

CHAPTER I

INTRODUCTION

In this part, the writer explains the background of the study, the research question, the definition of the key terms, the objective of the study, and organization of the thesis.

A. Background of the Study

Language has four skill aspects, they are listening, speaking, reading and writing skill (Tarigan, 1982: 1). As one among four language skills, writing has always had a special place in most English language course. Writing is a language skill that most recently have to master by students after listening, speaking and reading skill. Writing is a productive and expressive activity (Tarigan, 1983: 3). So, in writing the students have to utilize language structure and vocabulary.

According to Richard (1997: 100), writing is used as evidence of successful learning. Based on Scrivener (1994: 20) there are four skills in English Language Teaching: listening, speaking, reading, and writing. Listening and reading are called 'receptive skills' (the reader or listener receives information but does not produce it); speaking and writing, on the other hand, are the 'productive skills'.

Among the four skills, writing skill is considered important for the students to be learned in order to be able to communicate in the written form well. It is because most of the academic achievement was through writing aspects. Harmer (2004) states that in the context of education, most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. Besides, having sufficient writing ability enables them to communicate with other people around the world so that they can keep up with the global era.

It is clear that writing skill is significant for students, but writing commonly is measured the most difficult skill to be learned and mastered. It is because it involves some language components (spelling, language use, vocabulary, and punctuation). Writing has several sub skills, some of those are related to accuracy i.e. using correct forms of language. Hence, having enough ideas, organize them well and express them in appropriate style is a must (Spratt, 2005: 26). Therefore, writing is also considered as the skill that needs much attention because it is not an easy skill to be mastered. As Richard and Renandya (2002: 303) state that writing is the most difficult skill for second language learners to master. The learners should not only master the skill in generating ideas and organizing the ideas, but also express those ideas into a readable text. So, the messages can be communicated successfully. Moreover, Harmer (2004) says that in the writing process there are four main stages to create good writing.

They are planning, drafting, editing, and final version. In the planning stage, the writers think what they are going to write. In this stage, they decide the purpose of their writing, the audience, and how they organize the facts that will be included in their writing. Then, they write the first draft of their writing. They can be going to write several drafts until they come to the final draft. The next step of writing process is editing. When editing the writing, the writers can ask other readers to review and give comment or suggestion to their writing. After doing this stage, the writers have to produce the final version of their writing as the last stage of writing process.

To organize the sentences in piece of writing there are various ways to do it. One of them is descriptive text. Nicholas and Nicole (1978: 13) state that descriptive text is a kind of text to describe something, people or objects. It appeals to the reader's sight, sound, smell, taste or touch. Descriptive text is the way of picturing images in verbally or written form and arranging those images systematically. Moreover, the generic structure of descriptive text consists of two parts. The first part is called identification. Identification identifies the phenomenon (person, place, or thing) to be described. The second part is called description. Description describes parts and characteristics of the phenomenon being described (Fakeye, 2016). Based on interview with English teacher that most students are susceptible to do errors when writing a text. There are many errors in vocabulary, grammar, and spelling. Another problem is that the students have low motivation and they are not interested in doing the task since the writing activities are boring.

The students also still have difficulties to express their ideas on piece of paper. The students often feel confused to produce a good writing. Sometimes they are not able to continue writing their ideas in their writing process and they assume that writing was boring. Therefore, they are not interested in the teaching learning activity in class.

SMP An-Nuriyyah Bumiayu is an Islamic Boarding School based educational institution Takhfidzul Qur'an under the An-Nuriyyah Bumiayu foundation. SMP An-Nuriyyah Bumiayu is located in Bumiayu, Jl.Bandung No. 55, provinces of Central Java. VII D is one of the other seventh grade classes that is passive in English lessons. There are 29 students that consist of 17 males and 12 females. Based on interview that the writer got directly from English teacher that students from class VII D are less interested in learning English and writing competence of students at class VII D is still low. They consider English lessons is difficult and incomprehensible. Therefore, the writer tries to change their mindset by using creative way to improving their English skills, especially in writing skill.

