

CHAPTER I

INTRODUCTION

This chapter presents an introductory study that provides an overview of the research background, research questions, research objectives explain the purpose of this research, as well as study the significance for schools, teachers and other future researchers, and key terms in defining variables in this study that will be provided in this chapter.

A. Background of Study

In this modern era, mastering English is one of the important aspects in building good relationships widely, because English is a global language in order to be able to communicate well and fluently, as a means of communication, English uses both written and oral forms. Harmer (2001) stated that most people in the world use English as a global language, everyone needs English to build communication with each other all over the world and so seeing the importance of English, teachers must be able to provide guidance in the process of learning and teaching activities to students, especially in English lessons to students in Indonesia, so that students can use English well.

English lessons are one of the mandatory subjects contained in the education curriculum in Indonesia. English to be taught at all school levels from elementary school to college. For the junior high school students there are four skills that must be taught, namely speaking, listening, reading, and

writing. These four skills are divided into two groups it is receptive skills and productive skills. Productive skills are speaking and writing, while receptive skills are listening and reading.

In this study, the researcher focused on one of productive skill, that is writing. Writing skill is used to convey ideas or opinions in written form. To be able to understand written communication, the reader must be able to catch the intent of the author but writing is not an easy activity to do so that the writing made can be understood, the writer must write as clearly as possible because writing does not have intonation or expression to convey the meaning as in oral communication. Hence, it is found that many people who learn English have difficulty in writing English.

According to Boardman and Frydenberg (2002), writing is a continuation of the process of thinking and organizing. So, in writing skills, the students must always continue to develop their writing, such as checking the grammar, right choice of words, and combining their all ideas. Sokolik and Nunan (2003) state that writing is the process of putting words into sentences that express the writer's ideas to the reader. To sum up, writing skill is an activity that contains context and a specific purpose for the reader to express the writer's ideas.

According to Harmer (2004), writing is a continuous process of planning, drafting, editing, and final resulting. So, in writing, the students plan what they will write by taking detailed notes. Then, think about the purpose of their writing, to whom they are going, the content of structures such as facts, ideas, or arguments that they have decided to write about. Furthermore, in process of

drafting and editing, the students reflect and revise the writings of other readers such as friends giving comments and suggestions. Then, students can produce a final version of the text.

In the junior high school, there are many kinds of written text, such as descriptive texts, recount texts, report texts, procedure texts, and narrative texts. One of the common texts that junior high school students learn is descriptive text. Descriptive text is a type of text that describes something that has characteristics or images attached to the object, such as animals, plants, humans, or inanimate objects, and the purpose of descriptive text is to provide detailed information on the object to be described to the reader. The characteristics of this descriptive text are using simple present tense sentences, using adjectives, and using connecting verbs. So, the learning to write also has rules that must be considered so that readers can understand it.

Writing is a very important thing as stated in the Qur'an Surat al-Alaq verses 4 and 5 as follow:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Based on from those verses, Allah SWT teaches humans how to write using a pen. This is a very big favor from Him, as well as an intermediary for mutual understanding between humans as well as the ability to give verbal expressions.

However, writing activities in English is not an easy job for junior high school students. When the researcher made observations in learning descriptive texts, many students had difficulties in writing. The first problem, students lack

vocabulary, especially when students describe places. There were many words they didn't know. Second, students feel bored because teachers didn't use interesting media in teaching descriptive texts and only rely on textbooks, so students lack the motivation to write because there are no media used in teaching writing. With this situation, students will have many difficulties developing and improve their knowledge, including vocabulary. Students will find it difficult to receive instructions from the teacher using English because of inadequate vocabulary. With a lack of knowledge of vocabulary and the teaching system used by teachers, students will not be able to construct and accept a learning concept effectively. In this context, the role of the English teacher becomes very important to create a good and effective classroom environment. To maintain students' attitudes and motivation in learning English, teachers must know the characteristics of EFL students. Teachers must be creative in developing and presenting learning models for English classes, and the model used for English classes is PWIM (Picture Word Inductive Model) which requires students to describe a picture.

