

# CHAPTER I INTRODUCTION

## A. The Background of The Study

English as an international language makes Indonesian government determine that English has to be included in curriculum as a compulsory subject which should be learnt in every levels of school. In Indonesia, English becomes a foreign language that make it should be learnt more. Therefore English must be introduced from the kindergarten level and continuously learnt up to university level.

Language learning is a skill requires student have to be able to use it for communicating in their daily life. There are four language skill in English namely, listening, speaking, reading and writing. It is divided into two, receptive skill for listening and reading and productive skill for writing and speaking. Writing as a productive skill becomes the important skills that should be mastered by students. Through writing, students can express thoughts, communicate ideas and their views to others. Winch, et al. (2006) as cited by Komang, Dantes and Ratmaningsih (2013:1) state that writing is a great collector of ideas, a clarifier of thinking, and a major aspect of learning itself.

Considering that writing is important, teacher has to explore their experience in teaching writing. They are obligated to use the new curriculum 2013 in teaching learning process as the educational orientation from most of schools in Indonesia. This curriculum has been included the good steps in learning activity

through the scientific approach and it is better to collaborate the picture word inductive model in this study to be more effectively work.

In syllabus of Junior High School (SMP) for grade eight (VIII), the goal of teaching writing is to enable the students to write simple descriptive text by using accurate vocabulary, appropriate grammar and impresses on the discourse level. So, writing descriptive text is taught by teacher in order students to know how to describe themselves or their surrounding in a simple way. Descriptive text is a type of text that functions to describe particular person, place, or thing. Students are expected can write a descriptive text, in order to convey their ideas in their mind into written form as same as an object which is discussed. Moreover, students can describe the object with correct adjective, and the written product should be followed with correct punctuation and the generic structure of the descriptive text.

However, teaching descriptive writing is not easy, although writing has been taught from the elementary school level, but there are still many students cannot write well. As the evidence, the interviewed has been done with the English teacher of SMP N 4 Binjai to know teacher's perception about the students' writing problems. The teacher admitted that many students fail in achieving writing skill proved from the value of Criteria Standard Minimum is 70. Mostly students' writing score are lowest than it, means that they are poor in writing. The other students' writing problem especially in writing descriptive, Students confused what and how to start. It is difficult for them to find ideas if they are asked to write just by giving a direction without relevant object that used

as visual ideas stimulation, then they felt difficult organize the ideas well in English. Writing becomes difficult skill for students because they had limited vocabularies and they also have difficulty in using the convention of English grammar.

Based on the problems above, the writer's expectation can overcome by applying a teaching model which is appropriate with writing descriptive text, easy, interesting, effective and helpful for the students. The model is Picture Word Inductive model (PWIM). According to Calhoun (1999:21) 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 to label; read and review the words generated; use the picture word chart to read their own sets of words; classify words according to properties student can identify; and develop titles, sentences and paragraphs about the picture. On the other hand, Picture Word Inductive Model (PWIM) is a model of study that uses pictures and words to stimulate students' thinking inductively, from the specific thinking (looking at the picture and words) to general thinking (making the pictures and the words that available become a sentence then a paragraph).

By applying Picture Word Inductive Model, students can enrich their vocabulary while they identify the picture which facilitates them to write the descriptive text. While identify the pictures, students' visual stimulation help them to produce some vocabulary then stimulate students' thinking of producing ideas. In conducting this model, teacher's role is important to help students while teaching learning works in order to make the class more active and interesting.

In addition, Swartzendruber (2007:36) had an experiment to enhance the vocabulary acquisition of the students with Picture Word Inductive Model. Even though her research was about vocabulary, but it was also important part in writing and this research also used the same model like the writer will be applied. The result of the research was successfully increased the vocabulary acquisition of student during the PWIM intervention.

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

Based on the background of the study mentioned above the problem of this study is formulated in the following question “Is there any significant effect of applying the Picture Word Inductive Model on the students’ achievement in writing descriptive text at SMP Negeri 4 Binjai?”.

### **C. The Objective of The Study**

The objective of the study is to find out whether there are some effects of applying the Picture Word Inductive Model on the students’ achievement in writing descriptive text.

### **D. The Scope of The Study**

Many models of study can be applied in teaching learning process which is taught for writing in order to improve the students’ achievement in writing descriptive text. The model of study is related to the whole activities done in the teaching learning process. In limitation on applying Picture Word Inductive

Model, the scope of the study is focused on the application of Picture Word Inductive Model (PWIM) in writing descriptive text to the Eight Grade of Junior High School students.

### **E. The Significance of The Study**

The study about the effect of Picture Word Inductive Model on students' writing achievement in descriptive text hopefully will give contribution to English teaching and learning, they are:

#### **1. Theoretically**

The result of the study will enrich the technique of English teaching and learning and also to contribute the development of knowledge in English teaching and learning.

#### **2. Practically**

The significances of the research are hopefully useful for:

- a. The Students. They can improve their writing ability in descriptive text through picture word inductive model.
- b. The Teachers. This study expect to give contribution to the English teacher in the use of the PWIM on writing descriptive text in order to overcome the problems of students' achievement in writing
- c. The Readers. They can get more information in order to conduct further research related to this study.
- d. The writer. She will get new knowledge, experience in teaching writing descriptive text by using Picture Word Inductive Model.