CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Description

2.1.1. The Definition of Writing Skill

Some experts have given many definitions about writing skill. Ghaith (2002) stated that writing is a process to explore the thoughts, ideas and make them visible and concrete. It is an activity that encourages thinking and learning to motivate the communication by sharing the thoughts and ideas in visible and concrete form. It can be examined, reconsidered, added to, rearranged, and changed when the ideas write it down the paper.

According to Rozimela et al (2013:3) writing is an important aspect of interaction in language teaching besides reading and speaking. Students learn it, because it can be used to practice grammar rules. People can be communicative in various ways depending on the area of study or the intent of the author.

Gelb (2003:11) states that writing begins when humans learn how to communicate their thoughts and feelings through visible, understandable signs, not only for themselves but also for all other people who are more or less initiated into a certain system. Writing is not a simple process. Even professional writers rewrite and rewrite because it takes a lot of effort to

produce a perfect final copy that clearly communicates their ideas (Hogue et al.: 1988:88).

From all of the explanation above it can be conclude that writing is a skill that have complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (word spelling, sentence structure, punctuation, etc.) in order to express idea, thought, opinion, and feeling so that people as readers can understand.

2.1.2. The Purpose of Writing Skill

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows.

Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Third, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas.

The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

In academic purpose, Bryne (1997: 6) states that there are five pedagogical purposes of writing:

a. The introduction and practice of some form of writing enables us to provide for different learning styles and needs.
b. Written work serves to provide the learners with some tangible evidence that they are making progress in the language.
c. Exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone.
d. Writing provides variety in classroom activities, serving as a break from oral work.
e. Writing is often needed for formal and informal testing.

2.1.3. The Rules of Teacher in Teaching Writing

According to Harmer (2007:330-331) states that when the teacher asks students to write, they play three rules, as a motivator, a resource, and a feedback provider.

1. Motivator

When the teacher gives a writing task, she/he has to motivate the students to do the task. She/he also has to create the right conditions for the students to generate ideas and persuade them of the usefulness of the activity.

2. Resource

The teacher has to be ready to supply information and language when it is necessary. He/she needs to offer advice and suggestions in a constructive and tactful way.

3. Feedback Provider

The teacher has to respond positively and encouragingly to the content of students' writing. In addition, he/she needs to offer corrections and suggestions based on the students' need at a particular level and on the tasks that they have understood.

Based on the theories about the teacher's roles, a teacher has to control everything that occurs in the classroom. A teacher is a facilitator and motivator for the students. He/she is a resource where the students can get all the information they need. When they make mistakes or errors, he/she has to be ready to give feedback for their writing.

2.1.4. Descriptive Text

2.1.4.1. Definition of Descriptive Text

Descriptive Text is a text that describes something, either a person or an object. It was created to capture the essence of an individual, place, or object (Gerot & Wignell, 2008, p. 208). Thus, to sum up, a descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

In a broad sense, description as explained by Kane (2000: 352) is defined like in the following sentence: Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

From some definition of descriptive text above, can concluded that descriptive text is meaningful text which describes the experiences related to the senses, such as what kind of people, animal and other that need to describe, such as shape, sound, color, and other. Most descriptive text is about visual experience, but in fact the experience other than the sense of sight, we can also use it to make descriptive text.

2.1.4.2. Purpose of Descriptive Text

1. According to Febriani (2011:17) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information.

Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

2. According to Anderson and Anderson (2003:26), 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 subject by describing its feature with-out including personal opinions.

2.1.4.3. Generic Structure of Descriptive Text

According to Harmenita and Tiarina (2013: 4) the generic structure of descriptive text are as follows:

1) Identification

Identification explains about the topic or identifying what or who want to be described.

2) Description

Description explains about details of the topic: describing parts, qualities and characteristic. Description occurs about the explanation or delineation about something.

2.1.4.4. Language Features of Descriptive Text

Kemendikbud (2013) stated the language features of descriptive text are:

a. Using simple present tense.

