

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Writing is one of English skills which is important to be mastered especially for academic. If students have mastered this skill, students will be able to do some kinds of writing assignments. It is necessary for students to choose the appropriate idea when they want to express something in writing. So they can decide in what type of writing it is to be written.

According to the Educational Unit-Oriented Curriculum ( *Kurikulum Tingkat Satuan Pendidikan: KTSP*), there are many kinds of text that should be learned by the students of Senior High School such as, narrative, report, recount, procedure, explanation, and so forth. Based on the KTSP, narrative text is one of the genres that should be achieved by the students in grade eleventh. Narrative text is a suitable genre to tell the activity in the past which has functions to amuse the reader and frequently gives moral lesson (Pardiono, 2007:94).

In fact, based on the writer observation in the eleventh grader of SMA N 1 Bandar Simalungun, the writer found the data of writing narrative test from the first semester in academic year 2013/2014 from the English teacher HS. She said that many students could not pass the Minimal Completeness Criterion (*Kriteria Ketuntasan Minimal*) that applied in the school, which is 65 in English subject.

The data can be seen as follows:

Table 1.1 Students score in writing narrative test

| Class    | Score | Students |
|----------|-------|----------|
| XI IPA 1 | < 65  | 4        |
|          | ≥ 65  | 32       |
| XI IPA 2 | < 65  | 21       |
|          | ≥ 65  | 13       |
| XI IPA 3 | < 65  | 26       |
|          | ≥ 65  | 8        |
| XI IPA 4 | < 65  | 26       |
|          | ≥ 65  | 7        |

From the data of these 4 classes, it can be seen that 77 of 137 or 56,20% students have score under the minimal completeness criterion. It can be concluded that the students' achievement in writing narrative test is still low.

In addition, based on the writer experience in Integrated Teaching Practice Program (PPL) in 2013 in SMA N 1 Bandar Simalungun, the writer faced the same condition. The writer found that there are many factors that make students have problem in learning writing skill. The students are lack of ideas, vocabulary, and grammar.

Moreover the teaching method that teacher applied in teaching writing wasn't effective. The teaching method that teacher frequently used was conventional teaching like teacher directed learning. In a class, there were 22 of 34 students got low score in writing narrative text eventhough the teacher had explained the material of narrative text several times.

Responding to these problems, the writer tried to apply a model that can solve the problem. The model is named Picture Word Inductive Model (PWIM).

PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and action to elicit word (Calhoun, 1999: 21). This model is designed to capitalize children's ability to think inductively. It's a literacy strategy that uses a picture as a platform for vocabulary development (Loh, 2012).

PWIM is a model of study that uses picture and words 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 it approaches the development of sight vocabulary directly (Li, 2011:12)

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

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

Related to the background of the study, the problem of this study is formulated in form of a question as follows:

“Does the application of Picture Word Inductive Model (PWIM) significantly affect on the students' writing achievement in narrative text?”

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

The object of study is to find out the significant effect of applying Picture Word Inductive Model on students' achievement in writing narrative text.

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

In order to give the best result of the research, the study was focused on the application of Picture Word Inductive Model on students' achievement in writing narrative text grade eleventh.

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

This study is concerned with teaching writing. The application of PWIM is expected to be successful. The benefits of this study can be viewed theoretically and practically. Theoretically, the result of the study can be used as a reference for those who want to conduct a research in teaching writing. Practically, this study is expected to give inspiration for teachers to apply PWIM in their teaching especially in teaching writing narrative. For students, this study is expected to be successful to increase their writing narrative achievement.