

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

The chapter discusses some relevant theories which are related to the study. Some points that will be discussed by the researcher are: A) Reading, B) Descriptive text, C) Strategy in Teaching, D) Picture Word Inductive Model, and E) Previous Study.

#### **A. Reading**

##### **1. Definition of Reading**

Reading is the important language skills for most students of English that should be learnt in English learning process. In our life, reading activity is very important. It is to know something or get information. Reading is so much part of daily life that much of the time we hardly consider either the purposes or processes involved. We can read at anytime and anywhere. According to Fauziati (2010:32) reading text also provided opportunities for students to learn vocabulary, grammar, pronunciation and even good models for English writing in the way sentences, paragraphs, or texts are constructed.

Penny Ur (1996:138) states that when people read a text, they need to perceive and decode letters in order to read words and gather meaning from what people read. The writer tries to encode the messages to the readers. Then, the readers try to decode the messages

on the text that sent by the writer. It can be concluded that in reading, the readers construct meaning through a transaction with written text that has been created by symbols that represent language.

According to Harmer (1991:90), reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significance of this messages. It requires the students to read for meaning. They not only read the text but also understanding the meaning of written text being read.

Reading is an act of communication between writer and readers to transfer information. Joyce (2006:2) states that reading is an active skill, where the reader interacts with the text, and to some extent the writer. From reading we can be know what the writer want to say.

Based on the explanation above the researcher concludes that reading is act of communication which is in reading there is an interaction between the writer and the reader through the texts by understanding the meaning to share the information.

## **2. Types of Reading**

According to Finocchiaro (1969:149) there are two types of reading:

### **a. Intensive Reading**

In intensive reading, as the term indicates, each vocabulary and structural item is explained and made part of students' active language; pronunciation and intonation are stressed; and each concept is clarified.

According to Paten and Jein (2008:115) there are few characteristics of intensive reading, they are: this reading helps learner to develop active vocabulary, teacher play main role, linguistic items are developed, the aims at active use of language, intensive reading is reading aloud, speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

In extensive reading, the principal aim is comprehension. The students are trained to comprehend or to understand the meaning or concept from passage silently without teachers' help. On the higher stage extensive reading is very useful to gain the aim of extensive reading. Extensive reading can be made as the basis for oral report, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book.

According to Paten and Jein (2008:115) there are few characteristics of extensive reading are: it helps learner to develop to active vocabulary, it is silent reading, the subject matter is emphasized, the learners play main role, the idea can be developed, the aim is to enrich learners' knowledge, and the good reading habit can be developed. It can be said that extensive reading is connected to student choice and being obtaining pleasure from the text in order to reach enjoyment.

From the explanation about the types of reading above, it can be concluded that reading is very important skill for students that help them to extract meaning and get new information and knowledge of language from written texts.

### **3. Aspects of Reading**

According to Smith (1988:115) there are five aspects of reading, they are:

#### **a. Main idea**

Main idea is what the passage is mostly about. Usually, the main idea of a paragraph is in the first or last few sentences of the paragraph. However, in some paragraph, the main idea can be anywhere in the paragraph. Longer reading passage can have one more main idea. It is left to the reader to infer or reason out.

#### **b. Specific information**

Specific information is the more explanation about things, people or place. Specific information is the development of the main idea. Supporting details or specific information provide the reader with the information about main idea or the subject of the passage.

#### **c. Vocabulary**

Vocabulary is an important thing which is needed in reading. Beginning readers must use the words they hear orally to make sense of the words they see in print. To the vital importance

of vocabulary for success in life, a large vocabulary is more specifically predictive and reflective of high levels of reading achievement.

d. Inference

Reading inferences are made when a reader uses literal information in a text and background knowledge to draw a conclusion. This background knowledge may come from the reader's world knowledge or from the text itself. The process of making inferences is vital to the reader's understanding of the text.

e. Reference

Reference is the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represent. Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other.

#### **4. Purpose of Reading**

There are many purposes of reading in many kinds of book when we read such as textbook, comic, novel, magazine, article, journal, newspaper. We can know about the information for them and feel satisfied after read them. According to Mikulecky (1998:2) reading for pleasure is the easiest way to become a better reader in English.

According to William Grabe and Frederick L. Stoller (2002:124) the purpose of reading is divided into four main headings as follows:

a. Reading to search for simple information.

