

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some topics that related to the research. It includes the effectiveness, nature of writing, the teaching of writing in Junior High School, the writing process, descriptive text and Picture Word Inductive Model (PWIM).

A. The Nature of Writing

Writing is hard work for almost every one. It is painful to do the intense and active thinking that clear writing demands.¹ Writing is a difficult activity for students, which is involves many skill. It is frustrating to discover how difficult it is to transfer thoughts and feelings from one's head into a piece of paper. It means that writing is a process to transfer the main idea from the brain, makes the supporting idea and to express issues, events, feeling or thinking from words, phrases, sentences, to paragraph in written form. Writing is easy for the people who like writing activity very much, but they must attention about the structure and the continuity of writing process it selves, in order to give better understanding and attract the reader. Writing is a skill. Like any skill, it can be learned and success if the students decide that they are going to learn and learn work at it.

¹ John Langan, *College Writing Skills with Reading*, (New York: McGraw-Hill,), 90.

Writing is a physical and a mental act which is inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Its purpose is both to express and impress. Writers typically serve two masters; themselves and their own desires to express an idea or feeling, and readers, also called audience, who need to have ideas expressed in certain ways. It is both a process and products. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product of an essay, letter, story, or research report.²

B. Teaching Writing in Junior High School Based on Curriculum 2013

Teaching is explaining the subject, facilitating the students and setting the condition for learning process in an out the classroom. Furthermore, in teaching learning process, teacher and students are the important components in the classroom. Teaching writing is an action to teach about writing both process and product to the students based on syllabus and curriculum in school. Based on the purpose of teaching writing, it can be classified in two categories, there are writing for learning and writing for writing.

² Maggie Sokolik, *Practical English Language Teaching, First Edition*, (New York, McGraw-Hill, 2003), 88.

Writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.³ When writing, students often have more time to think than they do in direct oral activities. Writing requires students to focus on accurate language use because they think as they writes, it can surface their language development as they resolve problems which the writing puts into their minds. However, since here the students are not writing to become better writers, but they are writing to help them learn better.

Whereas, writing for writing is entirely different because the objective here is to help students to become better writers and to learn how to write in various genres using different register and references. However, since here the students are writing to become better writers with understanding the use of grammatical or lexical accuracy, the structure, constructivism, punctuation, the purpose, and so on.

Curriculum is a set of plan of purpose, content, materials and method used as a guide of learning process to gain the certain aim. (UU number 20 year 2003, PP number 19 year 2005 in Document of Curriculum 2013). Curriculum development is directed to reach the competences as stated in Basic Competences. The students learning responsibility in Junior High School is 38 hours every week. English subject is taught 4 hours of learning. Usually, it is divided into 2 meetings which each meeting is conducted for 40 minutes, as presented in the table below.

³ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), 31.

Table 2.1 Curriculum Structure of Junior High School

MATA PELAJARAN		ALOKASI WAKTU BELAJAR PER MINGGU		
		VII	VIII	IX
Kelompok A				
1.	Pendidikan Agama	3	3	3
2.	Pendidikan Pancasila dan Keewarganegaraan	3	3	3
3.	Bahasa Indonesia	6	6	6
4.	Matematika	5	5	5
5.	Ilmu Pengetahuan Alam	5	5	5
6.	Ilmu Pengetahuan Sosial	4	4	4
7.	Bahasa Inggris	4	4	4
Kelompok B				
1.	Seni Budaya (termasuk muatan lokal)	3	3	3
2.	Pendidikan Jasmani, Olah Raga, dan Kesehatan (termasuk muatan lokal)	3	3	3
3.	Prakarya (termasuk muatan lokal)	2	2	2
Jumlah Alokasi Waktu Per Minggu		38	38	38

English belongs to Group A. It is a group of subjects tending to intellectual and affective aspect, while Group B tends to affective and psychomotoric. In curriculum 2013, there are Core Competences and Basic Competences that should be gain by the students with the teacher as the

media, supporter, facilitator of learning.⁴ The core competences of curriculum 2013 are as follows:

1. Concerning and practicing the value of their religion.
2. Exploring the attitude (honest, discipline, responsibility, care, cooperate, piece, responsive, and active) shows the attitude as problem solver in the country in effective interaction in social society and take position ourselves as a reflection of the nation in the association world.
3. Understand, apply, analyze, and evaluate factual knowledge, conceptual, procedural in science, technology, arts, culture, and humanities with human insight, national, state, and civilization-related phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
4. Process, reasonable, and serve in the concrete realm and abstract domains associated with the development of the independently learned in school, and was able to use the method according to the rules of science.⁵

C. Writing Process

Jeremy Harmer stated that process of writing is a way of looking at what people do when they compose written text.⁶ Generally the writing process is seen

⁴ Dokumen Kurikulum 2013, Desember 2012, Kementerian Pendidikan dan Kebudayaan, 2-5.

⁵ Ibid., 62-63.

⁶ Jeremy Harmer, *How to Teach Writing*, 12.

as consisting of five stages: Prewriting, drafting / writing, revising, editing, and publishing. The five stages of the writing process are a framework for writing well and easily.