   Murphy (1994: 4) stated that using the simple present tense to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general.

b. Using nouns that have correlation with people, place, and famous historical building.

c. Using adjectives that have correlation with people, place, and famous historical building.

d. Using spelling and handwriting clearly and orderly.

e. Using utterances, stressing and intonation when students are asked to present their work.

f. Word reference.

2.1.4.5. Types of Descriptive Text

There are five types of descriptive text namely:

1. Describing Process

   Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.

2. Describing an Event

To describe an event, a writer should be able to memorize and remember what happened in that event. As the example, people is going to write about inspection of Virus at vegetable, she/he has to explain all details related to the event, so that the readers can imagine the real situation and condition perfectly.

3. Describing Personality

   The first thing in describing a person is recognizing the individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes, skin), emotional (warm, nervous,), attributes (greedy, honest, humble, trust) and intellectual.

4. Describing Object

   To describe an object accurately is done through providing the physical objects' characteristics such as color, form, shape, and so on.

5. Describing Place

   Presenting a concrete thing is the way to describe place, for example; a house, library, swimming pool, bus station, and market.

2.1.4.6. Steps in Arranging a Descriptive Text

There are several steps in compiling a descriptive text as follows:

1. Determine the object or theme to be described
2. Set a writing goal/ purpose
3. Collect data by observing the object to be described

4. Arrange the data into a good order (automatically) or create outline.
5. Outline/develop frameworks into essays description in accordance with the specified theme (Dalman 2015:99)

2.1.4.7. Example of Descriptive Text

Description Text about Place, **Bali**

Figure 2.1 Icon of Bali Island

Bali is the most famous island in Indonesia. It is an awesome place which holds spectacular combination of natural beauty and cultural landscape. Its beauty blends in harmony with warm and friendly people. Here the culture continues to be preserved from generation to generation **(identification).**

Bali is well-known by many names: the island of gods and the island of paradise. People call Bali 'the island of paradise' is not without reasons. Bali has outstanding natural beauty like a volcano that looks close and big; endless green paddy fields which give a sense of peace

and tranquility, as well as the grains of Balinese beach sand and the beauty of the sea which are so mesmerizing. Bali also has dramatic dances, diverse customary ceremonies, the best traditional culinary, as well as beautiful and whole some arts and crafts.

This exotic island has many interesting things to offer; ranging from spiritual life and traditional culinary to extraordinary experience such surfing, diving, and jungle tracking which challenging your courage. That is why Bali is nominated as the World's Best Island in 2009 by Travel and Leisure Magazine and as the second Best of Travel in 2010 by Lonely Piguat **(description).**

Source: Indonesia Travel

Table 2.1 Example of Descriptive Text

2.1.5. Definition of Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) is a strategy to take advantage of students' aptitude for thinking inductively and building up a logical and phonetic framework on structural and phonetic analysis (Jiang & Perkins, 2013, p. 8).

The Picture Word Induction Model (PWIM) assists students in the acquisition of sight words, as well as the expansion of their speaking vocabulary into a reading and writing vocabulary, among other things. PWIM

makes use of a picture word chart as a media format. Students are required to locate words by identifying them. It is their practice to write words around the pictures. Students' writing processes can be aided by using an illustrated dictionary, which is created by writing words around the pictures on the chart. As a result, this strategy guides students through the process of writing titles, factual sentences, and paragraph construction.

PWIM is an integrated technique that is intended to help students maintain their ability to think inductively while in school. Inductive learning, according to Nunan (1991, p. 156), is an experience in which students are not explicitly taught about grammar or other types of rules, but rather discover rules through their own experience with language.

2.1.5.1. The Purpose of using PWIM

- To play with words to build phonetic and structural analysis.
- To observe and analyze words within the context of content area themes
- To think inductively
- To make generalizations about the meaning of words and the ideas and concepts represented in the picture.