Most people said that reading to search for simple information is a kind of common reading ability, reader typically scan the text for a specific information or a specific word. Skimming is also including in this type of aim. It is a common part of many reading tasks and useful skill in its own right.

b. Reading to learn from text.

It is usually occurs in academic and professional context when people need to learn a considerable amount of information from a text. This purpose usually carried out a reading rate some what slower than general reading comprehension (mainly due to rereading and reflection strategies to help remember information).

c. Reading to integrate information, write and critique texts.

These are purposed to compose, select, and critique information from text, and they represent common academic tasks that call upon the reading abilities needed to integrate information.

d. Reading for general comprehension.

It requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main

ideas, efficient coordination of many processes under very limited time constraints.

The general purpose of reading is to get new information or pleasure.

## **5. Teaching Reading**

Teaching reading is to teach how to read and understand the text. A reading text contains information, meaning, or messages which the writers intend to communicate to their readers.

Hedge (2003) states that any reading component of an English language teaching may conclude a set of a learning goals for:

- a. The ability to read a wide range of texts in English. This is the long range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- b. Building knowledge of language which will facilitate reading ability.
- c. Building schematic knowledge.
- d. The ability to adapt the reading technique according to reading purpose (i.e, skimming, scanning, using games).
- e. Developing an awareness of the structure of written texts in English.
- f. Taking a critical stance to the contents of the texts.

According to Smith (2011:20-21) there are five roles in technique of teaching reading, they are as follows:

a. Helping students to read

The teacher as facilitator and promoter in reading activity helps and encourages the students in order that they participate in the reading lessons.

b. Providing a chance to learn

The students should be given an opportunity to read by themselves. They get their first chance to overcome some problems through reading text, so that they understand what the problems in the text, then they can explain with their own words.

c. Teaching letters and words

In reading activity, the students find out letters and new words of the text. It is difficult to memorize new words or letters in the text. So, teacher has to know how to help the students remember new words and letters more easily using appropriate technique.

d. Discouraging the guess

Teacher should be able to increase the students' motivation to read critically by predicting and identifying unfamiliar words where the students comprehend the reading material.

e. Creating interesting and meaningful reading activities

The teacher has to make the good atmosphere in the classroom, because the students like something which can make them interested to follow. This is one of important thing to teach



technique reading. If the students are interested, it can influence their reading comprehension.

The role of teachers is important in teaching reading because they determine whether the reading lessons are successful or not. So, the teachers have to know how the role of technique in teaching reading in order to develop students' skills so that they can read English texts effectively and efficiently.

## **6. Testing Reading**

According to Hughes (1989) as cited by Isnawati (2015) the techniques that might be used to test reading are:

### **a. Multiple choice**

The test-takers provide evidence of successful reading by marking a mark against one out of a number of alternatives.

### **b. True/false**

The test-takers should respond to a statement by choosing one of the two choices, true or false.

### **c. Completion**

The students are required to complete a sentence with a single word. For example: .... was the man responsible for the first steam railway.

### **d. Short answer**

It is in the form of questions and requires the students to answer briefly.

e. Guided short answer

This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentences presented to them.

f. Summary cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the test-takers. This is really the extension of the guided short answer.

g. Information transfer

One way to minimize demands on writing by test-takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a route on a map, labeling a picture, and so on.

h. Identifying order of events, topics, or arguments

The test-takers can be required to number the events etc.

i. Identifying referents

One of the microskills listed previously was the ability to identify referents. An example of an item to test this is: What does the word “it” (line 25) refer to? ...

j. Guessing the meaning of unfamiliar words from context

Example: Find a single word in the passage (between lines 1 and 25) which has the same meaning as ‘making of laws’.

The techniques above are among the many techniques of testing reading which is the function is to test reading ability.

## **7. Types of Reading Text**

Based on the competencies standard, there are some text types of reading which have to be taught in junior high school, they are; procedure, descriptive, recount, report and narrative.

Types of text according to Anderson and Anderson (1998:26), they are:

### **a. Procedure**

A procedure text is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manuals, directions.

Features of procedure:

#### 1) Constructing a procedure

A procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to complete the procedure. The final section is a sequence of steps, in the order they need to be completed, to achieve this goal. Some procedures have other stages such as explaining, why each step is necessary.

