

## CHAPTER II

### REVIEW OF RELATED LITERATURE

An essential step in any research project is literature review. In this chapter, the researcher presents the review of related literature. In concern with theoretical frame work underlying this study, which is presented in detail. This chapter consists of the writing, paragraph and the picture word inductive model.

#### A. Writing

Writing is a tool to communicate between writer and reader, by writing the writer can tell the reader about information, situation and many others. In writing here, there are some points will discussed. They are the nature of writing and the process of writing.

##### 1. The Nature of Writing

There are four basic skills in learning a language (listening, speaking, reading and writing). Writing is a one of those skills which have to be mastered by learners in order to mastering the language. Writing is a basic language skill, just as importance as listening, speaking and reading. It means that learners need to know how to write well just as they need to know how to pronounce spoken English in appropriately.<sup>6</sup> Writing is a way of gaining control over your ideas and getting them down on paper.<sup>7</sup>

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<sup>6</sup> Jeremy Harnes, *How to Teach English* (England: Person Education, Inc, 1998). Page 79.

<sup>7</sup> Joy Wingersky, Jan Boernes and Drana Holguin, *Writing Paragraph and Essays* (California: Wodsworth Publishing Company, 1992). Page 1.

Writing is an effort to create a dialogue with readers. It involves exploring our relationship to our reader in much the same way that we explore our relationship to people we talk to.

Writing is a process of thinking in writing form, where the writer can express his or her ideas, experiences, thoughts and feelings. Writing is also a skill of arranging the words to form sentences, paragraphs so that those ideas, opinions, experiences and expressions can be communicated to others in form of material.<sup>8</sup>

Writing is a process through which you discover, organize and write your thoughts to communicate with the reader. When you speak, you have tone of voice and facial expressions to help you get your point across. You also have the chance to clarify miscommunications quickly. When you write, you have only words and punctuation to form your message, but you do have the opportunity to organize your thoughts and words until you are happy with the finished product.<sup>9</sup>

When teaching writing, we need to make sure that our students have some writing aim. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose. The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences or at least when they are

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<sup>8</sup> Robert Lado, *Language Testing*, (London: Longman Group Ltd). Page 143

<sup>9</sup> Joy Wingersky, Jan Boernes and Drana Holguin, *Writing Paragraph and Essays* (California: Wodsworth Publishing Company, 1992). Page 3.

performing tasks which they are likely to have to do in their out-of-class life.<sup>10</sup>

## 2. The Process of Writing.

The writing process in many different ways and requirement all kinds of different situations in which to feel “comfortable” when writing. When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing. The general steps in the writing process include pre-writing, drafting revising, rewriting. Those are described as pre-writing, drafting, revising and rewriting.<sup>11</sup>

### a. Pre-writing

*Step one:* Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about.

If not, choose your topic yourself.

*Step two:* Gather ideas. When you have a topic, think about what you will write about that topic.

*Step three:* Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

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<sup>10</sup> Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004). Page 39.

<sup>11</sup> Dorothy E. Zemach and Lisa A. Rumisek, *College Writing from Paragraph to Essay*, (Oxford: Macmillan Publishers Limited, 2003). Page 3.

b. Drafting

Write your paragraph or essay from start to finish. It is the part of the writing process in which composes sentences in paragraph from to produce the first copy of essay.

c. Revising

Revising is one of the most important steps in writing a paper involves smoothing out writing, adding more detail and making other changes that will help to say what want to say in the best way.

d. Rewriting

Rewriting is making the final draft and deciding it is ready for intended audience is a step that takes patience and judgment.

**B. Paragraph.**

A good paragraph developed by detail, the topic sentence is supported by factual material, sense impression or conceptual facts. Many kinds of paragraph, but in this point, there are two points will discuss, they are definition of paragraph and descriptive paragraph.

1. Definition of Paragraph

Paragraph is a group of sentences which contain relevant information about one main or central idea. Paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten



sentences. The number of sentences is unimportant, however the paragraph should be long enough to develop the main idea clearly.<sup>12</sup>

A paragraph has three major structural parts: a topic sentence, supporting sentences and concluding sentence.<sup>13</sup>

*The topic sentence* states the main idea of the paragraph it only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. *Supporting sentences* develop the topic sentence. That is explaining the topic sentence by giving reasons, examples, facts, statistics and quotation. *Concluding sentence* signals the end of the paragraph and leaves the reader with important points to remember.

A paragraph has components or elements to recognize and support the sentences. The elements of paragraph are: completeness, logical order, unity and coherence.<sup>14</sup>

a. Completeness

A paragraph must have enough information in to give the reader a clear picture or a full discussion of its main idea (the topic sentence). A

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<sup>12</sup> Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Student* (USA: Addison-Wesley Publishing Company, Inc., 1983). Page 3.

