

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In accordance with Law Number 20 of 2003, education is a deliberate and well-organized endeavor to foster a learning environment and process that enables students to actively cultivate their potential for religious spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, nation, and state. It is very clear that Allah The Almighty wants humans to develop. Based on Allah's prophecy on Qur'an Surah Al-Alaq 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤  
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

This prophecy implies that humans were created to learn, beginning with reading, in order to become intelligent and develop better beings. We cannot write without first being able to read. Therefore, the verse clearly commands us to read, which is the beginning of all knowledge, including language skills like writing.

Language learning does not only focus on the results achieved by students, but is oriented towards the process they go through. Educators must pay attention to learning method in order to optimize student activity. The implementation of teaching and learning has been said to change as a result of technological improvements, according to Keengwe & Georgina's (2012).

Writing is one of the essential language skills that should be mastered by students in learning English. Among the four skills listening, speaking, reading, and writing. Writing is often considered the most complex and challenging, especially for students at the senior high school level. This is because writing requires not only a good understanding of grammar and vocabulary but also the ability to organize ideas coherently and express them clearly in written form.

In the context of teaching English at MA Raudhatussuyuban, it has been observed when PPL, that students often face difficulties in writing descriptive texts. Many of them struggle to generate ideas, use appropriate vocabulary, and develop paragraphs logically. As a result, their writing performance remains below expectation, and their motivation in writing activities is relatively low. This situation calls for the application of innovative and effective teaching strategies to help students improve their writing skills, particularly in writing descriptive texts.

One strategy that has shown promise in enhancing students' writing ability is the Picture Word Inductive Model (PWIM). PWIM is a teaching

model developed by Calhoun (1999) that uses pictures as the central medium to stimulate students' thinking, build vocabulary, and guide them through the writing process. Through this model, students are introduced to a picture, then guided to identify and label objects in the picture with words, classify the vocabulary, and finally develop sentences and paragraphs based on the picture and the listed words. This inductive approach encourages students to construct knowledge actively and meaningfully, making the writing process more engaging and less intimidating.

The use of PWIM is particularly relevant in teaching descriptive text, as it helps students focus on specific objects, characteristics, and details in the picture, which are essential components in descriptive writing. Moreover, it promotes vocabulary development and visual literacy, which are crucial for generating descriptive content. The visual stimuli provided by the pictures also help students with limited vocabulary to express their ideas more confidently and accurately.

Given the potential benefits of the Picture Word Inductive Model, it is necessary to investigate how this model is implemented in real classroom settings and what are the advantages and disadvantages of using PWIM in classroom. Therefore, this study aims to explore the implementation of the Picture Word Inductive Model in teaching writing descriptive text at MA Raudhatussyubban.

But the use of PWIM itself does not mean that it will take place without obstacles, both for teachers and students. For this reason, the authors conducted research on its use at the high school level.

## **B. Definition of Key Terms**

A few crucial terms need to be clarified by the researcher in order to prevent misunderstandings regarding the title:

### **1. Picture Word Inductive Model**

PWIM is one of the English learning strategies that uses image media to stimulate students' vocabulary imagination. The images used can be images of animals, plants, people, places, even an activity. With the note that the images used are familiar or related to the students.

### **2. Teaching Writing**

The teaching process is one of the skills in English that requires extensive vocabulary knowledge. In teaching writing, teachers have a very important role in innovating in their teaching. Because in teaching writing, students are required to express their ideas or imaginations.

### **3. Descriptive Text**

Descriptive text is a type of text that describes a person, place, animal, object, or event in detail so that readers can picture it clearly in their minds. It usually contains the nature, characteristics, or distinctive features of something

that is to be described to the reader. The purpose of descriptive text is to give the reader a clear picture of what is being described.

### **C. Research Questions**

The purpose of this study is to determine how using a virtual learning environment in an English classroom affects students. And, according to the research, a number of problems can be identified, including the following:

1. How does the teacher implement the Picture Word Inductive Model in teaching writing descriptive text at MA Raudatusyubban?
2. What are the advantages and disadvantages of using picture word inductive model in teaching writing descriptive text?

### **D. Objectives of Study**

According to the problem statement above, the research's aims are to:

1. To describe the way of teacher implement the Picture Word Inductive Model in teaching writing descriptive text at MA Raudatusyubban
2. To identify the advantages and disadvantages of using picture word inductive model in teaching writing descriptive text

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

The result of this research is expected to have advantages, such as for the students

1. The students are more communicative and have good collaboration with teacher and another students.
2. The students will have critical thinking, problem solving, and decision making.

And for the teacher:

1. To make the teacher have alternative way to teach writing skill with the fun way.
2. Provide information and considerations for teachers and researcher in future.