

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher would like to review some theories that are relevant to this thesis. Some points that were discussed by the researcher are: Writing, Descriptive text, Strategy in Teaching, Picture Word Inductive Model (PWIM), and Previous Study.

A. Writing

1. Definition of Writing

One of four skills in learning English is writing. Writing is not only combinations of letter, which relate to the sounds made when people speak, but it is more than production of these graphic symbols. The graphic symbols must be arranged in such away according to certain convention to from words to form phrase, phrase to form sentence, sentences to form paragraphs, paragraph to form text or passages. According to Meyers (2005:2), writing is partly a talent, but it is mostly a skill. Talent is natural ability since people born without being taught before whereas skill is the opposite of it. It is an ability that is mastered by people because they have practiced it before and like any skills. Writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her own view on a topic (Nurhayati, 2016).

Another definition of writing was proposed by Harmer (2001:4) stated that writing is a process of writers go through in order to produce final written form by considering the content, the type, and the medium of writing. Furthermore, Harmer (2007:112) categorized writing into two categories. The first is writing for learning and second is writing for writing. Writing for learning is used as practice tools to help students to practice and work with language that they have been studying. Writing activities such as writing sentences using a given structure, using new words or phrases are the examples of writing for learning. Meanwhile writing-for-writing is directed at developing the students' skills as writers. In other words, the main purpose of activities in this category is that students should have better writing ability. From both categories of writing, it is clear that the way of teachers organizing and correcting students' writing will be different, depending on what kind of writing they involved in.

Writing began when the students learned how to communicate their thought and feelings by means of visible signs, understandable not only to himself but also to all other persons more or less initiated into the particular system. Writing not only had to keep minds but also considered the previous opinion or ideas, which were relevant to the goal at the teaching.

Writing covers other skills and it is the most difficult skill in language especially in English. Scott and Ytreberg (2010:63) stated that

there were difficulties in writing in the foreign language. Writing needs some process of thinking. It means that students need to gather ideas to write have a number to write a good story or text. Writing is one way of making meaning experience for students and for other.

2. The Writing Process

All activities need the process to create the good result, just like writing. There are many concepts dealing with the writing process. According to Brown (2001:348) there are three main stages in writing process, there are pre-writing, drafting, and revising.

The process of writing as a classroom activity incorporates in four basic writing stages, they are planning as prewriting, drafting, revising and editing. Three other stages extremely imposed on the students by the teachers namely responding, evaluating and post-writing (Richards and Renandya, 2002:316). The four basic stages in writing may be described as follows:

a. Pre-writing

Pre-writing is generating ideas, and information for a given writing task. Pre-writing activities take place before starting on the first draft.

b. Drafting

In this case the students begin to write down their ideas based on composition the main ideas in pre-writing stage. Students can consult their ideas to the teacher and ask their help to arrange the

sentence structure. According to Richard and Renandya (2002:317) at the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c. Revising

At this stage, students rewrite their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that student's intent is made clearer.

d. Editing

This stage conducts the students to correct again their own writing after the teacher gives some comments for them (connection between sentences, grammar, diction, etc) before it is given to the teacher for final evaluation.

To make a good text, the students must follow those steps above. They should find the ideas and write all of their ideas that come to their mind in the form of notes or other ways such as brainstorming, clustering, and freewriting. After getting some notes, the students may select the points that relate to our main idea. Then, the students can start to write the first draft, revise and edit the draft until it becomes a good paragraph of text.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text which the purpose is to describe particular place, person, or thing. Anderson (1998:26) stated that descriptive text is the text to tell about the subject by describing its feature without including personal opinions. Descriptive text should be able to make the reader image and know exactly about the place, person or thing that is described.

According to Clouse (2004:143) there are some purposes of description:

- a. To entertain
- b. To express feeling
- c. To relate experience
- d. To inform (for a reader unfamiliar with the subject)
- e. To inform (to create a fresh appreciation for the familiar)

It can be concluded that descriptive text is a text which is used to describe information that contains a place, person, or thing so that the reader can image and know exactly about the place, person or thing that is described.

