

CHAPTER I

INTRODUCTION

A. The Background of Study

English become foreign language. This means that Indonesia must learn English whether in formal or informal education. In formal education, there are four skill which have to be mastered by the students. They are, reading, speaking, writing, and listening. Reading and listening constitute as receptive skill. While speaking and writing as productive skill. Writing as productive language means the students have to produce a language in this case, in a written form. This why writing may be considered as the most difficult and complicate skill among the four language skill because it needs specialized skill that include the ability to express the writer opinion or thought clearly and effeciently.

Harmer, (2004: 31) states that writing is one of the four skill has always formed parts of the syllabus in teaching English, where mastering the ability to write effectively is seems as a very objective for learners. Writing as one of the most important skill in English is a productive skill that should be achieved by students in order to be able to communicative in written form. Through writing, students can express thoughts, communicate ideas and their view to other. Winch, et al. (2006) as cited by Komang, Dantes and Ratmaningsih (2013:1) states that writing is a great collector of ideas, a clarified of thinking and a major aspect of learning itself.

Writing is a process of putting thought or ideas in words that is combined into sentences in the form paragraph. Writing as a process to get product is influenced by some element such as vocabularies, grammar, organization, spelling, and punctuation. Through writing student can share his or her knowledge, good idea, or thought in written text to everyone who reads. In writing many types of text (genre) that will be studied more by the student. one of the ways is through narrative text. narrative text is that used to retell factual or imaginative experience in the past event for the purpose of entertaining the reader in sequence of events. Narrative means something that tells a story. Actually, it is an interesting writing for student because they could share their ideas, opinion, imagination, and own experiences, like writing a diary. Sanggam & Shinoda (2008:73) states that narrative text is a text amuse, entertain people, and to deal with actual or vicarious experiences in different way.

Based on the writer's observation in SMA Al Hidayah Medan, the student ability in such skill writing was quite low, especially in writing narrative text. Most of them said that they were confused how to start writing well. the students can't writing text. It is caused they don't own idea, so that they face problem in building a text. And also they lack of vocabularies, so that they can't choose the right words, and using the grammar in organizing the text. Teacher also only gives the topic to the students and then explains it and asks them to writing of a text .

The writer found the same problem with students in SMA Al Hidayah Medan . The problems are students still feel strange and face some difficulties

with English lesson, especially in developing writing. The problem faced in the class is sometimes the students have difficulties to find out the meaning of a sentence in a text. The Minimal Completeness Criteria (KKM) applied for tenth grade by school is 80. Most students get the score under Minimal Completeness Criteria (KKM) of English lesson for Senior High School. The score writing in narrative test from The students can be seen in table 1.1

Table 1.1 The Students' Score Writing in Narrative Test

Semester	Score	Student	Percentage
1st semester 2014 / 2015	≥ 80	15	37,5
	≤ 80	25	62,5
2nd semester 2014 / 2015	≥ 80	19	47,5
	≤ 80	21	52,5

Responding to these problems the writer to apply a model that can solve the problem. The model is named picture word inductive model (PWIM). Picture Word Inductive Model (PWIM) is an inquiry-oriented strategy for teaching beginning reading and writing that use pictures containing familiar objects, actions and scenes to draw out words from students' listening and speaking vocabularies, (Calhoun, 1999:21). This model is designed to capitalize children's ability to think. It is a literacy strategy that uses a picture as a platform for vocabulary development (Loh, 2012). By applying this strategy, the students would get improvement in their writing as picture word model helps them in remembering words in writing a narrative text. Another advantage of using this strategy was that the students are able to remember the words and their meaning as picture word inductive strategy was focused on words. Picture word

inductive model can help students enrich their vocabularies while identifies the picture. In conducting picture word inductive model the role of teacher is very important in helping their students. The class are going to be more active and interesting by using Picture Word Inductive Model so that interesting active and cooperative learning process.

The previous study that has used picture word inductive model showed. Picture Word Inductive Model (PWIM) is model of study that use picture and word to stimulate the students thinking inductively, from specific thinking to general thinking. This model has many advantages, one of the advantages of the PWIM is that approaches the development of sight vocabulary directly, (li,2011: 12).

Based on explanation above, the writer think it would be important to apply PWIM to help students to solve the problem with narrative text. Therefore, this study is design to identify the effect of applying PWIM on student achievement in writing narrative text.

B. The Problem of Study

Based on the background above, the problem of study is formulated as follows “ Is there any significant effect of applying picture word inductive model on the students achievement in writing narrative text ? “

C. The Objective of Study

Related to the problem of study, the objective of the study is to investigate the effect of picture word inductive model on students achievement in writing narrative text.

D. The Scope of Study

In order to give the best result of the research, the study is focused on the application of Picture Word Inductive Model on students achievement in writing narrative text especially on Senior High School at grade tenth.

E. The Significant of Study

Findings of the study are expected to give theoretical and practical significance

1. Theoretically, the findings of this study are expected to be useful to add up new horizontal to theories of teaching language and to give a better understanding and alternative strategy in teaching writing English by applying picture word inductive model.
2. Practically, the findings of this study are expected to be useful for :
 - a) English teacher as an alternative teaching resource to give more information about another technique which can be applied in teaching writing in order to enhance their competence in teaching.
 - b) Students to encourage and stimulate them in improving their writing achievement.
 - c) Readers to give knowledge data and information of writing by using picture word inductive model, and researcher , as an experience research that useful in next research and as references to the next research that related of the study