## 2) Grammatical feature of a procedure

Procedure texts usually include the following grammatical features:

- (a) Sentences that begin with verbs and are started as commands.
- (b) Time words or numbers that show the order for carrying out the procedure.
- (c) Adverb to describe how the action should be performed.
- (d) Precise terms and technical language.

### **b. Descriptive**

Descriptive text describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. The general structures of descriptive text are identification and description.

### **c. Recount**

Recount text is a piece of text that retells past events, usually in the order which they happened. The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, reports, conversation, speeches, television interviews, etc.

### 1) Features of recount

The recount text type retell past events, usually in the order in which they happened. The steps for construction a written recount are:

- (a) A first paragraph that gives background information about who, what, where, and when called an orientation
- (b) A series of paragraphs that retell the events in the order in which they happened called events
- (c) A concluding paragraph is called re-orientation, but it is not necessary.

### 2) Language features in recount

The language features usually found in a recount text are as follow:

- (a) Proper noun and pronouns to identify those involved in the text.
- (b) Action verb.
- (c) Descriptive word to give details about who, what, what, when, where, and how.
- (d) The use of the past tense to retell the events.
- (e) Conjunction and time connectives.
- (f) Adverb and adverbial phrase.
- (g) Words that show the order the events.

#### **d. Report**

A report is a text which presents information about something, as it is. It is a result of systematic observation and analysis. Communicative purpose of report text is to present information about something in general.

##### 1) Generic Structure of Report

###### (a) General classification

Stating classification of general aspect of thing, animal, plant, place, etc. which will be discussed in general.

###### (b) Description

Describe the thing which will be discussed in detail, part/thing, customs or deed for living creature and usage for materials.

###### (c) General classification

Tell the phenomenon under the discussion: in terms of parts, qualities, habits or behaviour.

##### 2) Language Feature of Report

###### (a) Introducing group of general aspect

###### (b) Using coconditional logical connection: so, when, etc.

(c) Describes the way of certain things and frequently refers to phenomenon of nature, animal and scientific object. Report is written after getting careful observation.

### **e. Narrative**

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. There are many different types of narratives including: humor, romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.

#### 1) The Narrative Scaffold

##### (a) Orientation

In this paragraph the narrator tells the audiences who are in the story, when it is happening, who are in the story, when it is happening, where it is happening, and what is going on.

(b) Complication

This is part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

(c) Sequence of events

This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The even can be told in chronological order or with flashback. The audience is given the narrator's point of view.

(d) Resolution

In this part of the narrative where the complication is sorted out or the problem is solved.

(e) Coda

The narrator includes a coda if there is to be a moral message to be learned from the story.

2) Language Features of Narrative

(a) Noun

(b) Adjective formed noun phrase; beautiful, long hair, two red apples, etc.

(c) Time connectives; then, before, soon, etc.

(d) Adverb and adverbial phrase; here, in the beach, etc.



(e) Action verb in past tense; lived, stayed, etc.

(f) Saying verb and thinking verb; told, said, thought, etc.

## **B. Descriptive Text**

### **1. Definition of Descriptive Text**

Hornby (2000:61) states that text means original words of authors or writers, main printed part of book, magazine, newspaper, or picture. Besides that, Barnet (1990:34) States that the descriptive are detail in particular part of characteristic of whole thing or whole idea. Here the writers' image of their reader's mind. In this descriptive text, the writers not only describe something physically and concrete want but they also describe a feeling or thought.

According to Anderson and Anderson (1998:26) descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about the subject by describing its feature without including personal opinions.

It can be conclude that descriptive text is a text which is use 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. Purposes of Descriptive Text

Fink et al (1983:41) states that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting. It means that the purpose of description text is to give the information to the reader with a picture of a person, thing, or subject.

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 conclude that the purposes of descriptive text are to inform the specific of the subject that can also to entertain the reader.

## 3. The Generic Structure and Language Features of Descriptive Text

In teaching and learning 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 et.al (2008:122) a descriptive text has generic structures are as follow:

- 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:

- Parts/things (physical appearance)
- Qualities (degree of beauty, excellence, or worth/value)
- 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.

**Example of descriptive text**

**My Sphynx Cat**

My Sphynx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands. He is really funny as well as my friends get a joke. I love him so much as I love my mother.

