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## CHAPTER I INTRODUCTION

### I.1 Background of the Study

Human beings always need to interact with others to fulfill their needs. To achieve that, we use a means called language. Language is a system of choices by which we can communicate certain functions, allowing us to express our experiences of the world, to interact with others, and to create coherent messages (Hylland, 2004: 25). We use language to convey our ideas, feelings, and so on. We combine the ideas in our mind into verbal expressions using the language and create a communication. It is inseparable from almost every human activity. It is not only used in daily conversation, but also used in many important fields such as education, science, government, international relationship, and so on. Thus, language has an important role in human life and it can be the reason why people never stop learning language.

People learn language from the babbling of babies to the language needed in every new situation in our lives. Through language we can learn everything includes the language itself and make sense of the world. As we use language, we develop a relatively unconscious, implicit understanding of how it works. As we hear people use language to talk about what is going on, we can notice that their language changes along with what they are talking about and to whom they are talking to. Language changes according to different situation (Butt et al, 1995:10).

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The environment of the speakers and writers affect on their ways in conveying their intents.

English consists of four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills so they can use English actively and accurately. Harris (2002), states that writing is a part of the language skills besides listening, speaking and reading. It must be taught maximally by the teacher to the students. Writing is also one media of communication. According to Byrne (1980:24), writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication, so that it is assumed that writing is very important as one media of communication, that can help us to have a good socialization, can express our ideas, feeling, and our opinion so that we can have a good interaction with our society. In addition, Westwood (2008:56) states that composing for writing involves a complex thinking that must integrate multiple components, including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription.

Writing is very important for us, White (1980:8) suggests three points about the importance of writing. They are: (1) the linguists become interested in studying the characteristics of written language as well as spoken language, (2) teachers of English become increasingly concerned with the need to teach writing to students of science and technology, for whom ability to use the spoken language might be secondary or even irrelevance, (3) coinciding with the increased interest in written language by both linguists and English teachers had

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been a considerable growth in the study of language beyond the sentences, that was on discourse. it is a difficult subject especially for the student. The reason is because writing is a mixture of our idea, vocabulary and also grammar. Heaton in his book "Writing English Language Test"(1975:138), states that writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem .The main objective is to make the writing become easier to learn for the students. From the Heaton's opinion, it is assumed that writing is a very important subject because in writing we must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful .We also must pay attention to the grammar, so it is normal if the student think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

Besides that reason, there is another factor that makes writing becomes the most difficult subject. Quintero (2008) points out that problems with grammar, punctuations, lexical choice and the like have a negative impact on the content the general understanding of a text. The other reason is that there are many kinds of texts in English, such as recount, narrative, descriptive, spoof and many more. Each text has different characteristics. There are generic social function, structure and lexicogrammatical features. Usually the student can differentiate each text

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from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

Msanjila (2005:15), states that reveal six glaring writing problems, namely: capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problems and grammatical errors. There are some factors the students might think that writing is difficult. First, they find difficulties in gathering their ideas and organizing them in a good paragraph unity. Second, students do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of freewriting. Third, students are afraid of making errors. Most students only focus on not making errors –spelling, grammar, and punctuations - to their writing rather than strengthening their ideas to be viewed. Spelling, grammar, and punctuation are also important parts in writing a paragraph.

Based on preliminary study conducted at Junior High School 1 Kampar Timur on Monday 16<sup>th</sup> January 2017, the students in majority faced many difficulties when they began writing especially descriptive text. Based on the researcher's observation at Junior High School 1 Kampar Timur grade VIII, the researcher found that the students spent much time to think what they had to write because they did not get ideas quickly. Secondly, They got difficulties in generating the ideas. Thirdly, the students got difficulties to give supporting ideas. Fourth, the students of at Junior High School 1 Kampar Timur commonly got difficulties in writing the generic structure and language features. Fifth, the

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students got difficulties to choose vocabulary appropriately in writing descriptive text. Finally, students got difficulties in arranging the sentences to write the good paragraph in descriptive text. Not only from the student, but also from teacher. The teacher did not have a good strategy to teach students in writing paragraphs, the teacher always focuses only to reading but not for writing.

Gerot and Wignell (1994:208) say that descriptive text is the text depicts a special person, situation or thing; the person is the text usually describes the form of physical structure, attitude, habit, age, bodily function and family. The place is the text usually describes about location, size and content. The affair is the text usually describes shape, location, destiny, content, size, weight, height, width, and hence along. This problem leads them to spend much time to open their dictionary and to find the meaning of the difficult words.

Richard and Renandya (2002, p. 303) say that “writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text. In the second year of Junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive and procedure.