1. Prewriting

Murray defines that pre-writing or planning out what is going to be written, is an essential step in the writing process and should account for 70 percent of the writing time.⁷ Pre-writing is the time to get the brain focused. It is the thinking, talking, reading and writing about topic before write a first draft. It is a way of warming up before write. There are several ways to warm up before writing⁸:

a) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how to use them. They can include words, phrases, sentences, or even question. Brainstorming technique involves oral and pre-writing exercises for helping the learner and for expressing ideas by the teacher. It is a technique that is used under the discussion method.⁹

⁷ Murray, D.H, *Learning by teaching*, (NJ: Boynton/Cook, 1982), 3.

⁸ Karen Blanchad & Chrishyne Root, *Ready to Write*, (USA: Longman,2003), 42.

⁹ Adel Al-Katib Bilal, The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College, *American International Journal of Contemporary Research*, Vol. 2 No.10, (© Centre for Promoting Ideas, 2012), 31.

b) Clustering

Clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circle and line. In other words, clustering is an activity of drawing of ideas. While Sukhdev Singh Ghuman stated that clustering is the process of grouping a set of objects in such a way that objects in the same group are more similar in some particular manner to each other than to those in other groups. It is used in many areas of research like data mining, statistical data analysis, machine learning, pattern recognition, image analysis and information retrieval.¹⁰

2. Drafting and Writing

This is actually writing the first draft of the piece. After thinking about topic and doing necessary prewriting, the next step in the writing process is writing paragraph. When write the first draft of the paragraph, the ideas generated from prewriting used as a guide. According to graves there are two activities or steps in drafting and writing, such as write and refine paragraphs, and focus on communication of meaning.¹¹

3. Revising

It is almost impossible to write a perfect paragraph on the first time. After completing the first draft, a writer must look for ways to improve it. This step is called revising. Many students believe that revision is about

¹⁰ Sukhdev Singh Ghuman, *International Journal of Computer Science and Mobile Computing*, Vol.5 Issue.5, (India: © IJCSMC All Rights Reserved, May 2016), 524.

¹¹ Graves, D.H, *Writing: Teachers and Children at Work*, (NH: Heinemann, 1983), 2.

correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate sentences, paragraphs or even pages in order to make a piece clearer or to add sentences, paragraphs or even pages. The draft is just an attempt, but revision is the effort to make sense of the writing.¹²

4. Editing

The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. It needs to be done after a writer made revisions on a big scale: or else a writer could agonize over a perfect sentence, only to end up cutting that whole paragraph from your piece. Graves stated that both revising and editing are two activities that can be done by revise content. Proofread for writing conventions, and text reorganization.

5. Publishing

Publishing goes beyond getting a piece in a magazine or newspaper. Publishing means getting a piece into the hands of any reader. It means getting a friend or teacher or parent to read a piece is publishing. By knowing that others will read a piece a writer will work harder to make certain the piece reaches its highest possible potential. Graves argues that they are two

¹² Ali Hale, *The Writing Process*. Available on <http://www.daillywritingtips.com/writingprocess-revision-html>. Retrieved on 6th December 2016 at 08.00 p.m.

activities that can be done in publishing such as celebrate and showcase finished products, and then build confidence in students as writers.¹³

D. Descriptive Text

One type of texts which is learned in junior high school is descriptive text. Descriptive text is a text describe a specific person, place, thing, or any subject. As Oshima and Hogue said that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind.¹⁴ While Wardiman defines that descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place.¹⁵ Furthermore, Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The social function of

¹³ Graves, D.H, *Writing: Teachers and Children at Work*, (NH: Heinemann, 1983), 2.

¹⁴ Tossi Ana Ari Utami, *Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique For Grade VIII Students At SMPN 1 Piyungan*, (Thesis, Universitas Negeri Yogyakarta, Yogyakarta, 2014), 29.

¹⁵ A., Wardiman, M. M., Jahur and M. S. Djusma, *English in Focus for Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional: 2008), 115.

descriptive text is to describe a particular person, place, or thing. The generic structure of descriptive text consists of identification and description.

1. Identification: identifies phenomenon to be described.
2. Description: 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).

There are several language features of descriptive text. Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features:

- Focus on specific participants, e.g., (My English teacher, Andini's cat, My favourite place).
- Use of Simple Present Tense
- Use of Simple Past Tense if Extinct
- Verbs of being and having
 - 'Relational Processes'. e.g., (My mum is really cool, She has long black hair)
- Use of descriptive adjectives. e.g., (strong legs, white fangs)
- Use of detailed Noun Phrase to give information about the subject. e.g., (a very beautiful scenery, a sweet young lady, very thick fur)
- Use of action verbs 'Material Processes'. e.g., (It eats grass, It runs fast)

- Use of adverbials to give additional information about behavior. e.g., (fast, at tree house)
- Use of Figurative language. e.g., (John is as white as chalk)¹⁶

The example of descriptive text¹⁷:

I am at seventh grade of SMP right now. I am happy study here. My school has a lot of rooms. There are many classes, laboratories, canteen, teacher offices, library, and meeting room. It also has a wide field in the center of school, a big and beautiful mosque, a large hall and some clean toilets. All people in the school keep school clean, so it always looks clean.

