

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

One of skills in English lesson which the students learnt is about writing. Writing is one of the four language skills that have a very important role in learning, just as important as speaking, listening and reading. This support by Natalie Hess who stated that writing is a valuable skill for many other reasons as well.<sup>1</sup> Writing reinforces the grammatical structures, idioms, and vocabulary that they have learned. Among the skills, writing is the most difficult skill to be learnt, because the writers needs concentration in obtaining word and sentences into the good paragraph at the same time. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

In fact the students who learn English do not know the way to write the good paragraph, they face difficulty to arrange the words into correct sentences and make the systematic paragraphs. The other problem is there are many errors in grammar and mechanics of writing like as punctuation and spelling. Based on the researcher's observation in a school the problems are faced by the students in writing are they often make some mistakes with using vocabulary. It cause of lack in vocabulary mastery and they difficult to organize their ideas in writing text.

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<sup>1</sup> Natalie Hess, *Teaching Large Multilevel Classes* (New York: Cambridge University Press, 2008), 77.

In the curriculum of junior high school which recommended by the government, there are some text which have to be mastered by the students at eighth grade of junior high school. One of them is descriptive text. Descriptive text is writing about how something (or someone) looks and uses space order.<sup>2</sup>

Moreover, there are some problems in writing descriptive text. Most of students still make many errors in using tenses such as, the use of to be and verb in present tense. The other problem is the students difficult to build their imagination or idea and develop into descriptive paragraph, they still confuse when describe the object or something, which one to write first in order to connect between one idea and events with other. Those problems are predicted as the reason why the students have low achievement in writing. It can be seen from the score who get by the students, there are many students who get under standard minimum score.

Considering the problems above, the teachers should have a good model of teaching that can help the students comprehend and mastering writing. By using appropriate and interesting model of teaching in the process of teaching and learning English at class, it is expected students will easy in receiving writing materials from teachers.

Actually there are many models of teaching to get the teaching writing effectively. One of them for making students feel easy to explore their ideas is Picture Word Inductive Model (PWIM). Picture word inductive model (PWIM) is an inquiry-oriented language arts

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<sup>2</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing 2<sup>nd</sup>Ed* (San Fransisco: Addison WesleyLongman, 1997) ,48.

strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies.<sup>3</sup> So, this is a teaching model which students asked to identify the pictures that can help them to organize their idea before they develop in paragraph of descriptive text.

Based on the explanation above, it was necessary for the researcher to investigate the influence of Picture Word Inductive Model (PWIM) toward students' writing ability in descriptive text at eighth grade of MTs Daarul Ahsan kabupaten Tangerang.

## **B. Identification of Problem**

In this research paper, the researcher identified the problem as follow:

1. There are many students have difficulty to build and develop their idea.
2. There are many students have the problem with grammar rules.
3. There are many students have some mistakes with using vocabulary and mechanic writing.

## **C. Limitation of Problem**

Based on the identification of the problem above, the researcher limited the problem on the use of Picture Word Inductive Model (PWIM) toward students' writing ability in descriptive text at eighth grade of MTs. Daarul Ahsan Kabupaten Tangerang.

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<sup>3</sup>Emily F.Callhoun, *Teaching Beginning Reading and Writing with Picture Word Inductive Model* ( Alexandria, Association for Supervision and Curriculum Development, 1999), 21.

#### **D. Statements of the Problem**

In this research paper, the statements of the problem:

1. How is the students' writing ability in descriptive text at eighth grade of MTs Daarul Ahsan Kabupaten Tangerang?
2. Is there any significant influence of Picture Word Inductive Model (PWIM)) toward the students' writing ability in descriptive text at eighth grade of MTs Daarul Ahsan Kabupaten Tangerang?

#### **E. Objective of the Research**

The objective of this research:

1. To know how the students' writing ability in descriptive text at eighth grade of MTs Daarul Ahsan Kabupaten Tangerang.
2. To find out whether there is significant influence of Picture Word Inductive Model (PWIM) toward the students' writing ability in descriptive text at eighth grade of MTs Daarul Ahsan Kabupaten Tangerang.

#### **F. Hypothesis**

There are two hypotheses in this research, it is stated as follow:

1. The alternative hypothesis (ha)

There is significant influence of using Picture Word Inductive Model (PWIM) toward students' writing ability in descriptive text of the eighth grade of MTs Daarul Ahsan Kabupaten Tangerang

## 2. The null hypothesis (ho)

There is no significant influence of Picture Word Inductive Model (PWIM) toward students' writing ability in descriptive text of eighth grade of MTs Daarul Ahsan Kabupaten Tangerang.

## G. Previous Study

The previous research that supports this study was from by Tita Nurul Fajriyani. She conducted the study about "Improving Students' Writing Ability through Clustering Technique in the Second Year of SMP Al-Hasra Bojongsari-Depok". She used the classroom action research as a research design. The result of the study showed that there was improvement of students' writing ability. Most of the students gradually gained good scores at the end of each cycles.

And the last study had been conducted by Devi Megawatiningsih 2015 titled Description Writing Skills Enhancement through the Picture Word Inductive Model (PWIM) In Class II an Elementary School Firmness 02 Tawang Sari Sukoharjo the academic year 2014/2015. Results from this study showed on pre treatment, completeness learners by 25, 93% (7 students); in the first cycle completeness level reaches 44, 44% (12 students); and the second cycle 88.89% (24 students).

Based on previous study above, the researcher found that the using Picture Word Inductive Model can improve students writing skill. It can be seen from result of the data between pre test and post test and also from the other instrument that support it.

## **H. Organization of the Research**

The research paper was organized in five chapters;

First chapter is introduction, which consists of background of the problem, identification of the problem, limitation of problem, statements of the problem, objective of the research, the uses of the research, hypothesis, use of the research, previous study, and organization of the paper.

Second chapter is frame of theories, which is related with the research theme. It includes theory of writing descriptive text and Picture Word Inductive Model (PWIM).

The third chapter is research methodology which consists of the population and sample, research instrument and technique of analyzing data.

The fourth chapter is finding and discussion which consists of test of instrument, data analysis, and analysis of result (discussion)

The fifth chapter is conclusion and suggestions.