

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Writing Descriptive Text

##### 1. Definition of Writing

Writing is one of language skills learnt by students in their school. For almost students think that writing is unbearably difficult. They consider writing as the most difficult skill to be acquired. This opinion is supported by Richards and Renandya states that writing is the most difficult skill for second language learners to master.<sup>1</sup> The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. But the writer believes that everyone can master and manage the writing skill if they want to do practice well. Gordon Taylor says that writing is the seed, the fruit and the pickle of our understanding.<sup>2</sup> So, writers need to know what they are talking about if they want to write well.

There are many definitions about writing given by experts from many resources. Harmer states that writing is a basic language skill, just as important as speaking, listening and reading.<sup>3</sup> It means that writing is one of the basic important skills that give influence to other skill.

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<sup>1</sup> Jack C, Richard and Willy A, Renandya, *Methodology in Language Teaching* (New York: Cambridge University Pers, 2002), 303.

<sup>2</sup> Gordon Taylor, *A Student's Writing Guide* (New York: Cambridge University Pers, 2009), 2.

<sup>3</sup> Jeremy Harmer, *How to Teach English* (Cambridge: Addison Wesley Longman, 1998), 79.

On the other hand, Besral says that “writing is a process of thinking deeply and transfer it into the form of written text by considering the reader and also the components of writing itself.”<sup>4</sup> By writing, we can share our idea, feeling or anything that exists in our mind, and then it is written on a paper or nowadays on a computer screen. In addition, Harmer says that writing is “a form of communication to deliver through or to express feeling through written form.”<sup>5</sup> Then, Mary Fitzpatrick says that you need to explain things to the reader and give them examples so that they can experience the things you have seen and heard.<sup>6</sup>

From definition above, the writer can conclude that writing is the language skill that used to communicate with reader to express things and feelings in written form to make the readers understand and they can experience the things and feeling you conveyed in the text.

## 2. Writing Process

According to Harmer, process writing is a way of looking at what people do when they compose written text.<sup>7</sup> It means that the process is about how the person creates their idea and produces it in

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<sup>4</sup>Besral and NingrumWisma Indah, “The use of Picture Word Inductive Model (PWIM) in the Teaching and Learning Process of Writing,” *Research in Language Teaching, RiELT Journal*, Vol.I, No.1(April,2015),30.

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Pearson Education, 2001), 79.

<sup>6</sup> Mary Fitzpatrick, *Engaging Writing Paragraphs and Essays* (New York: Pearson Education, 2005), 1.

<sup>7</sup> JeremyHarmer, *How to Teach Writing* (New York: Pearson education, 2004), 12.

the written form. Harmer suggested that the process of writing has four main elements:<sup>8</sup>

**a. Planning**

Experienced writer's plan they are going to write. Before starting to write or type, they try and decide what it is going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough.

**b. Drafting**

We can refer to the first version of piece writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.

**c. Editing (reflecting and revising)**

Once writers have produced a draft they then, usually, read through what they write to see where it works and where it doesn't. Perhaps the order of the information is not clear. They may then move paragraphs around or write new introduction. They may use a different form of words for particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course important and are often dealt with later process.

Reflecting and revising are often helped by other readers who comment and make suggestions. Another reader's reaction

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<sup>8</sup> Ibid, 4

to a piece of writing will help the author to make appropriate revision.

#### **d. Final version**

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send written text to its intended audience.

### **3. Teaching Writing**

According to Harmer states that there are some reasons for teaching writing to students of English as a foreign language include: Reinforcement, language development, learning style, and writing as a skill.<sup>9</sup>The teacher can help students to become better writer although there is different reason of students, this is the chance for the teacher because the teachers have a member of crucial task to perform, Harmer mentions the task writing is the following:<sup>10</sup>

#### **a. Demonstrating**

Teacher has to be able to draw these features to their attention. In whatever way students are made aware of lay out issues or the language uses to perform certain written function.

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<sup>9</sup> Jeremy Harmer, op.cit., 79.

<sup>10</sup> Jeremy Harmer, op.cit., 41.

**b. Motivating and provoking**

This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be.

**c. Supporting**

Teacher need to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

**d. Responding**

When responding, we react to the content and construction of a piece supportively and often (but not always) make suggestions for its improvement.

**e. Evaluating**

When evaluating our students' writing for test purposes, we can indicate where they wrote well and where they made mistakes, and we may award grades.

**4. Writing Form**

The form of writing used to tell relate is called narration; that used to describe is called description; that used to explain or interpret is called exposition (or explanation); the form of writing used to persuade or argue is called argumentation.<sup>11</sup>

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<sup>11</sup> George E. Wishon and James M. Burk, *Let's Write English* (New York: American Book Company, 1980), 377-383.

**a. Narration**

Narration is the forms of writing used relate the story of facts or events. Narration place occurrence in time and tells used happened according to natural time sequence. Types of narration include short stories, novels and news stories as well as large part of our everyday social interchange in the form of letter and conversation.

**b. Description**

Description reproduces the way thing look, smell, taste, feel, or sound. It way is used also to describe more than outward appearance of people. It may tell about their traits or character of personality.

