CHAPTER I

Introduction

This chapter describes the reason for conducting the research. It deals with several points: an introduction that concerns with a background of research, formulation of the problems, purpose of the research, significance of the research, rationale, hypothesis, and previous research.

A. Background of Problem

Writing is one of important language skills that needs to be mastered in learning English. It has always occupied a good place in most English language courses. One of the reasons is that more and more people need to learn writing in English for occupational or academic purposes. To write well, people must have good capability in writing skill. Moreover, people who want to write an essay or a story must know the steps in writing process and aspects of writing. The writer must be able to organize ideas, to construct sentences, and to use punctuation. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Based on the researcher's observation when he had a teaching practice program in SMP Mekar Arum Cinunuk Bandung grade VIII, the students had difficulties in following the program. *First,* they were hard to generate the ideas. *Second*, they lack vocabulary. *Third,* they were hard to arrange the word into sentences and paragraph. Moreover, The students felt bored because the teacher

did not use any appropriate strategy in teaching a descriptive text. It makes the learning process monotonous, and the students did not get what the teacher explained. Consequently, the teaching goal was not reached.

To overcome the problems, the researcher plan to use Picture Word Inductive Models (PWIM). PWIM was originally designed by Calhoun (1999). It is a teacher-facilitated process, in which teachers lead children to discover words from a picture, increase the number of words in their sight-reading and writing vocabularies, formulate phonetic and structural principles, and finally apply observation and logical thinking analysis to their reading and writing (Joyce, 2002).

In addition, McBurney and Paetsch (2012:2) state that PWIM is an inquiry-oriented strategy that includes explicit instruction and structured inductive activities. focuses on developing writing skill. In other words, PWIM supports the students learning of concrete words which include expanding their speaking vocabulary into a reading and writing vocabulary. As a final process, this strategy leads the students to write descriptive text titles, factual sentences, and paragraph building.

PMIM has been used for long in language teaching learning Calhoun (1999) states that the PWIM is an effective tool for teachers to use as they strive to meet this goal for all students. The adds that PWIM is designed to teach reading, writing, and the language system, Calhoun (1999). This strategy leads students to identify each object in a picture that they will describe. Basically, PWIM is a strategy which uses the advantage of picture as the learning media in teaching and

learning process. PWIM consists of pictures which are familiar with the students. It is to make the students able to identify it easily. Pictures used in the material are having some keywords to make students find out what they will write about.

Research on PMIW has been done by several researchers, they were Jiang (2014) use PWIM for improving vocabulary, Novia (2015) focus on developing writing skill, Prastama (2013) use PWIM for writing procedure text, Indra and Sudarini (2015) use PWIM for writing Narrative text. Most of them lead to use PWIM for developing writing skill in a different genre of text. Until recently, there is no research on the use of PWIM to develop writing descriptive text for eight grade students. There is research conducted by Hidayati (2015), she uses PWIM for improving writing descriptive text in tenth grade, while this research use PWIM for eight grade with quasi experimental research.

B. Research Questions

There are three questions that become the core of this research, they are:

1. What is students' ability in writing descriptive text before using Picture Word Inductive Model (PWIM)

2. What is students' ability in writing descriptive text after using Picture Word Inductive Model (PWIM)

3. How significant is the difference between students' descriptive writing ability before and after using Picture Word Inductive Model (PWIM)

C. Research Purpose

The purpose of this research are:

1. To know the students' English writing descriptive ability before using Picture Word Inductive Model (PWIM)

2. To know the students' English writing descriptive ability after using Picture Word Inductive Model (PWIM)

3. To know the significance before and after of using Picture Word Inductive Model (PWIM).

D. Significances of Study

This research is expected to provide theoretical and practical significances. Theoretically, the result is expected to be used as one of the useful references to improve students learning descriptive text, particularly in writing skill. This research also a development from previous research which discussed the influence of using PWIM strategy that can influence their writing skill in descriptive text. Also, the researcher gives information or theory that using PMIW strategy can influence students' writing skill in descriptive text.

Practically, the result is expected to give the teacher a reference when teaching learning in the class using different method and technique. In addition, this research also provides references to use PMIW strategy wisely for educational purposes, learning and teaching. The researcher hopes this study give contribution for English educator in the future.

