she teaches the students. It can make the students feel bored in

learning of English because they just hear what the teacher said. Also the researcher want to find out whether Picture Word Inductive Model could improve students' descriptive text reading ability at the seventh graders of MTsN Bandung. The Researcher hopes that with Picture Word Inductive Model the students can learn English more enjoyable during the English learning process especially in descriptive text.

B. Formulation of Research Problems

Based on the background above, the researcher formulates the research problems:

1. How is the students' descriptive text reading ability before being taught by using Picture Word Inductive Model?

2. How is the students' descriptive text reading ability after being taught by using Picture Word Inductive Model?

3. How is the effectiveness of using Picture Word Inductive Model in teaching descriptive text on reading ability at the seventh graders of MTsN Bandung in academic year of 2016/2017?

C. Research Objectives

The objectives in this research are:

1. To find out the students' descriptive text reading ability before being taught by using Picture Word Inductive Model.

2. To find out the students' descriptive text reading ability after being taught by using Picture Word Inductive Model.

3. To find out the effectiveness of using Picture Word Inductive Model in teaching descriptive text on reading ability at the seventh graders of MTsN Bandung in academic year 2016/017.

D. Research Hypothesis

The hypothesis is the assumption that possibly true or also wrong. In this research, the researcher has two kinds of hypothesis, they are:

1. Alternative Hypothesis (H_a): teaching descriptive text on reading ability by using Picture Word Inductive Model as strategy of teaching is effective to improve students' descriptive text reading ability.

2. Null Hypothesis (H_0): teaching descriptive text on reading ability by using Picture Word Inductive Model as strategy of teaching is not effective to improve students' descriptive text reading ability.

E. Research Significances

The significances of the research are hopefully used for:

1. Theoretically

The result of the research will enrich the strategy of teaching and learning English especially in descriptive text on reading ability and it can be a reference for other researcher in their paper.

2. Practically

   a. The Researcher

The result of the research will answer the questions which are the basic of conducting this research and it can improve knowledge and to be an experience for the researcher. So, it can be used as a starting point to improve the researcher's teaching ability and the researcher will be better in teaching descriptive text on reading ability.

   b. The Students

The result hoped can improve students' descriptive text reading ability and develop their study succesfull. They will get an enjoyable situation in learning process through Picture Word Inductive Model. So, they will be able to improve their ability in descriptive text reading.

   c. The Teacher

The teacher can use the result of the research as a feedback on teaching activities and she will increase her performance in teaching English well. This research also gives contribution to the English teacher in the use of Picture Word Inductive Model as a strategy in teaching descriptive text to improve students' descriptive text reading ability.

d. The Reader

The reader can improve their knowledge by get information about the students' achievement in learning descriptive text on reading ability through Picture Word Inductive Model.

F. Research Scope and Limitation

This research is conducted at MTsN Bandung in academic year 2016/2017. The population of this research is the seventh graders of MTsN Bandung. The researcher takes one class as sample to be investigated. In this case, the researcher focuses on two variables: first, Picture Word Inductive Model as variable X (independent variable), the second is the students' descriptive text reading ability as variable Y (dependent variable).

G. Definition of Key Terms

There are some terms that used by the researcher to make them clear in order to avoid misinterpretation and misunderstanding, the definition of the key term as follows:

- Picture Word Inductive Model is a strategy that uses pictures containing familiar objects and actions to lead the students in understanding a reading 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.

- Descriptive text reading ability is the act of understanding the meaning of the written text being read that describes about something such as place, person, animal and thing in detail for getting information.