Ferlazzo (2011: 1) states that PWIM is a wildly effective instructional strategy. The PWIM is the most well-known for teaching English. PWIM constitutes a component of language that uses pictures containing familiar objects and actions to elicit words from teenagers. It is an integrated reading and writing strategy which respect teenagers' ability to think. PWIM can be applied classically in small groups, in pairs or even individually.

Students are then guided to think about the words they find out from the pictures, both about adding to their vocabulary and about composing sentences or paragraphs. PWIM is a model that is suitable for the learning of teenage students (Ferlazzo,2011: 9). Especially in seventh grade junior high school. Because seventh grade is the lowest grade between eight and ninth. Besides, the researcher finds out at class VII D that there are some problems found in the field when giving writing materials to the students, especially the descriptive text.

Based on the phenomenon above, the writer conducts a research entitled “Improving the Students’ Writing Skill in Descriptive Text through Picture Word Inductive Model (PWIM) (An Online Classroom Action Research at class VII D students of SMP An-Nuriyyah Bumiayu in the Academic Year 2019/2020)”.

B. Research Question

Based on the background above, the research question which can be proposed is: How does PWIM improve students’ writing skill in descriptive text online learning at class VII D students of SMP An-Nuriyyah Bumiayu in the academic year 2019/2020?

C. Definition of the key terms

In order to avoid misunderstanding of this investigation to the readers, the writer gave the definition of the key terms which is related to the title of this study. The key terms are explained as follows:

1. Improve

Hornby (199: 427) states that to improve is to make better. In this case improving means making someone or communities (students) better in participating actively in teaching learning process.

2. Writing

According to Gaith (2002: 1), writing is a complex process that allows writer to explore thoughts, ideas, and make them visible and concert.

Furthermore, Harmer (2001:3) define that writing is a form of communication to deliver through or to express feeling through written form. When begin to write, the writer needs to get and organize the idea, write the paragraph, revise and write again into good composition.

3. Descriptive Text

According to Nicholas and Nicole (1978: 13), descriptive text is a kind of text to describe something, people, or objects.

It appeals to the readers' sight, sound, smell, taste or touch. Meanwhile, according to Kane (2000: 352), descriptive is about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.

4. PWIM

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5. Online Learning

Khan (1997: 11) states that online learning as the delivery of instruction to a remote audience using the Web as an intermediary. In other hand, Carliner (1999: 97) defines that online learning as educational material that is presented via a computer.

D. Objectives of the Study

Based on the problem formulation above, this study is aimed to describe how PWIM can improve the students' writing skill in descriptive text online learning at class VII D students of SMP An-Nuriyyah Bumiayu in the academic year 2019/2020.

E. Significances of the Study

The writer hopes that the finding of this study will be useful theoretically, practically and pedagogically.

1. Theoretically

This study can be used as a reference for the next writers who want to conduct a research about an effort in improving student's writing skill in descriptive text using picture as media, one of which is PWIM.

2. Practically

This research is expected to help the English teacher know the students' ability in writing descriptive text using pictures as media, one of which is PWIM.

3. Pedagogically

The students can write descriptive text well, the teachers can improve their competence in teaching descriptive text and for the readers can give contribution and inspiration, especially in action research to improve writing skill.

F. Organization of the thesis

The writer organizes the thesis into five chapters, which consists of introduction, review of related literature, method of investigation, findings and interpretation, and conclusion and suggestions. Chapter I presents introduction which consists of background of the study, research question, definition of the key terms, objective of the study, significances of the study and organization of the thesis.

Chapter II describes review of related literature which consists of theoretical study, previous studies, and theoretical framework. Chapter III discusses method of investigation which consists of research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV is findings and interpretation. Chapter V is conclusion and suggestions.