My classroom is at the first floor. It has thirty chairs, thirty desks, one whiteboard in front of class, two sets student locker, a cupboard, a teacher's chair and table, a water gallon at the right corner, a dust bin, duster and a broom in the behind of door, and two fans on the ceiling. I love my class so much. It makes me feel at home.

¹⁶ M Mursyid PW, *English Learning Handout For Grade VIII Learning Descriptive Text*, (Karangdadap: Microsoft Student Encarta, 2006), 4-5.

¹⁷ A. Wardiman, M. M., Jahur and M. S. Djusma, *English in Focus for Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional: 2008), 115.

E. Picture Word Inductive Model (PWIM)

According to Calhoun, 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 states that for most of beginner writers, the Picture Word Inductive Model (PWIM) is an interesting and enjoyable activity where the students can enjoy gaining object and events through picture. Basically, Picture Word Inductive Model (PWIM) is a strategy which uses the advantage of picture as the learning media in teaching and learning process.¹⁸ However, Picture Word Inductive Model (PWIM) consists of pictures which are familiar to the students, so it can make the students able to identify it easily. In the pictures used, there are some key words to make students find out what they will write about called word chart.

Calhoun claims that, there are several benefits of using Picture Word Inductive Model (PWIM) strategy:

1. 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).

¹⁸Herizal & Novi Afriani, Improving Students' Descriptive Writing Text Through Picture Word Inductive Model (PWIM) Strategy For Seventh Grade Of SMP Inaba Palembang, *Jurnal Pendidikan dan Pengajaran*, (Palembang, 2013), 28.

2. Students hear and see letters identified and written correctly many times.
3. Students hear the words spelled correctly many times and participate in spelling them correctly.¹⁹

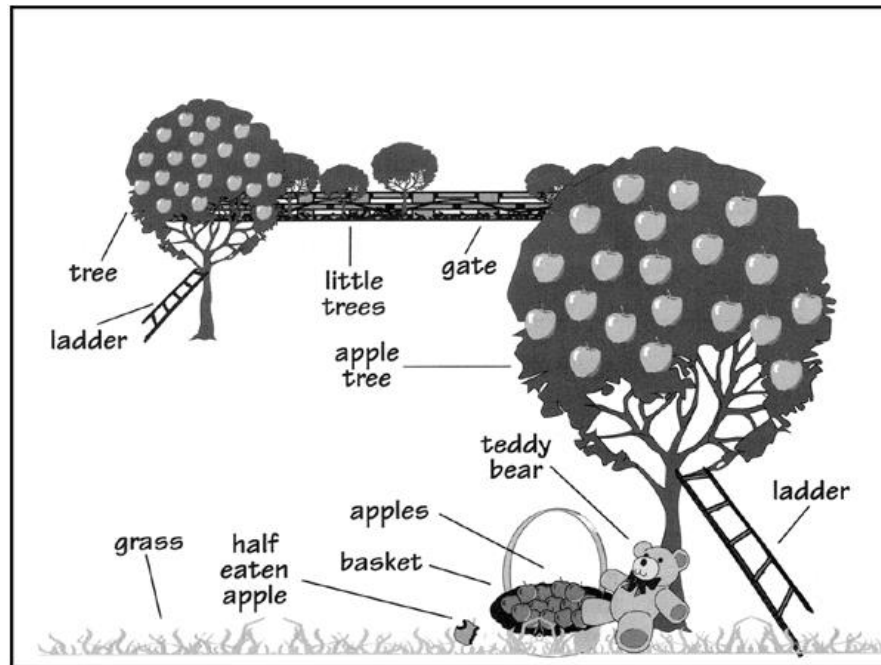
Calhoun has shown that there are several instructional sequences of Picture Word Inductive Model (PWIM):

1. Select a picture.
2. Ask students to identify what they see in the picture.
3. Label the picture parts identified. (Draw a line from the identified object or areas, say the word, write the word, ask students to spell the word aloud and then to pronounced it).
4. Read and review the picture word chart aloud.
5. Ask students to read the words using the lines on the charts if necessary and to classify the words into a variety of groups. Identify common concepts, for instance, beginning consonants, rhyming words, etc. to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell, and say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. 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.

¹⁹ Emily F. Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model*, (Alexandria: Association for Supervision Curriculum Development, 1999), 21-23.

9. 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.
10. Read and review the sentences and paragraph.²⁰

There are some examples of Picture Word Inductive Model (PWIM):



²⁰ Xuan Jiang & Kyle Perkins, A Conceptual Paper on the Application of the Picture Word Inductive Model Using Bruner's Constructivists View of Learning and the Cognitive Load Theory, *Interdisciplinary Journal of Teaching and Learning*, Vol. 3, Number. 1, (Miami: Florida International University, 2013), 9.