2.1.5.2. The Example of PWIM

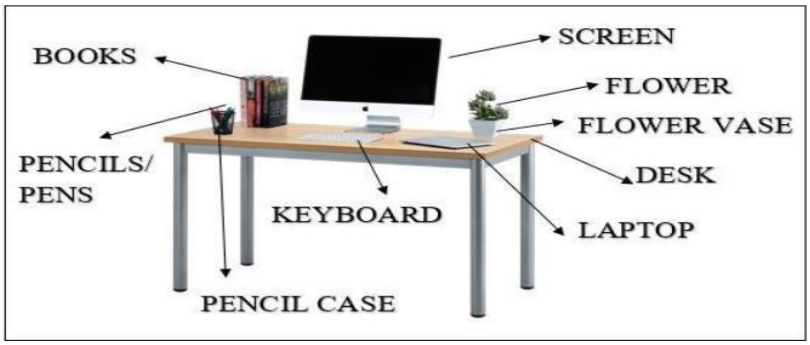

Figure 2.2 Example of Picture (Work Table) using PWIM

In this picture above, show a **work table**, which is relate to Descriptive Text in a type of **Describing Object**. Where this picture is show and describes all of name of objects/ items, start from **books, pencils/ pens, pencil case, keyboard, laptop, desk, flower vase, flower, and screen.** So, the use of the PWIM learning model is to use an image without words, and it will be described by means of objects/items marked with arrows so that students can find out what is English language (this also can increase students' vocabulary) from the object that has been arrow and then write according to the object that has arrows where also students can know to write the word and sentence from this learning model.

2.1.6. Teaching Writing using Picture Word Inductive Model

Teaching is the process of facilitating learning, enabling student to learn, and setting the conditions for learning (Brown, 2001). Teaching is showing or helping learners to grow in their knowledge, giving instructions, guiding in the study to improve their understanding.

As pictures can be using to assist students in stimulating the students' inspiration (Wright, 1992), pictures are used in this research to help the students get involved and to get information on what they should write. Thus, they will have interest to develop their ideas based on what they see in the pictures. Pictures used in this study are pictures associated with words. Picture Word Inductive Model (PWIM) strategy is introduced by Emily F. Calhoun (1999) on his book "Teaching beginning reading and writing with the Picture Word Inductive Model".

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 (Calhoun, 1999:21). Essentially, students study various pictures and then find the object they see, while the teacher draws a line to the corresponding word or phrase.

2.1.6.1. The Steps for Teacher in Teaching using PWIM

1) Choose a picture from a big book, magazine, or Google images.
2) Ask students, “What do you see?” to elicit words.
3) Label the objects in the picture, repeating the word.
4) Direct students to spell and say the word out loud.
5) Ask, “What do these words have in common?” Next, read and group the words by commonalities on a chart (categorize)
6) Review the chart by reading it and saying the words and their spelling aloud. (continue to read as a class over a series of days)
7) Ask, "Can you think of more words to describe the picture?" Chart any additional words.
8) Ask, "What would be a good title for the picture?" Discuss and record the title.
9) Ask students, "What can we say about this picture? What sentences can we write?"
10) Record and work together to group alike sentences.
11) Rearrange the sentences into a paragraph, describing aloud why you are putting sentences in a particular position in the paragraph.
12) Read together a few times.

2.1.6.2. The Strengths of using PWIM

The basic moves of the PWIM stress these components of phonies, grammar, mechanics, and usage. According to Calhoun (1999:28), there are some of the strengths of the PWIM. These can be shown as follow:

a. Students see the picture and identify things, actions, or activities that contained in the picture.
b. The picture that presented become as a stimulus for language experience activities in classroom
c. Students see and hear letters identified and written correctly many times
d. Students hear the words pronounced correctly many times and the picture word chart is an immediate reference as they add these words to their sight vocabulary.
e. Students hear the words spelled and participate in spelling them correctly
f. In writing the sentences, the teacher uses standards English (transforming student sentences if necessary) and uses correct punctuation and mechanics (e.g. commas, capital letters). As differences, mechanical and grammatical devices are using, the teacher describes why the device is used. After many lessons and experiences with the teacher modeling the devices, the students learn how to use them too.

Based on the explanation above about the strength of PWIM, it can conclude that Picture Word Inductive Model is an interesting activity because use picture as a stimulus to develop students' vocabulary by

identify words related to the picture that containing things and action that also connecting to writing skill for students after get much words.