2. Generic Structure and Language Feature of Descriptive Text

To write descriptive text, the students are expected to understand the generic structures and language features of descriptive text which help them differentiate this type of text to another.

a. The Generic Structures of Descriptive Text

According to Wardiman (2008:122) a descriptive text has generic structures are as follows:

- 1) Identification: identifies the phenomenon to be described.
- 2) Description: Illustrates the specific or detail information about what we are going to describe. It describes features in order of importance:
 - a) Parts/things (physical appearance)
 - b) Qualities (degree of beauty, excellence, or worth/value)
 - c) Other characteristics (prominent aspects that are unique).

b. The Language Features of Descriptive Text

The language or linguistic features play significant role in producing a good description. All of the linguistic features are conveyed to construct vividly description of the subject. According to Anderson (1998:26) descriptive text include the following language features:

- 1) Using simple present tense.
- 2) Adjective to describe the features of the subject (attributive).
- 3) Frequent use classifiers in nominal groups.
- 4) Topic sentences to begin paragraphs and organize the various aspects of the description.

From the explanation above, in short, there are some requirements dealing with the language features of descriptive text. A descriptive text must have specific characters: using simple present tense, using adjective and nominal, and topic sentence in the beginning of paragraph.

According to Prastiyo (2018) making a good descriptive writing must be understood about the space in order to make the reader is easier to imagine the object by reading the writing itself.

C. Strategy in Teaching

According to Reid (2000:28) strategies are steps that we take to achieve a goal more quickly, more easily, more effectively. In other words, strategy is an alternative way in gaining a goal quickly. It is equal to technique. According to Antony as cited in (Faridi, 2012:11) a technique is defined as a particular trick or strategy used to achieve an immediate objective. Strategy is needed to make the understanding of the material come to students easier.

The teachers act as students' guide to produce texts by providing them such kinds of manners or strategies. Then, Raimes as cited in (Hyland, 2009:9) stated that the teacher's role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. Those kinds of strategies are:

a. Brainstorming

According to Palmer (1994:54), brainstorming is a technique used to generate and collect ideas for writing. Moreover, this technique encourages a free flow of ideas, opinions, and imagination in rehearsing ideas. It can be inferred that students can simply write down the things that come in their mind without worrying about the quality of ideas, sentence structure, grammar, diction, and spelling.

b. Listing

Through this technique, the students are guided to form a sequenced text based on the lists of ideas. Oshima and Hogue (1998:4) mentioned the steps of listing. First, writers write the topic at the top of the paper and make a list of the words or phrases that appears on their minds. Second, the writers start a new list to write the chosen topics. Third, the writers look at the second list and decide to write about the instruction given by circling the related ideas.

c. Clustering

According to Oshima and Hogue (1998:8), clustering begins with a key word or central idea placed in the center of paper or whiteboard, then the students to write down all of their opinions and ideas about the subject matter using words or phrases. The students can explore ideas about the subject matters by sharing their cluster patterns with other in the class.

d. Free- writing

According to Oshima and Hogue (1998:6), the main idea of this technique is that students write freely about a topic for a specified period of time until they run out of ideas. It is easier for students to start free writing if teachers provide opening clause or sentence. Palmer (1994:55) stated that free writing helps students begin to write easily and with pleasure; it is a technique to help them comfortable in their writing.

However, appropriate strategy made the teaching learning process more effective because the applying of strategy is hoped to motivate and attract the students in studying.

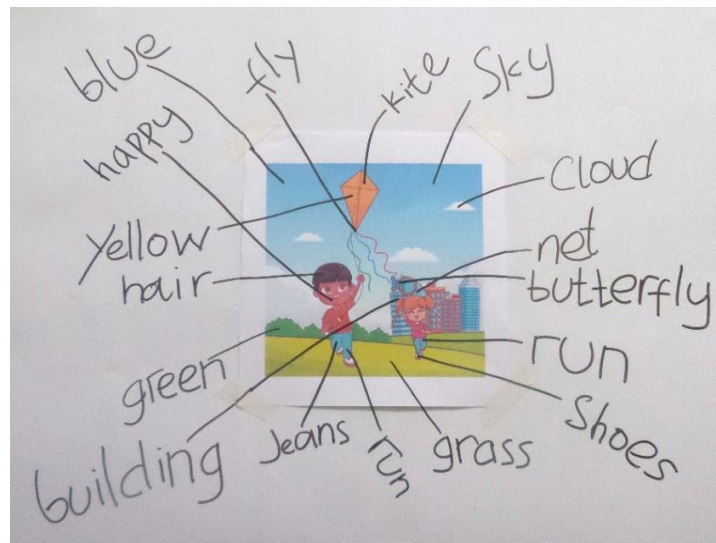
In this research, the strategy used in teaching descriptive text writing ability is Picture Word Inductive Model (PWIM). By applying this strategy, the students may be more interested in learning English because the pictures could attract the students' attention. By using this strategy, the students should focus on their picture to understand the material which would be learned, so the class activity would be more enjoyable and the students more active than before.