*(Source:ENGLISHINDO.COM Referensi Belajar Bahasa Inggris Online)*

## **C. Strategy in Teaching**

### **1. Definition of Strategy**

Herrel and Jordan quoted by Thomson (2012:12) define strategies as the approaches that can be used across curricular areas to support the learning of students. Strategy is needed to make the understanding of the material come to students easier.

The teacher should know the suitable strategy for the students to help students learn the desired course contents. The appropriate strategy will make the teaching learning process more effective because the applying of strategy is hoped can motivated and attract the students in studying.

In this research, the strategy that used in teaching descriptive text reading ability is Picture Word Inductive Model. By applying Picture Word Inductive Model, the students may be more interested in learning English because the pictures will attrack the students' attention. By using this strategy, the students should focus on their picture to understand the material which will be learned, so the class activity will be more enjoyable and the students more active.

## 2. Reading Strategies

In the area of reading strategies studies, many researchers have utilized different types of strategies. There are some types of reading strategies as follows:

### a. Predicting

Magiliano (1993:35) states that prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read. So, predicting involves thinking ahead while reading and anticipating information and events in the text.

### b. Skimming

Skimming is used by readers to get a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading Grellet (1999:2). The purpose of skimming is simply to see what about the text is. The reader skims in order to satisfy a very general curiosity about a text. Skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic, and possibly some supporting idea.

c. Scanning

According to Grellet (1981:58) states that scanning is a reading technique that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on. It is a strategy you often use when looking for specific information by reading something quickly such as search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating based on finding a particular answer. On the other hand, scanning is reading quickly going through a text to find a particular piece of information. The purpose of scanning is to extract specific information without reading through the whole text.

d. Inferring

According to Zimmerman (2009:23) states that drawing inferences from text is a technique which requires readers to use their prior knowledge (schema) and textual information to draw conclusions, make critical judgments, and form unique interpretations from text. So, the inferences are the conclusions that a reader draws about the unsaid passage based on what is actually said by the author.

e. Guessing the Meaning of New Words

One of the most difficult problems that make an obstacle for students in the comprehension of reading is unfamiliar/new

words. According to Clarck (1980:211) states that the best way to solve this problem is to guess the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to a dictionary. The ability to guess meaning from context is a useful skill to practice and try to improve. There are many things that could help students such as: 1) guess the meaning of the text which surrounds it 2) the way the word is formed 3) background knowledge of the students about the subject.

f. Summarizing

It is the last strategy that can be used by readers, it requires the readers to organize or restate the information or the main ideas of a given text by their own style after their comprehension or in other words, taking a lot of information and creating a condensed version that covers only the main points. Further, Oxford (2006:717) defines that summarizing as a short description of the main ideas or points of something without any details.

Reading strategies will facilitate students in reading. The use of reading strategies will lead the readers to become skilled. Therefore, the role of teacher needed in apply the reading strategies to realize the success of reading.

## **D. Picture Word Inductive Model**

### **1. Definition of Picture Word Inductive Model**

The Picture Word Inductive Model developed by Calhoun. According to Calhoun (1999:21) “The Picture Word Inductive Model is an inquiry oriented arts strategy that uses pictures containing familiar objects and actions. It is designed to teach reading, writing, and the language system. Teachers apply the Picture Word Inductive Model in classes, small groups, and individuals to lead them into inquiring about words, discovering phonetics and structural principles, and using observation and analysis in their study. Calhoun (1999:25) also states 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.

Picture Word Inductive Model is one of the strategies that can be applied in teaching reading and can be used to increase the students’ reading ability. This is line with Calhoun (21-22) the model is designed to capitalize on children’s ability to think inductively. The PWIM enables them to build generalizations that form the basis of structural and phonetic analysis. And it respects their ability to think.



According to Calhoun (1999:22) the instructional sequence of the model cycles and recycles through the following activities: The students study a picture selected by the teacher; identify what they see in the picture for the teacher to label; read and review the words generated; use the picture word chart to read their own sets of words; classify words according to properties they can identify; and develop titles, sentences, and paragraphs about their picture.

