CHAPTER I

INTRODUCTION

Here, the researcher focuses on discussing how to go about conducting the study related to background of the study, identification of the problems, statement of problems, objectives of the study, significances of the study, scope and limitation of the study, and operational definitions.

1.1 Background of the Study

The skill of writing is an important aspect of written communication, but is difficult and challenging even for the best students. Making a good writing out of vocabularies and tenses used become the main points to consider once you've reached the final learning objective in writing (Batubara, 2017, p. 8). Students must select appropriate vocabularies and English tenses and apply them to organizing words into sentences, with the goal of transitioning into paragraphs. In addition, students have to learn to master writing skill, as there is also a lengthy procedure.

Productive writing is considered the most difficult language skill to master because it requires multi-faceted thinking. The teachers and students within the learning activities are looking for students with writing skill because it is considered a useful skill and the most difficult language skill to master when compared to intellectual and inventive skills (Alexander; in Batubara, 2017, p. 9). To achieve effective writing, students should know how to write words correctly, how to arrange words into sentences, and how to apply grammatical rules. "Writing helps to consolidate the grammatical structures,

and vocabulary as it is implemented in its various forms." (Raimes, 1987, p. 3) Structural knowledge and vocabulary are necessary in order to express an idea in written form.

Another way to look at it is that to be an effective English learner, one must be able to express feelings and ideas in written form. According to Hermer (2009, p. 3), "Writing proficiency is particularly important in education. Not only does it help students who are taking foreign language exams, but it is also an important indicator for assessing their overall knowledge." Some learners have the ability to express their ideas spontaneously, and some prefer to write instead of speak. Celce (2001) noted that the ability to express an idea in another language in writing, and particularly in the ability to express coherence and accuracy in the use of language, is a significant problem for many native speakers to master. When writing is said to be difficult, that doesn't just mean students need to have the creativity and ideas in order to produce text. Students must also be able to correctly comprehend the meaning of the text in order to successfully write it.

The writing process is a series of steps to help someone write a written work, which is like using a map to get to an unfamiliar place. The ability to achieve communicative competence in writing is a major facet of language development and academic success among students at all levels of the education system. Thus, the students, as the authors, need to consider every step towards writing process as its important part. Hedge in Hedge T. (2000) noticed "Writing has certain processes which lead to successful pieces of written work

to be considered namely: prewriting, drafting, revising, and editing." By noticing the writing processes, the student is expected to master the written form of the language and to learn particular structures that are not communal in speech, but which are essential for effective written communication through a process of instruction.

Students will be able to express their ideas and feelings using English writing as a language skill or productive skill (Maharani, 2018). The skill taught in eighth grade of Junior High School is School-Based Curriculum writing, and the teaching of writing aims at enabling students to master functional and procedure texts as well as descriptive texts. Descriptive text is commonly taught to seventh-grade students, so that they can become skilled at describing themselves and their surroundings. Yet, many students have difficulties with writing descriptive text because the teacher, primarily, teaches the students only how to write using generic structure and technique, rather than giving the students new ways to approach writing (Maharani, 2018, p. 2). When this is considered, the students may be disinterested, bored, and have trouble comprehending text containing details. Students are unable to describe the things completely in the writing process used in the descriptive texts.

Descriptive text is a type of writing which has the meaningful linguistics unit which is concerned with creating a verbal of what students' experience (Maharani, 2018). Although it has been taught for students at junior high school, there are many students who get difficulties in comprehending descriptive text on how they describe, what its purpose involving the generic structure and

language features, and also how to apply those descriptive features in the written form. Based on the pre-observation conducted by the researcher especially during pandemic Covid-19 era, as the English teacher at SMPN 48 Surabaya, it is found the students have several problems in writing. Then, students also feel bored and do not pay attention well when teacher explain during online classroom or virtual classroom. So, the students have difficulties when they have to write a descriptive text based on their imagination and experiences only. Another reason is because of low vocabulary mastery. It is assumed appropriate strategy in learning writing descriptive text is needed so they cannot improve their writing descriptive text ability especially through online learning regarding the pandemic Covid-19 era. The students could not achieve the Minimun Mastery Criteria (KKM) which was lower than 83. Therefore, to overcome the problems, providing a good strategy in learning process is needed. Thus, the researcher is going to apply Picture Word Inductive Model (PWIM) strategy through online learning to solve the students' problem in writing descriptive text.

With the implementation of the SMPN 48 Surabaya pandemic education system, the education field follows along as instructed by the government, so that teachers and students are able to learn whenever and wherever they want with no geographic, temporal, or spatial limitations. As part of online learning, students must use electronics as a medium for the learning process. The application of information technology in education is taking place in the form of virtual schools (Purba: 2002; in Hariyati, 2020, p. 18). Online learning

technology allows teachers and students to do all of their usual classroom activities online, which means everything is taking place at the same time as it normally would in the classroom while all of the action is shown on a computer, laptop, or mobile phone in one location.

