

## **CHAPTER I**

### **INTRODUCTION**

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

Education in Indonesia has more enhancements because it puts English as one of the subjects in schools. It means that English becomes one of the important subjects which are taught in the school. But, it doesn't mean that every teacher and student in school should speak English as English is only a foreign language in Indonesia.

The purpose of learning English is to master four integrated skills of language, namely: speaking, listening, reading and writing. All of those skills must be taught and applied in teaching-learning process. Writing is one of basic language skill that is important to be taught to students as learning writing helps them to put out ideas in their mind. This activity will produce products like essays and papers.

In the Curriculum of Educational Stratified Level (Kurikulum Satuan Tingkat Pendidikan) and written in the syllabus of second year students of Junior High School, students are expected to master the ability in writing some genres especially descriptive.

Descriptive text becomes an important kind of text that should be mastered by students in the process of learning. Siahaan and Shinoda (2008) state that descriptive is a written English text in which the researcher describes an object. In this text, the object can be a concrete or abstract object. Commonly a descriptive text will describe a particular thing, place, or person. A descriptive text is

structured with general identification and followed by detail description (Nasution et al., 2007:73).

Based on the researcher's experience in Teaching Practice Program and based on an observation conducted in junior high school named SMP Swasta PAB 7 grade VIII, it was found that students' ability in writing was not good enough. The researcher did observe the students in class VIII.2 by giving questionnaire. From that questionnaire, the researcher found if the students did not like studying English. That's why their score in the first year was not too far from KKM which is only 70. The mean of English score of the students could be seen in table 1.1 as follows:

**TABLE 1.1 The Mean of English Score of VIII Class**

No.	Semester	Mean of English Score	
		VIII.1	VIII.2
1.	I	71.8	71.4
2.	II	72.6	72.3

Then, the researcher also found some problems related to the students' interest in learning English. Most of the students were not interested in learning English. It can happen as they didn't understand about English at all. More than 70% of the students were agree if they don't like English and the rest of the students like to study English. The main reason of this case was that the students were lack of vocabulary. They didn't know the words and their meaning. This situation made them to be lazy as they know nothing about English. Besides that,

they also had no curiosity to look for the meaning in dictionary. Most of the students didn't bring their dictionary when they were learning English.

The other reason was the using of old method. Most of the teacher still use the old method in teaching. The students did bored as the teacher didn't use interesting media in teaching English. In this situation, the teacher should be creative in creating new methods or interesting media so that the students would enjoy in following the learning process.

In teaching and learning process, the use of media could improve the ability of students especially in writing descriptive text. Pictures is one of the easiest media can be used to teach students of junior high school.

Based on the problem in writing a descriptive text above, the researcher wanted to use Picture Word Inductive Strategy in solving the problems. By applying this strategy, the students would get improvement in their writing as Picture Word Inductive Strategy help them in remembering words and writing a descriptive text. Another advantage of using this strategy was that the students are able in remembering the words and their meaning as Picture Word Inductive Strategy was focused on words.

The Picture Word Inductive Strategy is an inquiry-oriented arts strategy that uses pictures containing familiar objects and action to elicit words from children's listening and speaking vocabularies (Calhoun, 1999:21). The Picture Word Inductive Strategy is designed to teach writing. A major principle of the strategy is that students have the ability to make generalizations that can help them to master in writing descriptive text.

As stated before, the problem of the students in writing descriptive text was actually based on the ability of the students which are lack of vocabularies. The Picture Word Inductive Strategy helps the students to learn word by word by using pictures. By seeing pictures, the students become interested in learning English. Then, the students would analyze the content of the pictures and try to look for the word in English. That's why it was very recommended to use Picture Word Inductive Strategy in teaching writing of descriptive text.

Review the fact, the researcher was interested in conducting a research in order to know that Picture Word Inductive Strategy could be significantly give the improvement on students' achievement in writing descriptive text on VIII grade students.

In another side, the researcher realized that there were so many researches which use Picture Word Inductive Strategy as a strategy in improving the ability of the students. But, some of the researchers applied the Picture Word Inductive Strategy in Senior High School or Vocational School. So, in this research, the researcher tried to apply Picture Word Inductive Strategy to the students in the second year of Junior High School.

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

Based on the background of the study above, the problem of the study was formulated as follows: "Is the students' achievement in writing descriptive text taught by using Picture Word Inductive Strategy significantly higher than that taught by using Roundtable Strategy?"

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

As stated in the title and the formulated problem of the study, this research was conducted to investigate whether the students' achievement in writing descriptive text taught by Picture Word Inductive Strategy was higher than that taught by using Roundtable technique.

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

In order to see the effect of Picture Word Inductive Strategy in teaching descriptive writing, the limitation of applying Picture Word Inductive Strategy was only focused on the application in writing descriptive text.

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

The finding of this study expected to have both theoretical and practical importance in writing as a process and product especially the framework of writing.

1. Theoretically, the findings of this study were expected to be useful to increase knowledge on the theories of teaching language.
2. Practically, the findings of the study were useful and relevant to
  - a. English teacher, to add and improve their way in teaching writing descriptive text by using picture word inductive strategy.
  - b. The students could improve their ability in writing descriptive text.
  - c. The readers, who were interested in conducting further study related to the improvement of the students in writing descriptive text.