<sup>13</sup> Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Student* (USA: Addison-Wesley Publishing Company, Inc., 1983). Page 3-4.

<sup>14</sup> Joy Wingersky, Jan Boernes and Drana Holguin, *Writing Paragraph and Essays* (California: Wodsworth Publishing Company, 1992). Page 38.

paragraph without details or examples will be vague and unconvincing. A paragraph does not have enough information is called incomplete or undeveloped.

b. Logical Order

All the sentences in a strong paragraph relate to one main idea and that there should be enough supporting details to make the main idea clear. A second element that strong paragraphs have is logical order. All the support sentences should be in clear logical order.

c. Unity

All sentences in a good paragraph relate to the topic (main idea). When any idea does not relate specifically to the topic sentence, then that paragraph lacks unity or is not unified. All sentences in a paragraph should focus on the one thing expressed in the topic sentence, all of the sentences stick together. Unity can be achieved as long as the paragraph has a good, clear topic sentence. If not, we will find it very difficult to control the flowing-in of information.<sup>15</sup>

d. Coherence

One of the most important considerations in writing a paragraph is coherence. The way all the sentences should be clearly connected to each other. Without connecting words or phrases, supporting idea may be hard to follow and sometimes may even seem to be unrelated to the topic sentence and to each other. Coherence plays a crucial role in

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<sup>15</sup> Barly Bram, *Write Well: Improving Writing Skills*. (Yogyakarta: Penerbit Kanisius, 1995).  
Page 20.

making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas.

## 2. Descriptive Paragraph.

A descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.<sup>16</sup> Descriptive paragraph is a paragraph which consists of three important qualities such as dominant impression, mood, and logical development. It is used to give vivid details of an object either it is person, place, or thing. Descriptive paragraphs include details that appeal to the five senses: sight, taste, touch, smell, and hearing.

Descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it. This type of writing is characterized by: sensory details, precise language (tulip instead of flower; mansion instead of home), comparisons (under the jewelled sky; speaks like a queen), strong verbs (He slammed the book down.), and hyperbole (faster than a speeding bullet; strong as an ox).<sup>17</sup>

In a descriptive paragraph, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader. In a descriptive paragraph, the writer uses sensory details

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<sup>16</sup> Doroti E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*. (Oxford: Macmillan Publishers Limited, 2003), page 25.

<sup>17</sup> John Schechter, "The Master Teacher Series", [www.teachingdoctors.com](http://www.teachingdoctors.com), Accessed 24 May 2013.

such as sights, sounds, smells, tastes, feelings, and textures to create vivid images in the reader's mind.

An experienced writer relies on sense memories of a specific experience to call to mind these details. In addition, the writer often uses spatial order to create a clear visual image of a person, place, object, or scene: the location or arrangement in space from top to bottom, bottom to top, right to left, left to right, near to far, far to near, inside to outside, or outside to inside. There are two generic structures in descriptive paragraph, they are: Identification and Description.

Identification is a part of descriptive paragraph that show the introduction about what and who will describe. And description is about the especially characteristic of things, place or people who described.

In a descriptive paragraph, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader. There are five ways to create possible description: *start with what the reader can see, describe smells and tastes, say how the moment or item feels, mention the sounds of the moment and include some other literary components.*

Start with what the reader can see. Since sight is the most helpful sense, any good descriptive paragraph must first discuss what the writer wants the reader to visualize. Using strong adjectives to illustrate your scene, moment, experience or item to the reader will help provide a visual picture in your reader's mind.



Describe smells and tastes. Think about how you can describe the topic, scene, or moment to the reader in terms of how it smells and tastes. The best descriptive paragraphs use a whole slew of adjectives that make the reader feel as if they were actually experiencing the thing you are describing, and not just reading about it.

Say how the moment or item feels. As you continue writing your paragraph, write a sentence or two about how the experience feels. What does it remind you of as you imagine yourself running your hand along its surface, or the tingling feeling you feel run down your back? How are you reacting to the moment? Again, use descriptive adjectives to describe how the moment feels. Avoid using general statements like "it feels nice", which is not descriptive at all.

Mention the sounds of the moment. What can you hear? Is there a deafening silence? If there is a buzzing sound, avoid simply saying "All of a sudden I heard a loud buzzing sound", rather "I jerked as all of the sudden I heard an indefinable buzzing sound, so loud I put my hands over my ears. I assumed it was the deafening fire alarm..." and the reader would be able to relate with the "fire alarm" description, as most people have experienced the startling noise of a fire alarm.