2.1.6.3. The Weakness of using PWIM

According to Feng (2011:45), there are several challenges in the implementation of PWIM, those are:

a. Not every section of each unit in the textbook can be introduced by using this method, such as, section of songs or thymes and short paragraph are difficult to teach by using PWIM.
b. PWIM increases teacher's workload because they have to design their own teaching material.
c. Practicing the full sequence of PWIM is long and time consuming.

2.2. Previous Studies

Based on the title of this research, the researcher must find the related studies concerned with the title. The previous studies related of the titles are:

1. Mira Ermita, Emzir, Ninuk Lustyantie (2019) the title of this research is "Picture Word Inductive Model for Better Descriptive Text Writing". Based on the researcher findings, this study used classroom action research method. Three cycles were done in this study. Data were gathered from observations and tests. In the preliminary study, the mean score of the student's speaking was 50. The percentage of students who passed the

minimum criterion of 70 was 6% with only 1 out of 17 students passing the minimum score. The mean score from cycle 1 was 72 and only 11 students or 65% passed the minimum score. The mean score from cycle 2 was 67 and 41%, i.e. only 7 students passed the minimum score. Meanwhile, from cycle 3, the mean score was 80 and all of the students (100%) passed the minimum score. Hence, the results showed that the use of Picture Word Inductive Model was a success. The students enjoyed their lessons more and were more motivated, interested and confident during the teaching-learning sessions.

2. Ratna Faiza (2019) the title of this research is "The Effectiveness of Using Picture Word Inductive Model (PWIM) In Writing Descriptive Text Skill towards the First Grade Students of Mts Darul Falah". Based on the result of this research, it can be concluded that the researcher used Picture Word Inductive Model (PWIM) as a teaching strategy to help the students' problem in writing skill. The research design of this research was pre-experimental design with quantitative approach. The population of this research was the first grade students of MTs Darul Falah. The sample of this research was VII B class consisted of 28 students. The research instrument was in the form of writing test. The data analysis was using Paired Sample Test by SPSS 16.0. The result showed that the students' mean score in pre-test was 59.86 and the students' mean score in post-test was 81.93. It means that there was a significant effect of using Picture

Word Inductive Model (PWIM) on students' writing descriptive text skill at MTs Darul Falah.

3. Nurhajah Tia Sarifah, Yanuarti Apsari (2020) the title of this research is "The Use of Picture and Picture Technique in Improving Student Writing Skill". The method used was quantitative research with one group pre-test and post-test research design. The population was the 11 th grade students at SMK Tunas Bangsa. The sample was one class of mechanical engineering major and consisted of 35 students. The result showed that null hypothesis of this study was rejected. It is proved by the data from T-test that shows the Sig. 2 tailed is 0.000. This value is less than 0.05. Null hypothesis, therefore, was rejected. This means that picture and picture could improve students' writing skill.
4. Meilin Zhao, Thanachart Lornklang (2019) the title of this research is "The Use of Picture Word Inductive Model Focusing on Chinese Culture to Promote Young Learners' English Vocabulary Acquisition". This pre-experimental study with a pre-test and post-test design was conducted on grade six students for six weeks at private schools, Muang District, Nakhon Ratchasima Province in Thailand. The instruments in this study were lesson plans based on picture word inductive model using Chinese culture and English vocabulary acquisition test. The study indicates that using picture word inductive model focusing on Chinese culture is an effective instruction in promoting young learners' vocabulary acquisition as it

provides learners attractive visual support to widen and deepen the application of the vocabulary and cultural knowledge.

5. Rahayu Meliasari, Ngadiso Ngadiso, Sri Marmanto (2018) the title of this research is “The Picture Word Inductive Model: Its Effectiveness to Teach Writing Viewed from Students' Interest”. This experimental study aimed to find out the effectiveness of PWIM to teach writing viewed from students’ interest in the eighth grade of MTs. ASWAJA Pontianak. Sampling technique was through cluster random sampling resulting 2 classes which consist of 26 students of each class contributed to the study. Technique of data collection encompassed writing test and questionnaire. Picture Word Inductive Model (PWIM) is more effective than Controlled-Writing Strategy (CWS) to teach writing, students having high interest have better writing skill than those having low interest, and there is an interaction between teaching strategies and the level of interest on students’ writing skill.