E. Rationale

Fakeye (2016) argued that descriptive text is the way of picturing images in verbally or written form and arranging those images systematically. Moreover, the generic structure of descriptive text consists of two parts. The first part is called identification. Identification identifies the phenomenon (person, place, or thing) to be described. The second part is called description. Description describes parts and characteristics of the phenomenon being described (Fakeye, 2016)

Teaching writing descriptive text needs some strategies for attracting students' attention and interest. One of them is a strategy, especially PWIM because descriptive text tries to identify a particular object by looking at physical appearance and characteristics. PWIM is a teaching strategy based on Calhoun's (1999) research on early literacy. PWIM has the fundamental tenet that use of "pictures as a stimulus for language experience activities" in classrooms to teach young beginners learning to read and write (Joyce, 2002) . PWIM focuses on the learners' own understanding of pictures, in concert with the meaning of words, phrases, sentences, and paragraphs (Wang, 2008).

According Soenoewati (2009) with PWIM students become enthusiastic in learning writing because the students get many vocabularies that can be used in their writing and it also guides the students to develop their imagination and idea to make sentence or paragraph. Then, the students feel enjoyable in writing because the students focus on PWIM.

The purpose of PWIM helps students inquiry about words adding words to their sight reading and writing vocabularies (Calhoun, 1999). Those statements

are strong enough to line up a conclusion that PWIM can be used to improve students' writing skill in descriptive text.

F. Hypothesis

Hypothesis are statements in quantitative research which the researcher makes a prediction about the outcome of the relationship among characteristics (Creswell, 2012). It means the hypothesis is a temporary theory that needs to be tested. The formulation of the hypothesis of this research is presented below:

1. H_0 accepted if $t_{count} <$ table : it means that there is no significant influence of using Picture Word Inductive Model (PWIM) in improving student writing descriptive text.

2. H_1 accepted if $t_{count} > t_{table}$: it means that there is a significant influence of using Picture Word Inductive Model (PWIM) in improving student writing descriptive text.

G. Previous Study

There are five previous studies that are related to this research. The first study was originally conducted by Juan (2014). She taught vocabulary through PWIM to Chinese EFL young learner. This study used large participants, they are in the seventh-grade classroom over 55 students. The result shows all of the participants in this study considered PWIM to have a positive effect on their English learning because she found the positive change with PWIM in their English language

learning. The positve change are the students more easier to catch the meaning of words.

The second previous study was conducted by Novia (2015). The objective of this study was to find out whether or not there was a significant difference between students who were taught using PWIM and that of those who were not to developed students' writing skill. In this study, sixty-eight students in SMP N 1 Sirah Pulau Padang were taken as a sample and were divided equally into two groups by using purposive sampling method. The results show that there was a significant difference in writing achievement between students who were taught by using PWIM and that of those who were not. By using PWIM, students could develop their writing achievement because they used pictures that containing familiar objects, actions, and scenes to brainstorm the ideas and information. This model also helped students to enlarge their vocabulary and also discover the phonetic and structural form that present in those words.

Next, the third study was conducted by Hidayat and Sani (2015) to senior high school in West Sumatra, Indonesia. This study conducted two strategies, teaching writing by combining sentence STEM and PWIM. The results show using PWIM Strategy, the teacher leads the students to create a title, make the sentence, sentences or paragraph from the picture word chart that is given by the teacher then the students can write the supporting detail to develop their idea into written form.

The fourth study was done by Hidayati (2015) entitled " The effect of Picture Word Inductive Model on The Improvement of Students' Descriptive Writing

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Skill". She conducted the research at grade X of MA NW Ketangga Academic year 2014/2015. She designed the experimental and control group. The result of the study showed that PWIM strategy is influential on students' ability in writing descriptive text at grade X of MA NW Ketangga. The improvement of the writing skill could be seen from the postest result of the experimental group which was higher than the Pre-test.

The last previous study was conducted by Muttaqin (2015). This research also focused on improving writing ability through picture word inductive model. The subject of the research is the tenth-grade students of MA Nurul Qarnain Sukowono that consist of 40 students, in the second semester 2014/2015 academic year. The result shows that PWIM makes students easier in writing descriptive text, making them easier in exploring their idea in making descriptive text and easier elicit new vocabulary. by using clear and colorful paper, giving chance to the student to explore their vocabulary, rolling the students' seat.

From some of the above research, its clear that implementation PWIM can be considered in Improving students' writing skill, especially in writing descriptive text. Not only in writing skill, PWIM can be implemented to teach vocabulary as seen in the previous study. Thus, this research is different from the previous research. This studies used a quasi experimental using before and after the test. Next, this research used small group and used one class to be observed. Furthermore, This study focuses more specific on how PWIM and it's effect on students' writing on descriptive text in eighth-grade junior high school.