Calhoun (1999:24) states that for most beginning readers and writers, the Picture Word Inductive Model is a satisfying and pleasurable activity: They enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations. The Picture Word Inductive Model motivates students because most become successful learners. Learners succeed when using the model because the Picture Word Inductive Model is based on inquiry into how children learn and how to enhance their learning, including their development of language, the process of learning to read and write, and the reading and writing connection.

Based on the definition above, it can be conclude that 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 see the pictures and words then they can

identify the meaning of the picture. The class activity will be more interesting and enjoyable because the pictures will attract the students' attention. The students may be more interested in learning English.

In Calhoun (1999:23), there are some strengths of applying Picture Word Inductive Model. Those strengths are:

- a. Students will 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.

## **2. The Advantages and Disadvantages of Picture Word Inductive Model**

According to Yuniyarsih (2014:195) there are several advantages of using Picture Word Inductive Model provide concrete visuals for the learning of new words, phrases, and sentences. (1) This Picture Word Inductive Model gives the interesting visual in order to makes it easier for the students to learn new words, phrases, and also makes the sentences. (2) Because the students are using pictures related to topic or material labeling the picture together, they will feel that they are as a part of the classroom community and confidence to participate in class activities. The students as a part the community can have confidence and will be happy participate in the classroom. (3)

The Picture Word Inductive Model teaches the students how to inquire into word and sentence structure based on the picture that have been labeling. So, the students can classify the words into variety of groups of words. (4) Students are assisted in seeing the patterns and relationship of the English language, enabling them to apply this learning to newly encounter words. (5) By using Picture Word Inductive Model, the students can get the benefit from the teacher modeling of the key words and concepts. (6) The Picture Word Inductive Model can help the teacher to provide a better curricular and instructional balance by focusing lesson on composing and comprehending the subject.

According to Calhoun (1999) there are many advantages of the PWIM. They are as follows:

- a. The strategy emphasizes phonics, grammar, mechanics, and usage of Standard English.
- b. Pictures provide concrete referents for the learning of new words, phrases, and sentences.
- c. Because students are using pictures related to content material under study, they feel a part of the classroom community and can participate in class activities.
- d. The picture word chart serves as an immediate reference to enable students to add these words to their sight vocabulary.

The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).

- e. Students are assisted in seeing the patterns and relationships of the English language, enabling them to apply this learning to newly encountered words.
- f. Students hear and see words spelled correctly and participate in the correct spelling and writing.
- g. Learners benefit from the teacher modeling of the key words and concepts. With extensive practice, they can begin to learn how to create sentences and paragraphs related to the subject under study.

Using Picture Word Inductive Model in teaching reading has some disadvantages as follows:

- a. The pictures that are used might not interest the students.
- b. The size of the picture should be appropriate to the number of the students in the class.
- c. The model is time consuming.

### **3. Stages of Teaching Descriptive Text Reading ability by Using Picture Word Inductive Model**

Picture Word Inductive Model can be done by classes, small groups, and individuals. Teacher shows the picture and the text, and then explains what should be done by the students. The use of Picture Word Inductive Model in teaching reading is one of the

alternative strategies to help the students improve their reading ability. In teaching reading in Junior High School, there are several genres such as narrative, descriptive, recount, and procedure texts which will be taught. The type of text that will be used by the researcher in this research is descriptive text. A descriptive text is a text that describes about a people, thing, or place.

Gerot and Wignell (1994:126) explain that the generic structures of descriptive text are identification and description which is to describe a specifically parts, qualities and characteristics of the object that is being describe. Identification illustrates the general information about what we are going to describe and description illustrates the specific or detail information about what we are going to describe. It means that descriptive text is a text which provides details about the physical features, appearance, or composition of the subject. So, Picture Word Inductive Model can help the students to develop and understand their descriptive text reading ability.

According to Calhoun (1999:23) there are some steps of Picture Word Inductive Model:

- a. Select a picture.
- b. Ask students to identify what they see in the picture.
- c. Label the picture parts identified. (Draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).

- d. Read and review the picture word chart aloud.
- e. Ask students to read the words (using the lines on the chart if necessary) and to classify the words into a variety of groups. Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
- f. Read and review the picture word chart (say the word, spell it, say it again).
- g. Add words, if desired, to the picture word chart and to the word banks.
- h. Lead students into creating a title for the picture word chart. Ask students to think about the information on the chart and what they want to say about it.
- i. 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.
- j. Read and review the sentences and paragraphs.

