

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a primary instrument of the communication among human beings in community. In others words, language is a tool of communication. By using a language people are able to introduce themselves, convey their messages and express their ideas and written. Therefore language is very important in our life. Language as a means of communication with other people as a tool to express ideas and wishes.

In Indonesia, English is a foreign language. English is taught school from elementary level up to the university level. It makes English very difficult to learn because people think that it is not important. People think that they can communicate to others with their own language without using English. For the students, they only get a few times to learn English. So because of it, the students are not interested to learn English well.

There are four basic English skills which categorize into two namely receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than other language skills.

The writer focuses on writing because writing is one of the four language skills that has a very important role in learning. In writing, students must have good knowledge about writing process and aspects of writing. The students must be able to organize the idea to construct the sentence, use the grammar, vocabulary (diction), spelling well, and arrange their writing into coherent and cohesive paragraph.

In fact, many of students found difficulties to write well. Based on the writer's experience while doing teaching practice program (PPL) in SMP Pembangunan Galang, there were some problems found. First, most of the students said that they were still confused about how to begin and what they would write. Second, most of them had difficulty in conveying idea in writing because they were lack of vocabularies and difficult to create sentences. They assumed that writing was a boring activity that is why the student's ability in writing a text was low. So it makes only there are only a few students who can get involved actively in writing class.

Prastama, F.Y. (2013) states that to make students be active in writing class and to improve their writing especially in procedure text, in order to follow the curriculum, the teacher should select an appropriate technique so that they are encouraged to write. The teacher should apply a technique which helps students to overcome their difficulties in writing. This technique should be able to guide students to write step by step, so that they can accomplish their writing tasks more effectively.

One of the techniques that is applicable to teaching writing is Picture Words Inductive Model or PWIM. Calhoun (1999:21) stated that PWIM is an inquiry oriented technique for the teaching of writing, reading, listening and speaking skill that uses picture containing familiar objects, actions and scenes to draw out familiar word that students ever heard. Based on the statement, the writer believes that PWIM would help the students in transferring their ideas into written form, in this case it is the procedure text, through the picture by adding all words related to the picture. Then the students are allowed to write those words in their own 3 picture word chart. After that, the students can create a title and generate sentences and finally make a complete procedure text based on the words from their picture word chart.

From the explanation above, the writer chooses Picture Words Inductive model (PWIM) as the technique in teaching writing procedure text. Calhoun (1999: 22) stated that this technique has some advantages in teaching writing such as: it helps the students to identify the words based on the picture they see; classify and generalize the words based on their parts of speech; and develop titles, sentences and paragraphs based on the picture. These advantages are in accordance with the problems found by the writer earlier, and it is believed that it can help the students to overcome their problems.

B. The Problem of Study

Based on the background of the study above, the problem of the study is formulated as the following:

“Is there any significant affect of applying PWIM technique on students’ achievement in writing procedure text?”

C. The Objective of Study

Based on the problem above, the objective of study is to investigate the significant effect of using PWIM technique improve the students achievement in writing procedure text.

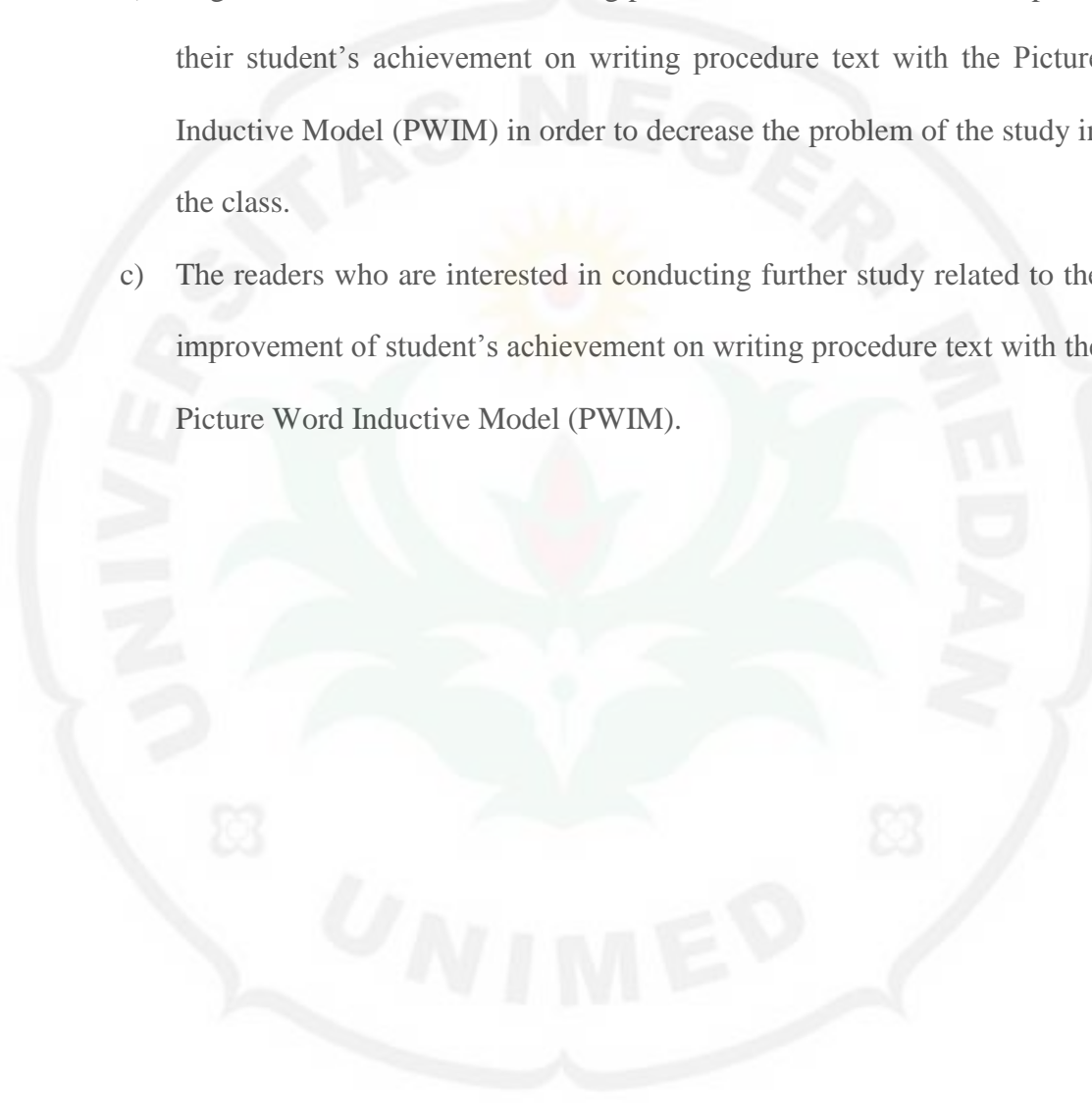
D. The Scope of Study

There are many kinds of genres in writing namely narrative, argumentative, descriptive, exposition, recount, report, procedure etc. The scope of this research is limited only on the procedure text and the media used is PWIM.

E. The Significance of the Study

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

- a) The students who want to improve their ability on writing procedure text with the Picture Word Inductive Model (PWIM)

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- b) English teachers who teach writing particular those who want to improve their student's achievement on writing procedure text with the Picture Inductive Model (PWIM) in order to decrease the problem of the study in the class.
- c) The readers who are interested in conducting further study related to the improvement of student's achievement on writing procedure text with the Picture Word Inductive Model (PWIM).

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