To avoid the problems and to make the students have good achievement, this research tries to use an innovation strategy in writing that is Picture Word Inductive Model (PWIM) and Think-Talk-Write Strategy. Silitonga and Ernidawati stated that PWIM is as a model of teaching that uses pictures and

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words to stimulate students" thinking inductively, from specific thinking (see the pictures and words) into general thinking (make the words that are available become paragraph). The PWIM strategy is the combination between picture and word. According to Harmer (2004:67), "just as music can provoke creativity in students – especially those who are particularly responsive to auditory stimuli – so too pictures work really well as spurs to written production". So, by giving the combination of picture and word to the students, their creativity will run well. These combinations can also stimulate students' ideas in writing. The sequence of lessons by using PWIM strategy begins with a picture. The students study the picture and then "shake out the words". It means that the students identify things or objects they see in the picture; and the teacher draws a line from those things to a place outside the picture, reiterates the word, and writes and spells the word aloud. The students repeat the word, its spelling, and interpret it. After that, the students create sentences by using the words before, then organizing the sentences in a paragraph.

Think-Talk-Write is a group work. This strategy trains the students to work together in a group. The students make group consisting of four or five students. Applying the strategy in the classroom it is expected to make the students more interested in writing descriptive text. According to Huinker and Laughin in Zulkarnaini (2011) in (Maulidah: 2013), "the think, talk, write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from students engaging in thought or reflective

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dialogue with themselves, to talking and sharing ideas with one another, to writing”.

Based on those problems, it is assumed that language learning strategies give significant influence toward the students English writing ability. So it is necessary to conduct a research entitled **“A Comparison Between the Effect of Using Picture Word Inductive Model (PWIM) and Think-Talk-Write (TTW) Strategy on Students’ Writing Ability at Junior High School 1 Kampar Timur”**.

### I.2 Statement of the Problem

The problems of this study have been mentioned at the background dealing with students’ difficulties in writing descriptive paragraphs. The students in the majority of the second year students failed in writing descriptive paragraphs. It could be seen from their scores in writing descriptive paragraphs. The students spent much time to think what they had to write because they did not get ideas quickly. The students got into difficulties in generating the ideas. The students got difficulties to give supporting ideas. The students of at Junior High School 1 Kampar Timur commonly got difficulties in writing the generic structure and language features. The students got difficulties to choose vocabulary appropriately in writing descriptive text. Finally, students got difficulties in arranging the sentences to write the good paragraph in descriptive text.

Some questions are needed to address concerning with these problems. What make the students find difficulties in writing? Why do the students spend much time to write the ideas in descriptive text? Why do the students get

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difficulties in generating idea in descriptive text? Why do the students get difficulties to give supporting ideas in descriptive text? Why do the students get difficulties in writing the generic structure and language features in descriptive text? Why do the students get difficulties to choose vocabulary appropriately in writing descriptive text? Why do the students get difficulties in arranging the sentences to write the good paragraph in descriptive text? Are PWIM or TTW able to solve the students' problems in writing ability? Which of these strategies provides more benefits to the students in writing ability?

Harmer (1991:53) states that writing is "When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse". Based on the above, the descriptive text is one of the functional texts that must be mastered by students in learning English. Theoretically Wardiman (2008, p. 115) defines that descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. The introduction is the part of a paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. Furthermore, Fiderer (2002, p. 17) define that descriptive text gives a clear picture of a person, place, object, event, or idea.

The Picture Word Inductive Model (PWIM) developed by Calhoun, which uses pictures containing familiar objects, actions and scenes to draw out words







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Word Inductive Model (PWIM) and Think-Talk-Write (TTW) Strategies toward students' writing ability in descriptive text. The scope of the study was limited as follows:

For the research subject, three classes were chosen as a sample of the research at Junior High School 1 Kampar Timur. They were divided into two experimental groups and one control group of the second level students Junior High School 1 Kampar Timur. The classes were chosen based on the English teacher's information that all three classes should be homogenous or the students' capability of the two classes were equivalent and taught by the same English teacher. The population of this research was the eight grade students of Junior High School 1 Kampar Timur in academic year 2017.

#### **I.4. Purpose and Objectives of the study**

The purpose of this study was to compare the effect of using PWIM and TTW strategies on students' writing ability at Junior High School 1 Kampar Timur. Specifically, the study was conducted to fulfil the objectives that can be stated as follows:

1. To find out any significant effect of students' writing ability before and after being taught by using the Picture Word Inductive Model (PWIM) strategy at Junior High School 1 Kampar Timur.
2. To find out any significant effect of students' writing ability before and after being taught by using Think Talk Write (TTW) strategy at Junior High School 1 Kampar Timur.

3. To find out a significant difference between the effect of using Picture Word Inductive Model (PWIM) and Think Talk Write (TTW) strategy on students' writing ability at Junior High School 1 Kampar Timur.

### **I.5 Research questions**

Based on the limitation of the problem above, the research questions were as follows:

1. Is there any significant effect of students' writing ability before and after being taught by using Picture Word Inductive Model (PWIM) Strategy at Junior High School 1 Kampar Timur?
2. Is there any significant effect on students' writing ability before and after being taught by using Think Talk Write Strategy (TTW) strategy at Junior High School 1 Kampar Timur?
3. Is there any significant difference between the effect of using PWIM Strategy and Think Talk Write Strategy on students' writing ability at Junior High School 1 Kampar Timur?

