CHAPTER I

INTRODUCTION

This research aimed to know whether there is significant effect of using Picture Word Inductive Model on students' writing descriptive paragraphs ability. The discussion in this chapter derived into six sub-chapthers: background of the research, problem of the research, objectives of the research, operational definition of the term, significant of the research, and the scope of the research.

1.1 Background of the Research

One of the fundamental skills that children ought to develop in school is writing. Graham (2019, p. 277) asserts that mastering the skill of writing is an essential talent. Because writing is the seed, the fruit, and the pickle of our understanding, according to Taylor (2009, p. 2), it means when we want to write something, we should know exactly what we are talking or writing about (as good as we can) and bring that idea into being, not only in utterances but we record and preserve it into script. Our writings also reflected who we are by the chosen words that we put in our writings because it can reflect our understanding about something, writing is a skill that will not stop to improve and sharpen understanding about something. There is no limitation on what students can write in the class, but the type of writing that they do in the classroom will depend on their age, interest and level. Teacher should know and decide what kind of writing for their students on their level of language and understanding. Teachers also

should manage students' interests and make writing activity is not only useful for students but motivate them to improve it into another level.

We should be aware of the fact that a lot of pupils believe that writing is a challenging ability to learn and master. Richards and Renandya (2003, p. 303), who claim that writing is the hardest ability for second language learners to acquire, concur with this assessment. This is additionally because writing develops as ideas are created and then transformed into understandable phrases, sentences, or paragraphs.

Writing is the most challenging ability to perfect, even for native speakers, according to Rass (2018, p. 1). Because writing covers a wide range of issues, including vocabulary, structure, purpose, and mechanics like capitalization, spelling, and punctuation. At the beginning of writing, writers usually just put down all ideas into sentences or scripts, gradually as the knowledge increases there will be revisions and corrections at the way of writing to make good composition. This unstoppable process of writing is tiring, but on the other hand it can develop writing skill and convey more ideas into writing. After doing little research and interviews with the teachers related to the students' writing test, it was found that there are some problems that faced by students during their writing activities. Difficulties in gaining idea, poor grammar mastery, lack of vocabularies, and low motivation in writing are some problems that occur in writing classes. In this instance, this research employed the Picture Word Inductive Model (PWIM) to teach students how to write descriptive paragraphs. This is a model of learning that provided by teachers.

The Picture Word Inductive Model (PWIM) is a method for teaching reading and writing through the use of a combined language arts program. This strategy or method covers the essential abilities of word and sentence mechanics, spelling, and structural and phonetic analysis. The pictures' recognizable items can help students find words in their speaking and listening vocabularies (Calhoun, 1999, p. 21). And it will improve their ability to think about the things or objects in the picture with the aid of a picture that provides some hints and implicates the words. After students have understood the words from the picture, the teacher will gradually aid them in structuring the words into sentences before they expand into paragraphs.

The Picture Word Inductive Model is useful for teaching students to write descriptive texts, according to research by Rachel and Samban (2022, p. 1). Nevertheless, the study was carried out in a senior high school. It appears that junior high school pupils and senior high school students have varying levels of language competency. Thus, the purpose of this study is to find out how well junior high school students can create descriptive paragraphs using the Picture Word Inductive Model (PWIM). Additional writing standards added by the researchers are topic, structure, vocabulary, language use, and mechanics, which should all be present in students' writing.

1.2   Problem of the Research

This research was conducted to answer the problem "Is there any significant difference in students' writing ability between students who are taught by using Picture Word Inductive Model and students who are not taught by using Picture Word Inductive Model?"

1.3   Objectives of the Research

The objective of the research based on the problem above was to know whether there is a significant difference in students' writing ability between students who are taught by using Picture Word Inductive Model and students who are not taught by using Picture Word Inductive Model.

1.4   Operational Definition of the Terms

1. Picture Word Inductive Model (PWIM)

The PWIM is a model of teaching that draws words from students' spoken and listening vocabularies by using pictures of common objects and behaviors. It encourages pupils to use inductive thinking to learn about the mentioned objects.

2. Writing Ability

In this study, the term "writing ability" refers to students' writing competency. It has to do with the capacity of the students to write descriptive paragraphs with the appropriate general structure (identification and description) and language features (describing specific participants, using simple present tense, using linking verbs, using adjectives, and using action verbs), as well as take into account the elements of writing, i.e., content, organization, vocabulary, language use, and writing mechanics.

1.5   Significances of the Research

This research is expected to provide benefits for:

1. The students

This study is intended to assist students in enjoying their writing on the subject and in effortlessly organizing and developing their ideas for writing.

2. The teacher

The outcome of this study is expected to provide new teaching tools for writing to teachers, enhancing the effectiveness of the teaching and learning process.

3. The other researcher

The result of this research for other researchers is expected to enrich the citations, references, and source of information in writing their thesis related to the topic and developing the material to improve the quality of teaching and learning process.

1.6   Scope of the Research

The researcher placed several restrictions on the study in light of the concerns that were identified. The effect of PWIM on students' writing skills was the main topic of this study. The researches only included descriptive text. The focus of the work was on its contents, organization, vocabulary, language use, and mechanics of writing.