Beside of some stages above, the researcher has been concluded some ways in teaching descriptive text reading by using Picture Word Inductive Model.

- a. Prepare a picture first. It's connected to the theme which will be studying. Example school, food, field, etc.
- b. Invite students to join at the picture, ask them to share words they know that describe the objects they see.

- c. As individual students speak, teacher writes the word on the outer edges of picture with a line pointing to picture and the students label their own photocopied versions of the same picture.
- d. After students write each word, the teacher spells the word aloud, pronounce it and ask students to repeat.
- e. After finish, review the words on the picture.
- f. Teacher gives the text which belongs to the picture and asks the students to read the text.
- g. Teacher asks the students to think about the information on the text that they can get from the picture that is showed by the teacher. Such as the topic, generic structures of descriptive text reading, languages features, and etc.
- h. Teacher gives students a sheet and asks them to answer the reading test related to text.

It is some steps in teaching descriptive text reading ability through Picture Word Inductive Model that can help students in junior high school to understand their descriptive text reading and it will make the students enjoy during teaching and learning process.

#### **E. Previous Study**

The previous study in this research was conducted by Erni Yuliana (2011) with the research entitled “The Use of Picture Word Inductive Model (Pwim) In Teaching Vocabulary (An Experimental Research at The

Seventh Grade of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in the academic year of 2010/2011)". The vocabulary achievement of experimental class after treatment is better than control class after treatment. It can be seen from the mean of posttest of the experiment class (77.6) is bigger than the mean of posttest of control class (72.6) after the treatment. The case in both classes is the same that there is an improvement in each class' cognitive achievement. However, the improvement on control class is not as much as on the experimental class. It is convinced by the statistical result of the hypothesis test. The test by means of t-test formula shown that  $\text{calculated} = 2.5 > \text{ttable} = 1.98$  at 0.05 level of significance by 74 degrees of freedom. It means that the using of picture word inductive model technique is more effective to improve the students' understanding on English vocabulary than by using of non picture word inductive model technique (explanation only).

The study above has both the differences and the similarities with this research. The differences are in focus of the research. The researcher focuses on descriptive text reading ability and she focus on vocabulary. The similarities are in investigating the main problem that is picture word inductive model as the variable in investigating, in her research she used quantitative research and the researcher also used quantitative research and both also taught at the seventh grade.

Another study was conducted by Pradani Yuniyarsih (2014) with the research entitled "Using Picture Word Inductive Model to Teach



Junior High School Students in Writing a Descriptive Text”. First, the implementation of Picture Word Inductive Model helps the students to build up the effective and coherent sentences more easily, quickly and also increase their ability to write a short and valuable writing a descriptive paragraph. Second, the students expand their knowledge of new words and their meanings. Besides, by the picture word inductive model, the students are able to build up their imagination to write about some events and situation.

The study above has both the differences and similarities with this research. The differences are on the place, she conducted the research in SMPN 12 Padang and the researcher conducts the research in MTsN Bandung. She investigated students’ writing ability in descriptive text and the researcher investigated students’ reading ability in descriptive text. The similarities are in investigating the main problem that is picture word inductive model as the variable in investigating.

The last study was conducted by Feriza Yudha Prastama (2013) with the research entitled “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). The role of PWIM indicates that the students’ achievement on writing of procedure text was better and it was found that they have good motivation in writing a procedure text. Second, the teaching learning process of procedure text by

using PWIM to the students gets significant changes in the students' achievement and the students' activities in classroom because by assisting them with PWIM the students can start writing as the guidance when they write a procedure text. Third, from the analysis result of the students' individual score, interval score, students' significant scores, and the effect of treatment, it can be concluded that the applying of PWIM is highly effective to develop the students' achievement in procedure text writing.

The study above has both the differences and similarities with this research. The differences are on the place, he conducted the research in SMKTI Al-Madani Pontianak and the researcher conducts the research in MTsN Bandung. He investigated students' writing ability in procedure text and the researcher investigated students' reading ability in descriptive text. He taught at tenth grade students and the researcher taught at seventh grade students. The similarities are in investigating the main problem that is picture word inductive model as the variable in investigating, in his research he used quantitative research and the researcher also used quantitative.