Therefore, the method or strategy applied by the teacher can be useful and if the method used is appropriate, the expected educational goals are achieved successfully. Related to the obligation to learn and teach as stated in the Qur'an Surah. an-Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجِدْ لَهُم بِالنِّسْبَةِ هِيَ أَحْسَنُ ۗ
 إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (١٢٥)

Regarding to the obligation to learning process and the method, in this verse, Allah SWT ask the Prophet Muhammad and its people to learn and teach using good and effective learning methods. This verse can be linked to other verses in the Qur'an which provide Qur'an-based explanations of teaching and learning methods.

Picture Word Inductive Model (PWIM) is one of the appropriate learning techniques to improve students' conceptual knowledge of vocabulary and sentence construction. The learning strategy using the PWIM model was developed by Calhoun (1998). This learning model uses pictures containing familiar objects, actions, and scenes to draw and construct the concept of understanding vocabulary. In practice, this strategy aims to describe objects in images.

According to Calhoun (1999), the PWIM is an inquiry-oriented language arts strategy that can help the students with words to their sight-reading vocabulary as well as their writing. Based on observations, it appears that many students are quite smart in understanding something, but they cannot provide ideas effectively in English. Students need deeper instructions on English subjects because, in writing, students must mastery some aspects such as mechanics, punctuation, grammar, and organization.

In short, the lack of ability in writing descriptive texts makes students' writing look poor. But there is a way to improve the quality of writing and students' motivation in writing descriptive texts, namely by using the Picture Word Inductive Model (PWIM) strategy. This strategy uses pictures selected by

the teacher or students, and students identify what they see in the pictures. Then, they label the pictures, read, and review the resulting words. This strategy uses pictorial word graphs and classifies words according to their properties. In addition, students can identify and develop titles, sentences, and paragraphs about pictures.

Before conducting this research, the researcher holds an observation and small preliminary research toward the implementation of PWIM in the English classroom at Madrasah Tsanawiyah Negeri Nurul Hidayah Kota Raja. Based on the problem above, the researcher holds a great interest in the student's perception toward the implementation of PWIM and directs a research to conduct the case study entitled **“The Implementation of Picture Word Inductive Model in Teaching Descriptive Text”**.

B. Definition of Key Terms

To avoid misunderstanding in this study, the writer gives some definitions of key terms that are important to understand as follows:

1. Picture Word Inductive Model

PWIM is a learning model that uses photos of objects that are familiar to students and students write words according to existing objects, the aim is to be able to develop students' creativity in thinking and make it easier for students to make sentences while looking at pictures related to words/symbols.

2. Descriptive Text

Descriptive text is a paragraph that explains the purpose of the intended image, defining its meaning in greater depth so that the readers comprehend the image's meaning completely..

C. Research Questions

Based on the background above, the writer will investigate and focus on:

1. How is the implementation of Picture Word Inductive Model in teaching descriptive text?
2. How is teacher and students responses on the implementation of Picture Word Inductive Model in teaching descriptive text?

D. Objective of Study

Based on the research questions above, the objectives of this research are stated as follow:

1. To explore the teacher's way of implementing Picture Word Inductive Models in teaching descriptive text
2. To describe teacher and students' responses on the implementation of Picture Word Inductive Model in teaching descriptive text

E. Significance of Study

3. Theoretical

a) For Students

They can improve writing skills on descriptive texts by using PWIM as their new learning process and can make students not feel bored.

b) For Teachers

They can use research findings to evaluate the teaching-learning process and teachers can get new more effective strategy to teach students, especially in writing skills.

4. Practical

a) For Teachers

It is hoped that this research can provide inspiration or ideas for teachers in teaching English. Teachers can use this PWIM learning model as an alternative media in the learning process, especially to overcome the complexity of English material and students' vocabulary skills. So that PWIM can encourage students' habituation in learning English.

b) For Students

Using PWIM not only develops an understanding of the English language but also guides them through the process and instructions in the right order. Besides that, it can also help students be more active and make students happy in learning English.