Inductive and generalizing framework, utilizing students' innate ability to think inductively, is implemented with the PWIM strategy (Jiang & Perkins, 2013, p. 8). Furthermore, students can write their writing by first developing the basic aspect such as vocabulary, and then embellishing it. Furthermore, the objective of this method is to generate word concepts and sentence structures as well as paragraphs. PWIM is set out to teach students how to read, write, and use the language system, and it's expected to assist the students with their problems in writing, specifically when they are working on descriptive texts. It helps students identify and describe every object they see in a picture. Additionally, student writing will be easier to hone based on an image.

Dealing with those problems, the researcher is going to propose Picture Word Inductive Model (PWIM) through online learning to improve the students writing ability in writing descriptive texts during pandemic Covid-19 era. Calhoun (1999, p. 21) argued "PWIM is an inquiry-oriented language art strategy that uses pictures containing familiar objects and actions to lead the students in acquiring words, writing vocabularies, developing sentences and paragraphs about the pictures by using observation and analysis in their study of reading and writing." PWIM technique is chosen because this model is based on the research on writing skills investigating how students develop their

writing skill, especially learning how to write. Additionally, this technique comprehends writing activities which are appropriate in the stages of teaching in genre-based approach. The phases in PWIM technique such as choosing pictures, recognizing pictures, cataloging words on the pictures, reading the words aloud, categorizing words, ordering sentences, and evolving paragraph can be applied orderly in each stage of teaching in genre-based approach. Finally, the researcher entitled this research *"Improving the Students' Writing Ability of The SMPN 48 Surabaya to Write Descriptive Text by Using Picture Word Inductive Model (PWIM)"*.

1.2 Statements of the Problem

The researcher established the formulated problem: in other words, based on the background of the research described above, the researcher designates the problem as being as follows:

1.2.1   To what extend the implementation of Picture Word Inductive Model (PWIM) will improve the students' ability to write the descriptive texts at SMPN 48 Surabaya?

1.3 Objectives of the Study

The reason for conducting this research is related to the problem that was formulated:

1.3.1   To know the implementation of Picture Word Inductive Model (PWIM) will improve the students' ability to write the descriptive texts at SMPN 48 Surabaya.

1.4 Hypothesis

    The hypothesis was formulated based on the formulated problem and the objective of the research, which is as follows: the Picture Word Inductive Model (PWIM) will improve the student's ability to write descriptive texts at SMPN 48 Surabaya.

1.5 Significances of the Study

    The research's findings are directed to English teachers who are in charge of giving guidance and education to students regarding the influence of picture word inductive model strategy on students' descriptive text writing ability. As well as serving as information for further study. It is described as follow:

1.5.1   English Teachers

    A researcher's hope is that the findings of this study will be used as a basis for helping English teachers to design more effective writing strategies that will benefit students' learning. Another goal of the researcher is to see that the findings of the research will have relevance in all teacher education courses. Teachers should seek new strategies in the English learning process, especially for students who use the Picture

Word Inductive Model (PWIM) strategy, to enhance writing ability during the pandemic Covid-19 era.

1.5.2 Students

Research is being done on implementing the Picture Word Inductive Model (PWIM) strategy in an English learning class in order to help students who are at risk of failing in writing because they cannot describe things in words. Students will be more motivated and interested in writing and expressing their ideas if they understand the PWIM strategy for improving writing ability.

1.5.3 Other Researchers

This study can be referenced by other researchers conducting studies with the Picture Word Inductive Model PWIM strategy to increase students' descriptive writing skills. Finally, the research may help educators discover new ways to improve students' written communication skills, and that information could fuel further research that could inspire other researchers to conduct similar studies.

1.6 Scopes and Limitations

This section provides information on the scope and limitations of the study. From the identification problems mentioned, this research focused only on the process and the product as the implementation of the Picture Word Inductive Model (PWIM) approach through online learning toward students' descriptive text writing ability at SMPN 48 Surabaya in the academic year

2020/2021. Then, the subjects of the research were the students at the second semester of the class 7-B at SMPN 48 Surabaya.

1.7 Operational Definitions

The researcher goes over the terminology in order to prevent misinterpretation and get down to the essentials with the following research:

1.7.1 Picture Word Inductive Model (PWIM) is a model for teaching, designed to help students develop their skills in writing so that they will be better able to succeed in describing various experiences in writing.

1.7.2 Online learning is a form of information technology that is applied in the field of education or classroom in the form of virtual schools.

1.7.3 Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their ideas and feeling by English writing.

1.7.4 Descriptive text is a text which tells what a person or a thing is like by the purpose is to describe and to reveal a particular person place, or thing and stretches out many information about certain people, things, and place clearly and detail.