

## **CHAPTER I INTRODUCTION**

### **A. The Background of the Study**

Language cannot be separated from human being. Language is communication of thought a system of arbitrary signals, such as voice, sounds, gestures or written symbols. So, by using language human beings can narrate and share their experience or information to others. The most important language to study that mostly used around the world is English. English is like a window in our house. It means that English is a way for us to face the world, especially in education. Language learning is a skill. There are four basic language skills which every learner must master. These skills are Listening, Speaking, Reading, and Writing. Listening and reading are passive skills whereas speaking and writing are active skills. Nowadays the active skills, the ability to speak and to write are needed in English for education and business also.

According to Educational unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan), especially for Junior High School about standard competence in writing, students are expected to be able to write descriptive, procedure, recount, narrative and report text.

Based on the observation that has been done by some researchers, there are some reasons why students have difficulties in writing.

Al- Khasawneh, "Organize The Ideas" (<http://www.esp-world.info>:2011) states that the students appeared to have many problem when writing in English, like not knowing how to organize their ideas, because it is a new experience for them. Yusuf, "Organize Writing Skills" ([www.udel.edu/pbl/cte/spr96-nutr](http://www.udel.edu/pbl/cte/spr96-nutr):2011)

states that the problem of writing skills has been a long issue in EFL (English as Foreign Language) context. University of Leicester (www.@201130edu.com:2011) states in English Writing, there are two reasons why the students are weak in writing. Firstly, teacher and students think it is not important to practice writing in junior one and junior two. Second, the students is not taught writing systematically, such as how to choose words, make sentence, organize paragraphs and contemplate the whole article and so on.

Based on the writer's experience in Teaching Practice Program (PPL) in First Grade Senior High School, he found the problem in students' writing. This case could be caused by minority learning of writing skills in Junior High. Many students failed the achievement of writing skill. The writer did the interview the students in the class room. The writer concluded some reasons why students cannot write English well. Many students cannot organize their ideas. They just think without organizing, some students just waiting from the teacher's suggestion. Then, the problem was the lack of vocabulary. And the last problem was teaching technique applied by teacher. Most of the teacher taught the writing theory and focused on grammar. That made students hard to organize their ideas well.

The role of teaching strategy is to assist the students to develop their language skills and acknowledge (Fleming and Walls, 1998 in Siahaan, 2008, p.213) when the teacher used the appropriate model the teaching-learning process, this situation wouldn't be happened. Considering the condition above, the writer offers to apply Picture Word Inductive Model (PWIM) to overcome the problem.

Picture Word Inductive Model is an inquiry-oriented language arts strategy that uses picture selected by the teacher, identify what students see in the picture for the teacher label; read and review the words generated; use the picture word chart to read their own sets words; classify words according to properties student can identify; and develop titles, sentences and paragraphs about picture. In the other hand, Picture Word Inductive Model (PWIM) is model of study that uses the pictures and words to stimulate students' thinking inductively, from the specific thinking (see the pictures and words) to general thinking (make the words and pictures that available become a sentence then a paragraph). Picture Word Inductive Model (PWIM) is used to guide the students to develop their imagination, creation, and idea to make a sentence or paragraph.

Review the fact, the writer was interested to conduct a research in order to know that Picture Word Inductive Model (PWIM) can be significantly improve students' achievement in writing procedure on X grade students.

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

Based on the background of the study above, the problem of the study can be formulated as follows: "Does Picture Word Inductive Model (PWIM) improve students' achievement in writing procedure text?"

#### **C. The Scope of the Study**

In order to give the best result of the research, the scope of the study is limited on investigating the students' achievement of X grade Students of SMA

Negeri 1 Pematangsiantar in writing procedure text through the Picture Word Inductive Model (PWIM).

**D. The Objectivity of the Study**

In relation to the problem, the objective of the study is to find out whether the application of Picture Word Inductive Model (PWIM) significantly improves the students' achievement of X grade students of SMA Negeri 1 Pematangsiantar in writing procedure text.

**E. The Significance of the Study**

The results of the study are expected either the theories or practice to be useful for:

1. The students who want to improve their ability in writing procedure text through the Picture Word Inductive Model (PWIM)
2. English teacher who reach writing particularly those who want to improve their students' achievement in writing procedure text through the Picture Word Inductive Model (PWIM) in order to decrease the problem of the study in the class.
3. The readers who are interested in conducting further study related to the improvement of students' achievement in writing procedure text through the Picture Word Inductive Model (PWIM)