CHAPTER 1

INTRODUCTION

A. The Background of Research

Learning is a process of getting knowledge from a subject or a skill by studying, experiencing, or instruction. Learning English is learning how to speak, read, listen and write in English. The students learnt how to implement those basic skills in daily life. It was mentioned above, there are four major skills in learning language, they are writing, reading, speaking and listening. Those skills should be mastered by the students when they learn language, so they can achieve a good competence in English.

Writing is one of four skills in learning English. It is used to reveal or express facts, feeling, thought from the writers to the readers in written form. Writing is comprehensive ability involving grammar, vocabulary and other elements and it one of the interesting activities because it can be developed rapidly when the students’ concerns and interest are arisen. When they are given many chances to write, they will be more active (Nunan, 1991: 88).

Based on the description above, of Junior high school, the students start to learn how to express the meaning of short functional written text in daily life context. They should be able to write some kinds of text. Based on the syllabus for the second grade students of junior high school in the second semester, there are two kinds of texts that the students should
master. The texts are recount and narrative text. This research will focus on teaching recount text.

Recount text is defined as a text which is tells the readers about past event or experience of past time. The events are considered the experienced of the author. The purpose of writing recount text is to tell the readers about past event or experience. Generic structures of recount text are title, orientation, event 1, event 2 and reorientation.

Most students consider that writing is a difficult activity. The factors that make writing is difficult are from the teacher and the students themselves. Trianto (2009:18) stated that much of the teachers’ role or technique in teaching learning process is still transmitted. The teacher transfers and gives the concept directly to the students. This method is a teacher-centered method. In this method the teacher transfers the knowledge directly that it causes the students receive the structure of knowledge passively. Moreover, transmission on teaching can cause the lack of variety in activities and classroom atmosphere (Harmer, 2007: 109). In addition, the students’ problems are on the vocabulary and idea. The lack of vocabulary and the difficulties in sharing idea make the students have no interest to write. As the result, the students feel that writing is difficult activity especially in English.

In short, it is better for each teacher to modify the teaching writing in the classroom, so that the students do not feel difficult in writing. There are some ways to help the teacher in modifying the teaching writing for
the students, and one of the ways is implementing PWIM technique. Calhoun (1999:21) states that Picture Word Inductive Model (PWIM) is as a model of teaching that uses picture and words to stimulate students’ thinking inductively, from specific thinking (see the pictures) into general thinking (make the words that available become paragraph).

In addition, there is a previous study explained that PWIM technique is appropriate technique to improve writing. The previous study was conducted by Erniwati Silitonga with the title “Improving Students’ Writing Recount Achievement through Picture Word Inductive Model (PWIM). The result of the research was that the application of PWIM technique could improve the student’s ability in writing recount text.

Picture Word Inductive Model (PWIM) is used to make students interested in following teaching-learning process and guide the students to develop their imagination and idea to make paragraph. There are two basic materials in Picture Word Inductive Model (PWIM), picture and word. The using of picture is very useful to attract and stimulate students’ thinking in learning process. The using of word is very useful a reference to enable students to write paragraph easily.

From the statement above, the writer would like to conduct a research en titled: “The Effectiveness of Picture Word Inductive Model (PWIM) for Teaching Writing Recount Text at the Eight Grade Students of SmpNegeri 1 Mrebet in Accademic Year 2014/2015”. In this research, the researcher uses PWIM technique for teaching writing recount text.
based on the syllabus. By conducting this research, it is expected that PWIM technique give contribution to curriculum and pedagogy in learning English. In curriculum, PWIM technique can be included as a kind of technique in teaching writing. In pedagogy, PWIM technique can be applied in teaching learning process. This technique can be applied by the teacher as a variation in writing activities. By using PWIM technique, students are expected to be able write a recount text.

**B. Reason for choosing the topic**

There are several reasons of choosing the topic; they are as follows:

1. Writing is essential skill that should be mastered by the students, so it is very important in learning English as foreign language in our country.
2. The students find the difficulties in writing because they have lack vocabulary.
3. Picture Word Inductive Model (PWIM) is one of the good techniques for teaching writing.

**C. The Problem of Research**

Based on the background of research, the problem of research is stated as follows: “Is Picture Word Inductive Model (PWIM) effective for teaching writing recount text to the second grade students of SMP Negeri 1 Mrebet in academic year 2014/2015?”
D. The Aim of Research

The aim of research is to find out whether PWIM is effective for teaching recount text or not.

E. The Scope of The Research

This research will use recount text with the topic; bad experience and good experience on student’s holiday. The consideration is based on the syllabus that is used in junior high school of eighth grade in SMP N 1 Mrebet.