**c. Exposition**

Exposition is used giving information, making explanation, and interpreting meaning. It includes editorials, essay and informative and instructional material. Used in combination with narrative, exposition supports and illustrates.

**d. Argumentation**

Argumentation is used in persuading and convincing it is closely related exposition and is often found combined with it argumentation is used a case to prove or disprove a statement or proposition.

From the four of writing forms, the researcher took descriptive text to prove the significant influence of Picture Word Inductive Model (PWIM) toward students' writing ability.

## 5. The Explanation of Descriptive Text

### a. Definition of Descriptive Text

Description in writing is the process of create communication image through words. According to Oshima and Hogue states that “description is writing about how something or someone looks and uses space order.”<sup>12</sup> Moreover, Knapp and Watkins states that describing is also a central feature of narrative text providing the means for developing characterization, sense of place, and key themes.<sup>13</sup> In addition, Dorothy E Zemach also states that descriptive paragraph explains how someone or something looks or feels.<sup>14</sup> As state by Wardiman, et.al “a descriptive text is a text that describes the features of someone, something, or a certain place.”<sup>15</sup> So, from explaining about description above, we can concluded that when writing the descriptive text, the writer must be able to explore their idea into the text, in order to make good description and the reader can feel the object in the descriptive text.

To make the text become a good description, there is a trick from Oshima and Hogue, they state “A good description is like a word picture; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like

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<sup>12</sup> Alice Oshima and Ann Hogue, *op.cit.*, 48.

<sup>13</sup> Peter Knapp and Megan Watkins. *Genre, Text, Grammar* (Sydney: University of New South Wales Press Ltd, 2005) ,97.

<sup>14</sup> Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford: Macmillan, 2005) ,25.

<sup>15</sup> Artono Wardiman, et.al. *English in Focus: for Grade VIII Junior High School* (SMP/MTS), (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), 16

an artist who paints a picture that can be seen clearly in the mind of the reader. ”<sup>16</sup>

In short, writing a descriptive text is a way of picturing images verbally in speech or writing and arranging those images in order to the reader can feel the situation was described.

### **b. Kinds of Descriptive Text**

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time.<sup>17</sup>

#### **1) Describing people**

It is usually people who are interesting to readers. Their appearance is interesting, especially as it reflects personality. When description is mentioned, one tends to think mainly about adjectives and perhaps adverbs. It is sometimes surprising to find that a particularly vivid description has resulted chiefly from the accurate use of verbs. To say that a person shambles or stumbles when he or she walks, for example may give a better picture of that a person than a large number of adjective could.

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<sup>16</sup>Alice Oshima and Ann Hogue.*op.cit.*, 50.

<sup>17</sup>George E. Wishon and James M. Burk.*op.cit.*, 379.



## 2) Describing place

How place look, smell, and sound is important. There are some ways to judge description of place; are impressions other than sight included? Is the picture caught at a single moment in time? Are the details arranged in logical order? Is the same point of view kept throughout? Are the adjective vivid, and are the noun and verb specific and descriptive.

## 3) Describing unit of time

Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of day. Notice how the description of a unit of time sets a certain mood, or emotional tone, in each of the following selections.

### c. Generic Structure

Wardiman, et. al. specify the generic structure of descriptive text into two parts, 1) Introduction is the part of the paragraph that introduces the character; and 2) *Description* is the part of the paragraph that describes the character.<sup>18</sup> This indicates that a descriptive text has two elements, an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics.

In addition, in general descriptive text consists of two elements as follow:<sup>19</sup>

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<sup>18</sup>ArtonoWardiman, et.al, *loc.cit*

<sup>19</sup> Lilies Setiasih Dadi, *How to Write A Short Essay in English Academic Writing*, (Bandung: Alfabeta,2015)171.

### Text Elements

Text elements	Content
Identification	An introduction to the objects/ things described which includes who or what, when, where.
Description	<p>A description of an object. For example the color, the size, the smell, the taste, what makes it special, etc.</p> <p>For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special.</p> <p>For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.</p>
Conclusion	Summary points

#### d. Language Features of Descriptive Text

The language features of descriptive text uses are: Firstly, has certain noun/clear noun, for example: *my House, my cat*, etc. Secondly, using simple present, for example: *I live* in a simple house, the house is very beautiful, it *has* a wonderful park. And then using some kind of adjectives that have describing, numbering, and classifying something, for example: *two strong legs*. Using action verbs, for example: my cat *eats* a

meat; etc. and the last is figurative language; like simile or metaphor. For example: Her hair is black as ebony.

In addition, the descriptive text has dominant language features as follows;<sup>20</sup>

- a) Using Simple Present Tense
- b) Using action verbs
- c) Using adverbs
- d) Using special technical terms

## **B. Picture Word Inductive Model (PWIM)**

### **1. Definition of Picture Word Inductive Model (PWIM)**

Picture Word Inductive Model (PWIM) stated by Calhoun that 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.”<sup>21</sup> Picture Word Inductive Model (PWIM) can create student curiosity about the word, add vocabulary, knowing phonetic and structural principles, and use observation and analysis in learning to read and write. Picture Word Inductive Model (PWIM) which one of strategies that can be applied to various levels of students. It is also can be focused on all language skill, specifically reading and writing skills. Jiang and Perkins addthat picture word chart is the principal of component of the curriculum content and it contains a picture and the words that the students will identify or

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<sup>20</sup>Ibid., 172.