D. Picture Word Inductive Model (PWIM)

1. Definition of Picture Word Inductive Model

Calhoun (1999:25) stated that in Picture Word Inductive Model strategy, the students are presented with pictures of sequenced pictures. Then, they shake out the words from the picture by identifying the objects, actions, and qualities they recognize in the picture. The teacher helps them to draw a line from the object to the surrounding board and writes the words or phrases.

Figure 2.1 Picture Word Inductive Model



Another definition of PWIM was defined by Joyce, Weil, and Calhoun (2011:148) who stated that picture word inductive model (PWIM) is the strategy in writing and reading by using think inductively to correlate words with pictures. This strategy could make students easy in adding new vocabulary through reading and writing, so they could add some words or new vocabulary from their sight through the picture by correlating their mind and their sight of the picture.

In short, Picture Word Inductive Model is a teacher-facilitated process, in which teachers lead children to discover words from a picture. The students can think inductively by seeing the pictures and words then they can identify the meaning of the picture.

According to Calhoun (1999:23), there are many strengths of applying PWIM to guide students' writing. Those strengths are as follows:

- a. Students could hear the words pronounced correctly many times by the teacher.
- b. Students hear and see the letters identified and labelled correctly on the board.
- c. Students hear the words spelled correctly many times and follow the teacher to spell them together.

By using PWIM, the teacher is not only teaching writing but also teaching speaking, pronunciation, and listening. Those benefits are directed to the vocabulary improvement in which when the students know all of the objects in the pictures, they would generate the ideas and tell about the pictures easily. The class activity would be more interesting and enjoyable because the pictures would attract the students' attention. The students may be more interested in learning English.

2. Teaching Descriptive Text by Using PWIM

In applying PWIM (Picture Word Inductive Model), there are some steps that must be followed (Calhoun, 1999:23). Those are as follows:

- a. Select the picture. The teacher must decide the pictures that he or she wants to show to the students. Teacher display pictures related to the topic to stimulate students in brainstorming ideas. This activity provides the students opportunity to develop their ideas. Large pictures can be presented in a classroom in order the whole class see the pictures well.

- b. Ask students to identify and label what they see in the pictures. In this second step, the students are asked to draw a line from identified object in the pictures. The words or phrases are put on the paper or board in a pattern which connects to key words in each picture.
- c. Read and review the picture word chart. The students can add words and develop their ideas. The teacher spells aloud the words correctly and let the students hear the words pronounced correctly many times.
- d. Lead the students to create a title for the picture words chart. Ask students to observe and think about the information on the chart and what they want to say about.
- e. Ask students to generate a sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
- f. Read and review the paragraphs.

Overall PWIM has strengths to keep the students engage in the writing process of descriptive text and it deals with the aspect of writing ability such as generating ideas, organization of the text, vocabulary, language use, and mechanics.

Based on the explanation above, the teacher should do several steps in applying Picture Word Inductive Model (PWIM) strategy. Those steps are: first select the picture, ask the students to identify and label what they see in the picture, then read and review the picture word chart,

lead the students to create a title, next ask the students to generate a sentences until make a paragraph, and the last is read and review the paragraph.

