

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Speaking, listening, reading and writing are four skill of English that are interrelated with each other and important to be mastered, especially writing (Wahyuningsih et al., 2019). According to Hanafiawi et al. (2020), an action in making words to be sentences and sentences to be text is called writing. As a productive skill and as a part of communication, writing enable students in sharing their ideas, opinion, and information in written form (Lastari & Saraswati, 2018). In other word, writing enables students to communicate with others in written form. By having a good writing skill, students would get practical understanding literature that will help them in every level of education (Elmahida et al., 2021). In addition, writing also could develop students' ability in thinking critically since writing involve both process and product of finding ideas and organizing them into written form where those ideas also should be presented well in order to ensure that the reader fully comprehends the information provided (Hanafiawi et al., 2020). Thus, by having good writing skills, students can more easily open doors of opportunity at school and even in their career when they are able to convey their thought clearly and convincingly (Langan, 2012, p. 14).

Among the four English skills, writing involves a complex action like structuring ideas into legible words that make writing is thought to be the hardest skill to be able to be mastered among the four language skills

(Richards & Renandya, 2002, p. 303). It is undeniable that still many of the students find it challenging to master writing skills since it has a lot of aspects that must be considered. The five components of writing—content, organization, mechanics, language use, and vocabulary—must be taken into consideration by the authors (Jacobs, 1981 in Isma, 2018). Byrne (1993), also argues that many of the students do not like writing because writing is believed has little presentation value for use outside of school or for social interaction and because of its complicated activities. Moreover, Hanafiawi et al. (2020) state some problem students face in mastering this skill is when they try to create sentences, paragraphs, or text. They also difficult in expressing their own ideas, thoughts, or experiences in written form. Students also struggle with a lack of motivation and a limited vocabulary when writing.

As a preliminary observation, the researcher conducted a preliminary observation at SMPN 1 Tembuku which is a favorite school in Tembuku Village located in the middle of the sub-district town of Tembuku Village. The school has four English teachers, two English teachers for grade seven, one English teacher for grade eight and the other teacher is a grade nine teacher. The researcher interviewed the eighth grade English teacher with the consideration that there was no significant problem in the seventh-grade students writing skill and the ninth-grade students would graduate soon.

The interview results with the eighth grade English teacher showed that writing was challenging for the eighth graders, particularly writing

recount texts. Many students have difficulty in generating their ideas into writing, especially into English. This can be seen from the student writing scores which was below the minimum standard of mastery (KKM) which presented in Table 1.1.

Table 1.1 Average Score of Writing of The Eighth Grade Students in SMPN 1 Tembuku Academic year 2022/2023

No	Class	Number of The Students	Standard Minimum of Mastery (KKM)	Average Score of Writing
1	VIII A	32	75	56.47
2	VIII B	32	75	60.50
3	VIII C	31	75	64.52
4	VIII D	32	75	53.31
5	VIII E	31	75	65.10

The English Standard Minimum of Mastery (KKM) criteria for writing skills at SMPN 1 Tembuku is 75.00. Thus, writing recount text learning for eighth grade students at SMPN 1 Tembuku needs to be addressed so that writing completeness can be achieved in accordance with what has been expected. Further, during writing learning, students tend to spent a lot of time thinking about what they will write. The majority of the time, the teacher found it challenging to select instructional methods that would engage students to write well. The teacher used the conventional strategy which was expository strategy. In this strategy, the material is explained by the teacher and the students listening, the teacher gave examples about the material, summarized the learning material, asked

students to do assignments and at the end of the lesson the teacher asked students to create a recount text.

Matching the outcomes of the teacher's interview, an interview with the eighth-grade students also conducted by the researcher. The results showed that the students did find it difficult to understand English learning, especially writing. The students had less interested in learning English, especially writing because they considered it was difficult for them to be able to master it. In writing, it challenging for the students to write down their own thoughts., thoughts, and experiences, even confused about what they should write first. Many of them also did not understand how to make sentences with the correct structure and lack mastery of English vocabulary. In addition, students also tend to feel bored and less interested in participating in the activities of teaching and learning writing that were monotonous.

From on the results of the preliminary observation as well as teacher and students' interview, using an alternative strategy that effective in teaching writing was important to be considered by the teacher. In teaching writing, choosing an appropriate writing teaching strategy is one of the roles of the teacher as a facilitator. Teaching strategy is a plan that contains actions or methods that will be used in teaching students to be able to achieve the desired goals (Sarode, 2018). Choosing an appropriate teaching strategy will help both teachers and students in achieving the desired goals in learning (Astrini et al., 2020). Choosing an effective teaching strategy also could increases students' learning motivation and helps them to

understand the lesson well. Therefore, Picture Word Inductive Model or PWIM could become an interesting and alternative strategy to be used in teaching writing and improving students' skills in writing considering the strategy has not been used to teach writing to the students.