6. Ika Rustiani, Efransyah (2022) the title of this research is “An Error Analysis in Writing Descriptive Text of The Eighth Grade Student of Junior High School in Cianjur”. The goal of this research is to find out kinds of errors in writing descriptive texts of the eighth grade students of junior high school in Cianjur. The descriptive qualitative method was employed in this research. The research instrument was acquired from the students' tests. The result showed that the errors made by students based on

Dulay (1982) was four type of the grammatical errors, they were omission (14 with percentage 18%), addition (27 with percentage 35%), mis formation (33 with percentage 42%), and mis ordering (4 with percentage 5%). It means that mis formation was the most common grammar error type committed by students.

7. Rachel, R., & Samban, M. (2022) the title of this research is "Using the Picture Word Inductive Model (PWIM) to Write Descriptive Text". The type of this research used to achieve the above objective is descriptive quantitative. The data was collected through written test that was given to the students. The total respondents were 20. Result of the research indicates that the mean score of the students in pretest was 51, 68 and falls into bad score classification while the mean score of the post test was 76,5 and falls into good score classification. So, the students' achievement in writing descriptive text was better after using Picture Word Inductive Model (PWIM). It can be concluded that Picture Word Inductive Model (PWIM) is effective used in writing descriptive text at the eleventh class students of SMA Kristen Makale.
8. Joanne Echalico-Bermillo, Emelda Roma-Remollo (2022) the title of this research is "Picture Word Inductive Model (PWIM) on Students' Vocabulary Achievement and Attitude". There were 50 participants of the study, 25 from the group exposed to PWIM and 25 from the group not exposed to PWIM. The vocabulary achievements of the students were

identified using the 64-item teacher-made pretest, posttest, and retention test. Students' attitudes towards vocabulary learning were determined through a 20-item Likert-Scale Questionnaire on The Learners' Attitude Towards Vocabulary Learning adapted from Gimolatan (2016). Results showed that the group exposed to PWIM strategy outperformed the unexposed group in vocabulary achievement in terms of posttest and retention test. Moreover, the vocabulary achievement of students exposed to PWIM was significantly higher than the students who were not exposed to PWIM. Thus, PWIM was effective in improving the students' vocabulary achievement as well as in enhancing their attitude towards vocabulary learning.

9. Sintawati Yulianti, Siska Nuraeni, Aseptiana Parmawati (2019) the title of this research is "Improving Students' Writing Skill Using Brains writing Strategy". This research used Classroom Action Research. Each cycle covered the step of planning, acting, observing, and reflecting. The population of this research was the Seventh Grade Students of SMP Pandu Nusantara in the academic year of 2018/2019 which consisted of 30 students. The average score of pretest was 45. After the implementation of brainswriting strategy in every cycle, the students' writing skill score were getting better. It can be seen from the research of students' average score Cycle 1 was 50 and Cycle was 71. It can be concluded that brains writing

strategy can improve students' writing skill and improve writing classroom into a better situation.

10. Nurul Hakimah (2022) the title of this research is "The Students' Writing Ability to Write Descriptive Text by Using Picture Word Inductive Model (PWIM)". Classroom Action Research (CAR) was used to study 42 students as the research subjects in class 7-B. The instruments used to collect the data were observation and tests. Then, in the results of post-test cycle I, the number of students who passed the test based on the success criteria remained at 7 students (16.67%). In cycle II, post-test results indicated that students' ability to write descriptive texts had improved slightly. It was concluded that students' writing abilities improved significantly as a result of the PWIM strategy's implementation toward students' writing abilities for descriptive text.

With these related studies, the researcher can consider that the research entitled "Improving Students' Writing Skill in Descriptive Text by using Picture Word Inductive Model at the Tenth Grade of SMA Swasta Budi Agung Medan" has not been studied before. This gave the researcher a hope that this research can be successfully as the previous studies.