E. Previous Study

In writing and conducting this study, there are many references needed. Previous studies which are similar to this study could be explained as follows:

The first article is "*The Effect of Picture Word Inductive Model (PWIM) and Students' Self-efficacy toward Their Writing Skill of Descriptive Texts at Grade X of SMA Negeri 1 Koto Sungai Lasi*" by Sepyanda (2013). She used quosay-experimental research design, she taught in two classes. The result of this study showed that there was significant difference between students who were taught using Picture Word Inductive Model (PWIM) and the students who were taught using listing technique. The mean post-test scores of the students were significantly improved compared to the students who are taught using listing strategy.

Another study was conducted by Andriani (2015) entitled "*The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Students' Writing Skill of Recount Text*". She held the action research to the Eight Graders of State Junior High School 2 Semarang in the academic year of 2014/2015. The result of the observation sheet showed that after teaching and learning by using PWIM strategy, the students became more attentive, active, happier, and attracted in joining the classroom. She concluded that

the use of PWIM strategy in teaching writing recount text gives contribution to the improvement of the students' writing skill of recount text in the terms of learning behavior and mastery.

An article was done by Indra (2016) "Improving The Eighth Grade Students' Ability in Writing Narrative Texts Through The Use of Picture Word Inductive Model at SMPN 3 Mlati in The Academic Year of 2014/2015". It showed that in reference to the students writing scores, the gain scores in the content aspect was 3.17, organization aspect was 3.3, language use aspect was 5.13, vocabulary aspect was 4.62, and mechanic aspect was 0.57. It means that there was improvement of the students' ability in writing narrative text after they implemented PWIM technique. In conclusion, this research is considered successful.

Another article was done by Yustiani (2016) "The Effectiveness of Picture Word Inductive Model (PWIM) on Students' Ability in Writing Recount Text (A Quasi-Experimental Study at The Eight Grade Students of SMPN 3 Tangerang Selatan in Academic Year of 2015/2016)", she conducted her research in two classes and she found significance different between the result of both variables. It showed by comparing the result of $t_0 = 2.39$ and $t_t = 1.67$, she summed up that t_0 is higher than $t_t = 1.67$ or $(2.39 > 1.67)$. In other words, the alternative result showed that the experimental class students got the advantages of the treatment. So, the use of Picture Word Inductive Model (PWIM) is effective on students' ability in writing recount text.

A study was conducted by Marbun and Sumarsih (2015) entitled “The Effect of Using Picture Word Inductive Model on Students’ Achievement in Writing Procedure Text”, it found that teaching procedure text by using picture word inductive model is higher than lecture method. Picture word inductive model has a significant effect on students’ achievement in writing procedure text.

Another one was done by Prastama (2010) “The Effectiveness of Using Picture Words Inductive Model (PWIM) in Writing a Procedure Text (*A Pre-Experimental Research on the Tenth Grade Students of SMKTI Al-Madani Pontianak Academic Year 2012/2013*)”, which was the result of this research showed the mean score of pre-test was 51.91 and the mean score of post-test was 63.97. It was also stated that the Effect Size (ES) of the treatment was 0.9 which means the use of PWIM was highly effective in increasing the students’ ability in writing procedure text.

The last article was done by McDonald (2010) which the title is “The Picture Word Inductive Model: An Effective Model for Vocabulary Instruction”, stated that throughout the PWIM cycle the teacher is available to provide correct spelling and pronunciation (initially) and then to model the mechanics and thought processes involved in writing activities, with a gradual release of responsibility over to the students. The PWIM offers support through visual aids, as well as assistance from other students and the teacher.

The similarity among these previous studies and this study is the using of learning model. It is using Picture Word Inductive Model (PWIM) as the learning model. However, the differences are the first previous research used quasy experimental research design while this research conducted pre-experimental research design. The second and third previous study conducted classroom action research that focused on improving students writing skill of recount and narrative text. Meanwhile, in this study the researcher used quantitative research which focuses on descriptive text writing. However, the fourth previous study used quasi-experimental design toward eighth grade students' skill in writing recount text however this research used pre-experimental design toward seventh grade students' skill in writing descriptive text. The fifth previous study was conducted experimental research design in writing procedure text whereas the sixth one conducted the research in SMKTI Al-Madani Pontianak at the tenth grade and the last one conducted PWIM for vocabulary instruction. Those were different with this research which used pre-experimental research design in writing descriptive text towards junior high school students.