

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is very important to learn in school and everywhere. The goal of all education is to make the students could think and writing. After that, they would be able to say the feeling in their mind. An aid-memoir could be done by writing. Writing also help the students to practice the language. (Ken Hyland, 2009).

Writing not only develops ideas but also develops feelings in the mind and also expands insight and knowledge, because of the ability to speak, read or listen. Writing must be effective and cover aspects such as word choice, grammar, mechanics and content. There are many kinds of classifications in writing: recount text, narrative, descriptive, procedural etc. (Ken Hyland, 2009)

The researcher will discuss one type of writing, namely recount writing. Retelling about story is what people called as recount text. It tells about past event or someone event that had been done. It is usually found in several articles on the internet, newspapers, magazines and milk notes (experiences/vacations). The recount text's goal is to entertain with informing new information to the listener.

However, in reality, students' understanding of orientation, events, and reorientation is still low, only some students get good grades. This can be proven by the poor writing orientation of students in the Inductive Model of Picture Words, such as misunderstandings about the use of tenses, lack of vocabulary. Students fail to understand complications in Writing in the Picture Word Inductive Model.

Teaching students to write well about Recount text is great importance the classroom. That's why a teacher has to employ a good strategy, technique or method to inspire the students that will motivate them to express themselves

creatively through writing recount text. A good teacher will ask the students to do an exercise about what have they learned in order to make them become creative.

Based on the author's observations, most of SMP Swasta IMELDA Rantau Prapat still has difficulty in writing, especially recount text. It's caused by an appropriate strategy involved by the educator as a media in educating writing. So, students often find learning English very difficult and boring. Besides, they don't have much vocabulary. Therefore, students have a low skill to write recount text.

The problems may be caused by two aspects, internal and eksternal: For internal aspect, namely the first is lack of motivation to use English because of the status of English as a foreign language, not as the main language of daily communication. The second is that students do not have enough competence to practice the writing texts. The third is the students have lack of self confidence to practice writing text. Then another aspect like eksternal, namely the first is the strategy used is not appropriate to be applied. The second is the material used is not in accordance with the student's capacity. The third is media that is still monotonous without the application of the latest innovations.

In this case, the teachers should employ the good techniques and have good preparation in teaching them. Teachers must be able to use many methods so the students could understand what recount text is. Many methods are available in teaching process that spread out in internet. Such as the Concept method, Attainment method, and Inductive Thinking method or PWIM etc. SMP SWASTA IMELDA RANTAU PRAPAT is one of SMP Swasta in Rantau Prapat. In this school, English is taught by using media, strategies, methods etc.

Based on what the researcher explained, the researcher wants to do this research with the title: **“The Implementation of Picture Word Inductive Model (PWIM) to Increase the Students' Ability in Writing Recount Text at Eight Grade of SMP Swasta IMELDA Rantau Prapat”**

B. The Identification of the Problem

Based on the background of the problem above, there are many problems that can be identified about Writing Recount Text of Picture Word Inductive Model, namely: (1) The student's ability in writing recount text is still low. (2) The students still composed to use the tenses in writing recount text. (3) The student's interest in learning is low. (4) The teacher seldom used various in strategy in teaching. (5) The teacher uses a monothon learning model in teaching English. (6) and etc.

C. The Limitation of the Problem

There are four skills in English. They listen, write, read, and speak. This research focuses on writing ability. To improve students' writing skills, it is necessary to apply strategies. There are many strategies to improve writing skills. This study chose the Picture Word Inductive Model (PWIM) strategy to improve students' writing skills.

D. The Formulation of the Problem

Based on the background and identification of problems that have been described previously, the formulation of the problem in this study are: How is the improvements of students' ability in Writing Recount text through Picture Word Inductive Model strategy.

E. The Objective of The Research

To describe whether story Picture Word Inductive Model (PWIM) strategy to improve students' writing ability in learning English at Eight Grade Students of SMP SWASTA IMELDA Rantau Prapat in Academic Year of 2020/2021, especially in Recount text.

F. The Significance of the Study

In this study, there are two research significances, namely;

1. Theoretical Significance

The results of the research from the title of the implementation of picture-word inductive model (PWIM) to improve recount texts writing by students at the ninth grade of IMELDA Rantau Prapat Private Junior High School, hopefully, it can be a reference for further researchers and add information for readers, especially students and English subject teacher.

2. Practically

This study expected can give the contribution for

1. For the lecture or English Teachers

The researcher hopes this study can give a solutions and suggestions for English writing class at SMP Swasta IMELDA Rantau Prapat.

2. For the researcher

The researcher hopes this study will give new knowledge to the researcher itself and next research about writing on the picture word inductive model (PWIM) at junior high school.