

CHAPTER I

INTRODUCTION

The chapter presents an overview of the study. It covers background of the study, research questions, purpose of the study, significance of the study, clarification of terms, and organization of the paper.

1.1 Background of the study

Based on the School Based Curriculum (KTSP 2006), writing skill that should be achieved by the students is the ability to develop and produce written simple functional texts in form of short functional text (like *notice, announcement, personal letter, invitation* and *warning*) and monolog text (like *recount text, narrative text, procedures, report text* and *descriptive text*). Recount text is one of genres that are taught to the students in Junior High School. In fact, many Indonesian students face many difficulties when they begin writing especially recount text. Based on the researcher's observation when she had a teaching practice in State Junior High School 1 Bandung grade VIII, the students had difficulties in following phenomena. *First*, they had difficulties in generating ideas. *Second*, the students lacked of vocabulary. *Third*, the students had difficulties arrange the word into sentences and paragraph. Al Fadda (2012) found out that the main challenges ESL/EFL students encounter are differentiating between written and spoken words and phrases, reviewing grammar including subject-verb agreement and joining sentences together to make a coherent paragraph. Generating ideas about their topics could be also a barrier that hinders students to move on in their writing (Al Murshidi, 2014).

Moreover, the teachers of State Junior High School 1 Bandung commonly use the conventional teaching model (teacher centered and product approach) such as explaining the social function, generic structures, language features, give the text example, and assign the students to make a recount text. Millions of EFL learners taught by this traditional approach were able to read, but not to speak and

write well (Wei, and Su, 2012). It is also important to note that in product-based approach, students rarely acquire the skills required for creating and shaping their work because of the overemphasis on linguistic forms (Robertson, 2008).

Beside, writing seen as important skill to be mastered. Harmer (2004) stated that being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language. While Graham (1982) supports the importance of writing by stating: “writing is a valuable tool for communication, learning, and self-expression, people who do not have adequate writing skills may be at a disadvantage and may face restricted opportunities for education and employment”. An ability to write appropriately and effectively is something that most of students would have to achieve in their first language, it also an objective for many learners of foreign language. Due to the great value of writing, students need to master writing skill.

Compared to the other skills writing is difficult to be achieved by the learners. “EFL/ESL writing is a difficult, complex and challenging process” (Alsamadani, 2010). There is no doubt that writing is the most difficult skill for L2 learners to master, the difficulty lies not only generating and organizing ideas but also translating these ideas into readable text (Richards, 2002). The students need competencies of many aspects; included grammatical knowledge, word choice, mechanics, and text organization. The ability to write a text for most ESL/EFL students, then, is actually a difficult task for the reason that the writing process necessitates a wide range of cognitive, interpersonal, and linguistic strategies of which ESL/EFL students are mostly unaware (Luchini, 2010). Furthermore, the process of writing are quite complex. According to Harmer (2004), there are four elements of writing process, which are, planning, drafting, editing (reflecting and revising), and final version. In the planning steps, students have to discover the idea what to write, consider the purpose of writing, the audience, and content structure. While, drafting and editing is a step to revise (re-edit, re-draft) until it ready to send to its intended audience as a final version. Dealing with the

statement, writing takes time. It is not easy for the students to create their own writing in short time especially for the beginners.

Due to the reason above, teacher should continue developing some strategies in teaching writing so that student able to write appropriately and effectively. Strategies are steps that we take to achieve a goal more quickly, more easily, more effectively Reid (2000). According to (Graham & Harris, 2000) writing as a skill requires the acquisition and coordination of strategies for regulating the writing process. Beside, Hillocks (1995) believe that composition teachers should help writers develop two kinds of procedural knowledge: inquiry strategies for developing the content of writing and strategies for producing various kinds of written discourse. Celce Murcia (2001) proposes the goal of teacher is to expose students to a variety of strategies for getting started with a writing task and text composing and to encourage each student to try to discover which strategies work best for him or her.