Include some other literary components. Using other effective writing techniques to top off your paragraph will make it all that more professional. If you include all these elements in your paragraph, your reader will be able to fully experience and appreciate your writing.

### C. The Picture Word Inductive Model.

The Picture Word Inductive Model is one of kind models of teaching. This model can use in reading and writing. In picture word inductive model here, the researcher will discuss the definition of picture word inductive model, the steps in using Picture Word Inductive Model and the advantage of the Picture Word Inductive Model.

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

Picture Word Inductive Model is one of teaching model which have research orientation to give instruction to finish the student's duties are complex enough.<sup>18</sup> The Picture Word Inductive Model 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. Teachers use the Picture Word Inductive Model with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading, writing, comprehending, and composing.<sup>19</sup>

The Picture Word Inductive Model is an instructional approach for the teaching of reading that uses pictures containing familiar objects, actions and scenes, to draw out familiar words from students' listening and

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<sup>18</sup> Bruce Joyce, Marsya Weil and Emily Calhoun, *Models Of Teaching: Model-model Pengajaran*, (Yogyakarta: Pustaka Pelajar, 2009). Page 164.

<sup>19</sup> Emily F. Calhoun, "Teaching Beginning Reading and Writing with the Picture Word Inductive Model", <http://www.ascd.org/publications/books/1999calhoun/1999calhountoc.html>, Accessed on 24 May 2013.

speaking vocabularies. This strategy helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and to examine and categorize phonetic and structural principles present in those words.

## 2. The Steps in Using Picture Word Inductive Model.

In running a learning process, a teacher is required to be able to create an exciting and educating learning process. Besides, a teacher also must have responsibility in creating a good learning environment. One of the ways is by creating or choosing appropriate learning media.

The choosing of the appropriate learning media will be very much helpful for the students to reach the aim of learning. It means that not all of media can help the realization of the aim of learning, it will happen when the media used by teacher is not appropriate with the need.

Sometimes, teacher needs media in teaching process but sometimes not depends on the material given. In this case, in writing a descriptive paragraph, the researcher using Picture Word Inductive Model as a method to help the students, with the picture or photo as a media.

Using Picture Word Inductive Model in learning and teaching process has some steps of process. And each step can build the ability of students in improving their skills. The process of Picture Word Inductive Model as follow:<sup>20</sup>

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<sup>20</sup> Bruce Joyce, Marsya Weil and Emily Calhoun, *Models Of Teaching: Model-model Pengajaran*, (Yogyakarta: Pustaka Pelajar, 2009). Page 156.

- a. Start from the picture or photo that content of the materials include in all the things that can used by students to describe with listening and conversation language.
- b. The students learn more about the picture, it means that the students identify the object which they look in picture, and teacher draws a line with some words or phrase relate with the picture.
- c. The teacher prepares some word cards to students. The students check directly what they can know about the words or the teacher has to repeat the words again. Then the students classify those words.
- d. After classify the words, the students asked for to produce the fact sentence about the picture, directly.
- e. After that, the teacher chooses one of category or sentence model from student to write a good paragraph. Then discuss about his/her thinking about why he/she use that idea in his/her sentence. After that, the teacher asks for the students to write a good paragraph from their sentences.

Using Picture Word Inductive Model in learning and teaching process has some function. There are some functions of Picture Word Inductive Model in teaching. The Pictures Word Inductive Model can give some supports in producing language skill and promoting them as follows: the Pictures Word Inductive Model can improve study how to build their vocabularies, study how to analyze the structure of words and sentences, the students can produce a paragraph, improving the interest and ability to



express in writing and improving the skill to work together in learning with friends in writing.<sup>21</sup>

### 3. The Advantages of the Picture Word Inductive Model.

The Picture Word Inductive Model have some advantages in its application. The following list of advantages of the Picture Word Inductive Model is drawn from Calhoun (1999). They are:<sup>22</sup>

- a. The strategy emphasizes phonics, grammar, mechanics and usage of Standard English.
- b. Picture provides concrete visual 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, or picture dictionary, that enables students to eventually add the words to their own 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.

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<sup>21</sup> Bruce Joyce, Marsya Weil and Emily Calhoun, *Models Of Teaching: Model-model Pengajaran*, (Yogyakarta: Pustaka Pelajar, 2009). Page 167.

<sup>22</sup> Emily F. Calhoun, "Teaching Beginning Reading and Writing with the Picture Word Inductive Model", <http://www.ascd.org/publications/books/1999calhoun/1999calhountoc.html>, Accessed on 24 May 2013.

- f. Students hear and see words spelled correctly and participate in correct spelling and writing.
- g. Learners benefit from the teacher modelling of key words and concepts. With extensive practice, students begin to learn how to create sentences and paragraphs related to the subject under study.