2.3. Conceptual Framework

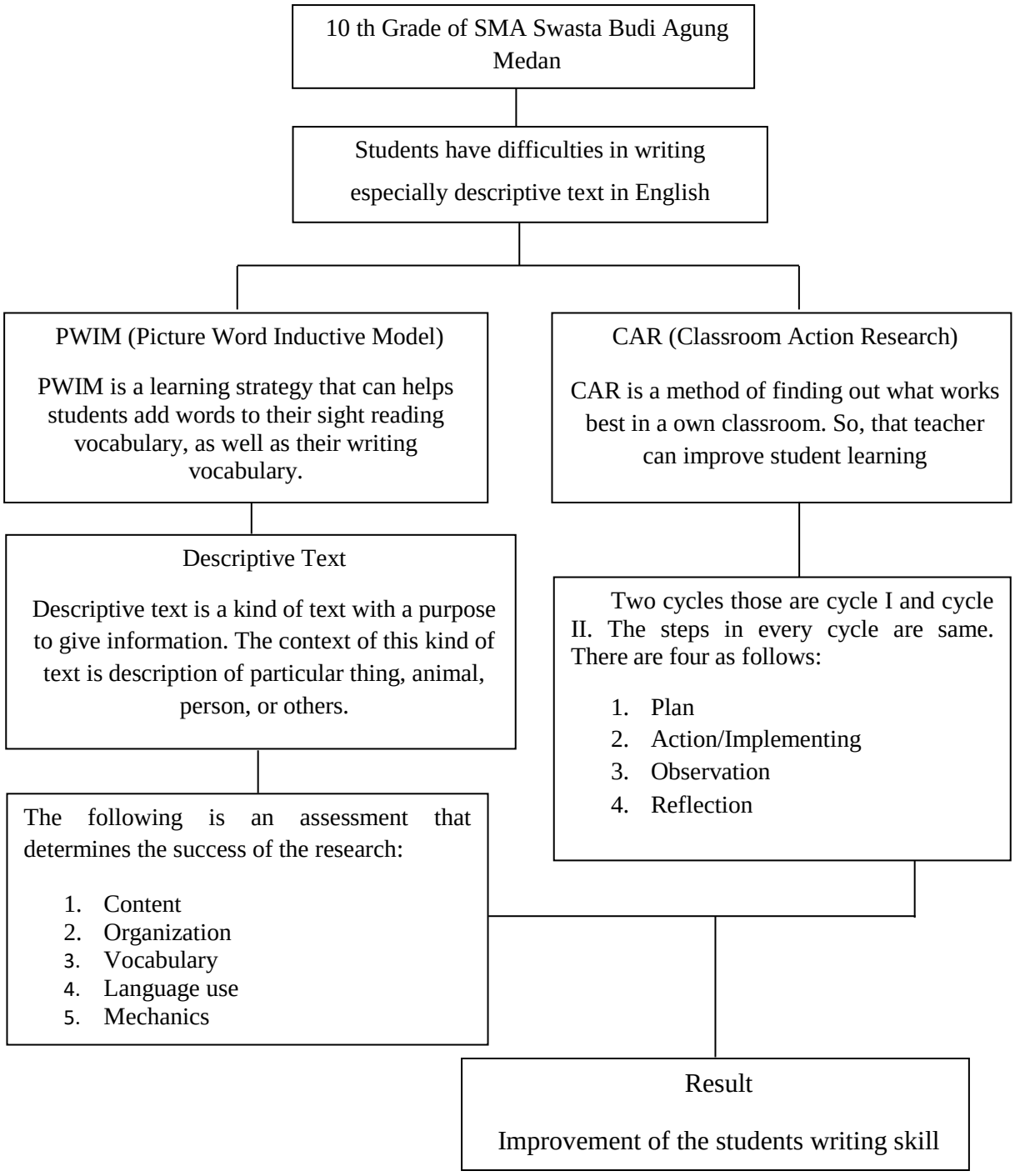

Figure 2.3 Conceptual Framework