### **I.6. Significance of the study**

This study has been conducted because some changes happen in teaching and learning process in the class, such as, the increasing of Minimum Completeness Criteria (MCC) for English subject, improving teachers' strategies in teaching and learning process that become the efforts to make students more interested and motivated in learning English as well as they also become more active, creative and innovative in teaching and learning process. Then, the changes of teachers' strategies in teaching and learning process, the teachers are able to determine

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which strategy is better to implement in teaching writing ability between PWIM and TTW strategies.

The study about the use of Picture Word Inductive Model in teaching writing ability hopefully gave contribution to English teaching and learning, they were:

1. Theoretically

This research enriches the technique of teaching and learning English and it also contributes to the development of knowledge in teaching and learning English.

2. Practically

The significances of the research were hopefully used for:

a. The Writer

The result of the study answered the questions which were the basic of conducting this study.

b. The Students

It is hoped that the students can improve their writing paragraph through picture word inductive model and develop their study in order to be successful in descriptive text.

c. The Teacher

The teacher can use the result of the study as a feedback on teaching activities and he would increase his performance in teaching program well. This study also would give contribution to the English teacher in the use of Picture Word Inductive Model as a vocabulary teaching technique to improve students'

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writing ability, and also to improve the result of teaching writing descriptive text.

d. The Reader

The reader can get information about the students in learning Picture Word Inductive Model and also improve their knowledge.

e. For the school

It gives a contribution to the Junior High School especially Junior High School 1 Kampar Timur in order to use Picture Word Inductive Model strategy as a new strategy in teaching vocabulary to the students.

The study about the use of Think Talk Write Strategy in teaching writing ability hopefully would give contribution to English teaching and learning, they are as follows:

First for the students, they have a new way to learn English, especially in writing descriptive text. They can apply the strategy to write text well. They would provide the best writing when they are usually trained to write. They are going to have better motivation to learn English.

Second for the teachers, it gives insight how to teach writing through another strategy. Teachers use *Think, Talk, Write* as the teaching strategy to give attractive learning. It could make their learning in the classroom become more enjoyable and interesting.

Third, the advantage for the readers is that they could get knowledge after reading this study.

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Fourth, the advantage for the researcher is that she could get the special experience when she is supposed to teach the students in Junior High School 1 Kampar Timur. The researcher can apply a better teaching skill for the students.

### **I.7 Rationale of the study**

Slavin (in Agustinus), stated that there are four indicators to know the effectiveness of teaching learning process, they are quality of teaching, a suitable level of teaching, incentive, and time (Agustinus, 2008:13). Quality of teaching, including how much information that the teacher can serve to the students, and how far the student can learn it easily. Suitable level means that the teacher should ensure the students ready in learning new material. Incentive means how far the teacher can motivate the students, the bigger motivation given to the students the more effective teaching learning process. How long the time for the students in the learning process also influencing the effectiveness of teaching learning process.

Bygate (1987) states that through writing, we can express our ideas, our feelings, our plans, our recommendations, our values, and our commitments to the other persons. As a researcher, therefore, we have to be able to make the readers understand what we want to inform. This study has been conducted to find out which strategy is better to implement in teaching and learning process of writing ability between using PWIM and TTW strategies. In writing ability, it is very important to use some appropriate strategies in instruction and learning process in order to achieve the learning goals. Applying appropriate learning

strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990).

### I.8 Definition of Term

To avoid misunderstanding and misinterpretation, the definitions of the terms are presented as follows:

1. **Writing** Hammer (2004:3) stated that writing is “being able to write is a vital skill for ‘speaker’ of a foreign language as much as for everyone using their own first language”. In line with the Hammer’s opinion, Ramelan (1994:11) states that “writing is very important as a part of man’s culture because it can be used to preserve thought, ideas, and also speech sound”.

2. **Descriptive Paragraph** Karen Blanchard and Christine (1951:21) paragraph is a group of sentences that all relate to a single topic. Paragraphs are the form of written communication which contain a minimum of five sentences. Each sentence in a paragraph “talks about” or “develops” one single main idea.

A paragraph is a group of related paragraph can be as short as one sentence or as long as ten sentences. In descriptive paragraphs, the students can describe people, places, objects, or events. The main purpose is to create an image in reader’s minds. In short, it is a kind of painting with the words.

3. **PWIM** It is a strategy developed by Emily F. Calhoun, PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them

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into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading, writing, comprehending, and composing.

4. **Think-Talk-Walk** is a strategy introduced by Huinker and Laughlin (in Ansari; 2003:36), these strategies basically built through thinking, speaking, and writing. The flow advances think-talk-write starting from involvement of students in thinking or dialogue with itself after the reading process, then talk and share ideas (sharing) with friend before writing.

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