<sup>21</sup> Emily F.Callhoun, *Teaching Beginning Reading and Writing with Picture Word Inductive Model* ( Alexandria, Association for Supervision and Curriculum Development, 1999), 21.

‘shake out’ of the picture.<sup>22</sup> As final process, this strategy leads the students into the writing of titles, factual sentences, and paragraph building. Picture Word Inductive Model (PWIM) strategy was used to guide the students to develop their idea and improve their vocabulary, grammatical, phonetic, mechanic, and spelling in writing text.<sup>23</sup> In short, this strategy is appropriate to teach writing and make the students enjoyable in process learning writing.

Based on the explanation before, the writer concludes that Picture Word Inductive Model (PWIM) is a teaching model strategy that stimulates students to think inductively by identifying the pictures with the aid of pictures presented.

## **2. Procedures of Teaching Writing Descriptive Text through Picture Word Inductive Model (PWIM)**

As explanation previously about Picture Word Inductive Model (PWIM), it can be known that Picture Word Inductive Model (PWIM) is a learning model strategy that allows the writer to identify components of the picture and make it into a word for a piece of paper. In applying PWIM (Picture Word Inductive Model), there are some steps that must be followed.<sup>24</sup> Those steps are modified based on the contexts and students need. Those are:

- a. Select the picture. The teacher must decide the pictures that he or she wants to show to the students. The pictures should relate to the

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<sup>22</sup>Xuan Jiang and Kyle Parkins, “A Conceptual Paper on the Application of the Picture Word Inductive Model Using Bruner’s Constructivist View of Learning and the Cognitive Load Theory, *Interdisciplinary Journal of Teaching and Learning*, Vol. 3, No.1, (Spring, 2013),9.

<sup>23</sup>Besral and NingrumWisma Indah,*op.cit.*, 30.

<sup>24</sup> Emily F.Callhoun, *op.cit.*, 23.

students' age and knowledge. It also should match with the students' need as stated in syllabus.

- b. Ask students to identify and label what they see in the pictures (draw a line from the identified object or area, say the word, write the word, ask students to spell the word about and then to pronounce it).

- 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 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 it.

- e. Generate all the words collected that available in the word chart into sentences then paragraphs.

- f. Read and review the paragraphs.

Descriptive text is done by applying PWIM strategy. Simply, PWIM is a strategy of writing that uses the combination of pictures and words as the main point of the learning process. Later, the provided pictures will be identified by the students with the teachers' guidance. The aim of this activity is to know all of objects in the pictures so that it helps them in the next writing session. After the words collected, the teacher plays drill technique by reading all the words collected. This activity is very useful to improve students' pronunciation, spelling, listening, and speaking. It also helps to increase students' vocabulary.

After knowing and understanding all the labels of pictures, the students begin to write descriptive text with the word chart as the guidance.

### **3. Strengths of Picture Word Inductive Model (PWIM)**

Calhoun states that the Picture Word Inductive Model is designed to teach reading, writing, and the language system.<sup>25</sup> Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts. This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their descriptive writing based a picture.

Calhoun explained some strengths of the Picture Word Inductive Model (PWIM), the basic moves of the PWIM stress these components of phonics, grammar, mechanics, and usage:<sup>26</sup>

- a. 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. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- b. Students hear and see letters identified and written correctly many times.
- c. Students hear the words spelled correctly many times and participate in spelling them correctly.
- d. In writing the sentences, the teacher uses Standard English (transforming student sentences if necessary) and uses correct

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<sup>25</sup>Ibid,30.

<sup>26</sup>Ibid,23.

punctuation and mechanics (e.g., commas, capital letters). As different mechanical and grammatical devices are used, 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.

So, the benefit of Picture Word Inductive Model (PWIM) helps students to be able to produce a sentence based vocabulary they earn based on the pictures. Picture Word Inductive Model (PWIM) is the technique that can make the students easier to organize their ideas into the written form. In other words, Picture Word Inductive Model (PWIM) supports the students learning of sight words which include expanding their speaking vocabulary into a reading and writing vocabulary. This model helps students to be able to produce a paper that reflects the interest and creativity in writing. In addition, this model helps students to improve their reading fluency. As final process, this strategy leads the students into the writing of titles, factual sentences, and paragraph building. Because of that, this strategy is predicted can help the students to solve their problems in writing, especially in writing descriptive texts.<sup>27</sup> This strategy leads the students to identify each object in a picture that they will describe. Through this strategy, the students will be easier to develop their descriptive writing based a picture.

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<sup>27</sup>MarsikaSepyanda, Mukhaiyar, Kusni, "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, " *Journal English Language Teaching (ELT)*, Vol.s 1No.1, (Maret, 2013), 113.