This study tries to use an innovation strategy that is Picture Word Inductive Model (PWIM). Developed by Calhoun (1999) and designed from research on how students acquire print literacy, particularly reading and writing. The PWIM incorporates the inductive thinking and concept attainment models as students study words, sentence, and paragraph. The fundamental of PWIM is its use of “pictures as stimulus for language experience activities” in classroom to teach young students learning to read and write (Joyce, Weil, & Calhoun, 2009). The sequences of PWIM begin with pictures as a common stimulus to build a substantial “sight” vocabulary. The students identify things or object that they see in the picture, labeling the picture, reiterates the word, and writes and spell the word aloud. The students repeat the word, its spelling, and interpret it. After that, the students generate sentences by the words, then organizing the sentences into paragraph. Through PWIM, students will be lead into inquiring about words, adding word to their sight vocabularies, discovering phonetic and structural principles, and generate writing (word, sentence, and paragraph) (Calhoun, 1999).

Based on the explanation above, this study is going to investigate the implementation of PWIM, whether or not this strategy improves the students' ability in writing a recount text. It also aimed to investigate the students' response toward the use of PWIM in teaching writing recount text.

1.2 Research Questions

This study is conducted to find the answer to the following questions:

1. Does the use of Picture Word Inductive Model (PWIM) improve the students' ability in writing recount text?
2. What are the students' responses toward the use of Picture Word Inductive Model (PWIM) in teaching writing recount texts?

1.3 Purpose of the study:

Based on the research questions above, this study aims to:

1. Find out whether the use of PWIM improves students' ability in writing recount text.
2. To find out students' responses toward the use of PWIM in writing recount text.

1.4 Scope of the Study

This study focuses on investigating the implementation of PWIM in order to improve students' ability in writing recount text. Moreover, the study also investigates the students' response toward the use of PWIM in teaching recount text. In addition, Picture Word Inductive Model was used since PWIM has an interesting strategy combining picture and word that offers some ease for students to write a recount text.

1.5 Significance of the Study

The present research is believed to have several significances for theoretical, practical, and professional benefits.

1. Theoretical Benefit

Theoretically, the result of this study is expected to be able to develop the previous studies and enrich the literature about the models of teaching writing recount.

2. Practical Benefit

Practically, the result of the study is expected to be one of the teaching models that can be used by the teacher in order to improve students' ability in writing recount text.

3. Professional Benefit

Professionally, this study will provide the teacher with a new understanding about PWIM that can be used as a strategy to improve students' ability in writing recount. Therefore, the students' writing problem in the classroom can be solved.

1.6 Clarifications of Terms

To avoid unnecessary misunderstanding and ambiguity, some terms are used in the study are clarified as follows:

1. Picture-Word Inductive Model (PWIM) involved in this study refers to a strategy developed by Calhoun (1999) that uses picture and words to stimulate students' thinking inductively, from specific thinking (see the pictures and the words) into general thinking (make the words that available become paragraph). PWIM lead the students into inquiring about words, adding words to their sight reading and writing vocabulary, discovering phonetic and structural principles, and using observations and analysis in their study of reading and writing (Calhoun, 1999). Through its stengtheness, this strategy offers some ease for students to write.
2. Recount text refers to a piece of text that retells past event, usually in order in which they happened. The purpose of the recount is to give the audience a description of what occurred and when it occurred (Anderson&Anderson, 1997)
3. Improvement in this study refers to the increased score of students' writing in the posttest after getting the treatment of PWIM in the writing class.

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THE IMPLEMENTATION OF PICTURE-WORD INDUCTIVE MODEL (PWIM) STRATEGY IN TEACHING WRITING A RECOUNT TEXT

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1.7 Organization of the paper

This study is divided into five chapters. Each chapter is subdivided into subtopics that elaborated the given issues. The chapter is arranged as follows:

Chapter I is Introduction. It consists of the background of the study, research questions, purpose of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

Chapter II is literature review. It presents elaboration of detail theories that are relevant to the study. It includes the theory about writing in EFL context, teaching writing and its strategy, recount text, Picture-Word Inductive Model (PWIM), and the review of the previous studies.

Chapter III is Research Methodology. It consists of formulation of the problem, research design, hypothesis, data collection, research procedure, and data analysis.

Chapter IV is Findings and Discussions. This chapter elaborates the findings of the research. It provides answer of the research questions. It also supplies the result of the research that contains of findings (data presentation) and the result of the questionnaires.

Chapter V is Conclusion and Recommendation. It summarizes the findings and discussions give the recommendation for further studies.