CHAPTER I
INTRODUCTION

A. The Background of the Study

English is a tool of communication in the world. By using English people can share information to each other. We use the same language to communicate with people who have different nationality, language and culture. The reason is because English as an international language is very important to be mastered in facing a globalization era.

Realizing the importance of English, our government has determined that English must be taught in school. Based on the curriculum, the language learners should master four language skills; reading, writing, listening, and speaking, to be able to communicate well using English.

Listening and reading are included into receptive skills; meanwhile speaking and writing are included into productive skills. Writing is one of the ways to communicate indirectly. Writing is a skill exposing facts and idea which is interpreted clearly, effectively, and well-organized. Writing integrates many aspects of language such as: vocabulary mastery, words-arrangement, grammar proficiency, and constructing paragraph.

Writing is the expression of language in the form of letters, symbols and words. Through writing someone can share their knowledge, conveying ideas, feeling, and intention, to other people. As Nunan (1999) states that writing is the most difficult skill among the four language skills. Harmer (2004: 86) states that writing is a process and that we write is often heavily influenced by

constraints of genres, then these elements have to be present in learning activities. By writing the students will be able to share their thoughts, feelings, ideas, and expression. This ability is useful for students for future. The purpose of education is to teach the students to think and to write well. Therefore, they can express their thoughts effectively. The goal of writing is expressing ideas and thoughts in the written form for the communication. Writing cannot be mastered easily by students because it is a complex subject involving generating and organizing ideas. While writing, the writer needs to organize some ideas and produce those ideas into a written text.

Nursaniyah (2010) states that written product is influenced by some elements such as vocabularies, grammar, organization,spelling, and punctuation. In the second year of senior high school, the basic competency that should be achieved in the writing English subject is that students have abilities in developing and producing written simple functional text in the form of recount, narrative and descriptive.

Contrary to what is expected by the curriculum, there are still many students who have not mastered in writing narrative text. To improve the student's writing, the teacher should use the methods or model, approaches, techniques and strategies during teaching and learning process. Based on the research that the reseacher has made in teaching English, actually the reseacher can use the same ways in all time, but the reseacher thinks that there is a must to change the way of teaching so that the students do not get bored and difficulties in teaching and learning process.

Narrative is concerned with using Strategy, Cooperative learning, this method refers to a method of teaching and classroom management that emphasizes group work and strong sense of community. This model fosters the students' academic and social growt and includes teaching techniques such as "Think-Pair-Share" and reciprocal teaching. Cooperative learning falls under the student-centered approach because learners are placed in responcibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers. Calhoun (1999 :21) states that Picture Word Inductive Model is guide the students to develop their imagination and idea to make a sentence or paragraph. So, the reseacher believes that this model helps learners bridge a transition between old and new knowledge by first identifying what they see in a picture, which activities existing schema (old knowledge) and then by adding the words to the picture word chart and to word banks. The solution of this problem has been researched in previous researches. In a study which was conducted by Zuraida (2012), there is an improvement in students' writing descriptive text by using PWIM.

On the other hand Picture Word Inductive Model (PWIM) is model of study that uses the pictures and words to stimulate students' thinking inductively, from the specific thinking (see the pictures and words) to general thinking (make the words and pictures that available becomes sentences and paragraph). By applying Picture Word Inductive Model, students can enrich their vocabularies while they identify the picture. Experience the students to participate in the correct spelling and writing. The class is going to be more active and interesting. In

conducting Picture Word Inductive Model, the role of the teacher is very important in helping their students. Students can discuss each other as well as the teacher. Picture Word Inductive Model provides an interesting, active and cooperative teaching learning process.

According to the researcher's observation in SMA N 1 SILANGKITANG, around 70% students of 11th grade students have score below the KKM (Kriteria Ketuntasan Minimal) or minimum score in their mid-test which was related to narrative text test. A narrative text is an imaginative story to intertain people. Based on English dictionary narrative text is a spoken or written account of connected events, a story. The researcher found that the students got some difficulties in transferring their ideas in writing the text because of lack of information about the topic.

The material should be interesting, so that the students will be motivated to learn. The reseacher expects that using Picture Word Inductive Model (PWIM) can improve the students ability in writing narrative text. By using PWIM, the students will be more free to explore their vocabularies based on what they see on the picture. That is why, this model is suitable for teaching writing (in any classes), reading and vocabulary (for EYL students).

This research is focused in how PWIM effect the students' achievement in writing narrative text. This sterategy is expected to give positive effects on the students' learning process.

B. The Problems of the Study

This study aims to answer a question which is related to the topic :

Is there any significant effect of using Picture Word Inductive Model (PWIM) on students' achievement in writing Narrative text?

C. The Scope of the Study

There are twelve genres in writing, namely Report, Procedure, Narrative, Recount, Descriptive, Expository, Argumentative, Persuasives, Explanation, News item, Anecdote and review. This research is limited to writing Narrative text only.

D. The Objectives of the Study

The objective of the study is to find out the significant effect of using Picture Word Inductive Model (PWIM) on students' achievement in writing Narrative text.

E. The Significances of the Study

This research is expected to give contribution for:

Theoretically, this study hopefully, can be used as a reference for readers who want to study about writing Narrative text. Practically, it can help the reader for further understanding about writing Narrative text, and teaching it using PWIM.