PWIM is a teaching strategy created by Calhoun in 1989. PWIM is an instructional approach that uses an approach of integrated language arts to teach beginning readers and writers the component abilities of structural analysis, phonetic analysis, mechanics and spelling (Calhoun, 1999, p. v). This is an interesting strategy where picture word charts are used as the media. In this strategy, students identify the familiar object or actions and draws a line around the picture to the corresponding words or phrases the students have found. Through the words that students have identified in the picture, it can be used to help students write sentences or paragraphs (Isma, 2018). As a result, this technique supports learners in the process of creating sentences or paragraphs using fundamental elements like vocabulary and adjectives. (Oktafiani & Husnussalam, 2021). In addition, this strategy make teaching and learning activities more interesting, meaningful as well as students become more active and motivated in learning (Kurniawati & Khhomariyah, 2018).

The use of PWIM was found to be effective in teaching writing and improve students' writing skills in previous research by Meliasari et al. (2018) that compares the effectiveness of both of Controlled-Writing and PWIM Strategy to teach writing viewed by the interest of the students. The students showed much improvement where they could develop their ideas

well. The previous study by Sabrina et al. (2020) also showed that the activities in PWIM in writing help students in the writing process from identifying words to creating paragraphs. Moreover, the previous research by Meifira and Syarif (2019), showed that students being more active during writing by using PWIM and help them construct sentences easily as well as increased their vocabulary mastery. In addition, PWIM has a considerable impact on students' writing skills and was regarded as an effective writing instruction technique (Benario & Saputra, 2021).

Therefore, it was possible to take a conclusion that the PWIM is a useful strategy for enhancing students' writing skills and increased their motivation in writing. Students could use the explanation for improving their skills in writing recount text that tells chronologically the events that have occurred or based on their experience. In junior high school, particularly to eighth graders, recount text is one of the texts that were taught. The text is covered in the second semester according to the 2013 curriculum. The basic writing skills are thus a requirement for all eighth-grade students in the second semester. Thus, students are hoped to be able to write orally and in writing simple and brief recount texts about their own past experiences while paying attention to the text structure, linguistic features and social functions of the text.

Through the explanation above, in this study, the researcher took an interest to conduct a research on the effect of PWIM on students' skills in writing recount text of the eighth-grade students in the second semester at SMPN 1 Tembuku in the Academic Year 2022/2023.

1.2 Problem Identification

Referring to the background of the research, thus the researcher identified the following issues:

- (1) Students had low writing skills
- (2) Students struggled in generating their own ideas, thoughts, and experiences into written form
- (3) Students had difficulty in making sentences with the correct structure
- (4) Lack in vocabulary mastery
- (5) Students had low motivation in writing
- (6) The teacher used teaching strategy that was ineffective to engaged students

Regarding to the problem identified, it was considered important to find any alternatives strategy in teaching writing. Thus, PWIM could be used to teach writing as an alternative strategy and help students improving their writing skills.

1.3 Research Limitation

The limitation of this study was this study concentrated on the effect of the application of PWIM to the second semester of eighth-grade students of SMPN 1 Tembuku in writing recount text to explore whether PWIM provide an effect significantly towards students' skills in writing recount text to the eighth-grade students in second semester at SMPN 1 Tembuku in the Academic Year 2022/2023.

1.4 Research Question

Based on the background of the research, the identification of the problem and the limitation of the research problem, the research questions could be formulated into the following questions: “Does Picture Word Inductive Model (PWIM) has a significant effect on students’ writing skill in recount text at the second semester of eighth grade at SMPN 1 Tembuku in the Academic Year 2022/2023?”

1.5 Research Objective

PWIM is a kind of strategy that used pictures with familiar objects in accordance with the material being taught to help stimulate students to think inductively. This strategy became an alternative to help students in improving their writing skill and makes the activities of teaching and learning writing became more interesting and meaningful. Students also become more active in participating in the teaching and learning process. In addition, this strategy also helps students in enriching their vocabulary through identifying the familiar objects contained in the pictures. Furthermore, through the familiar objects that students have identified, students can make sentences or paragraphs through these words and turn them into a text. Therefore, according to the identification of the research problem, this study was aimed to investigate whether the PWIM has a significant effect on students’ writing skill in recount text at the second semester of eighth-grade at SMPN 1 Tembuku in the Academic Year 2022/2023.

1.6 Research Significance

Theoretically, the research results were hoped to be beneficial for the expansion of education about teaching strategy in teaching writing using PWIM as an innovation in teaching and learning. Practically, the result of the study was hoped to be beneficial for teachers who want to improve their way of teaching or to improve students' skills in writing by using PWIM. For, the school principals that the research could give a good contribution in improving the quality of learning and education in schools and improving students' skills in writing recount text. For students, to improve their skills in writing recount text by using PWIM. Finally, for other researchers as an input or reference for further writing research in junior high schools or other schools using PWIM.

