CHAPTER II

THEORETICAL REVIEW

A. Writing

1. The Definition of Writing

Communication can be done in two ways: in oral and written form. When someone cannot share the ideas by speaking, he or she can use a written form to communicate with others. There are some definitions about writing based on the some experts. Gaith (2002: 1) states that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

Writing is a way of thinking and learning. It gives a unique opportunity to explore ideas and acquire information. Writing is one of four skills of English that have to be mastered by the English learners. There are several ideas about definition of writing in general. Nurgiyantoro (2001) defined a writing activity is the latest skills mastered by the students after listening, speaking, and reading skills.

Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
Based on experts’ opinion mentioned previously, the researcher concludes that writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentences arranged in particular order and linked together in certain ways.

2. The Importance of Writing

Writing is the complex process it means that in writing students have to consider many things to build a good writing result. Harmer (2004: 31-33) states that there are many advantages of learning writing. They are as follows:

a. Writing is often not time-bound in the way conversation is. It means that students have longer time to think than in speaking activity. They can check their grammar patterns.

b. Writing encourages students to focus on accurate language use because they think as they write; it may provoke development well as they resolve problems which writing puts in their mind.

c. Writing is often used as a means of reinforcing language that has been thought. They use writing skill to make a note about what they have learnt while learning process happens.

d. Writing is frequently useful as preparation for some other activity.

e. Writing can also, of course, be used as an integral part of larger activity where the focus is on something else such as language practice, acting out, or speaking.
As the example, the teacher asks the students to make a short dialogue which they will then act out.

f. Writing is also used in questionnaire type activity

Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

From the explanation above, the writer can conclude that writing skill is very important to be learnt. Writing helps us in solving and improving other skills in learning language.

3. The Component of Writing

The stock of vocabulary, grammar and comprehend how to make a correct sentence must be considered to make a good writing. The students’ writing score will be evaluated by the scoring system. The aspects of scoring are organization, content, grammar, vocabulary, and mechanic (Nurgiyantoro, 2001: 48). To make it clear, the researcher will explain each aspect.

a. Organization

It means how the students organize their idea. Whether each paragraph is organize well or not. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.

b. Content

The content refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and
relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

c. Language

The students use effective complex sentence construction and make only few faults in the using of grammar.

d. Vocabulary

If the students could choose the correct words as it is function and master informing words.

e. Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph.

4. The Process of Writing

In writing there are some important things that the researcher has to notice when the researcher will make writing. According to Harmer (2004:4-5) states that process of writing has four main elements. Those are planning, drafting, editing, and final version.

a. Planning

The writer has to think about three main issues:

1) The purpose of their writing skill since this will influence (among other things) not only the type of the text they wish to
produce, but also the language they use, and the information they choose to include.

2) The audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraph are structured, etc), but also the choice of language.

3) The content structure of the piece that is how best of sequence the fact, ideas, or arguments which they have deiced or included.

b. Drafting

One can refer to the first version of a piece of writing as a draft. A number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

After writers produce a draft, then they usually read what the result of the draft is in order to see where it works and where it does not. Perhaps, the order of the information is not clear. Perhaps, the way something is written is ambiguous or confusing.

Reflecting and revising are often helped by other readers (or editor) who moment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revision.

d. Final Report
After the writer edits their draft, it may be different from the original plan and the first draft because they make the changes which they consider to be necessary. However, in the final version, the writer is now ready to send the written text to intended audience.

One might decide to represent these stages in the following way:

Planning ...drafting... editing.....final draft

Based on the description above, it can be concluded that in producing the final draft which can be served to the readers, it needs some steps such as; planning, drafting, and editing.

5. The Tasks of the Teacher in Writing

Success of writing for the students is not far away from the roles of the teachers in the classroom. The teacher has some tasks in writing class.

According to Harmer (2004: 41-42), there are some of teacher’s tasks; those are as follows:

a. Demonstrating

Teacher should make the students aware of writing conventions and genre in each type of writing and pay attention to features of writing.
a. Motivating and Provoking

Teacher has to help the students by motivating or provoking them in order to have ideas when the students are lost for words, especially in creative writing tasks.

b. Supporting

Students need a lot of help and comfortable feeling when they write; therefore, when the students are writing in class, teacher is needed to be extremely supportive, always available (except during exam writing of course), and be ready to help students to solve the problems and overcome the difficulties.

c. Responding

Reaction to students’ written work can be in form of responding. When responding, there are suggestions for its improvement, and there is no grading of students’ work.

d. Evaluating

The teacher can know the real condition of the students’ ability when she or he evaluates the students writing result. Evaluation can also use as consideration for teacher to create a better teaching and learning process.

Those are description about the teachers’ tasks in writing classroom activities. Hopefully by obeying the tasks, namely demonstrating, motivating and provoking, supporting, responding,
and evaluating, it can make the students have more ability in writing.

6. The Problem of Writing

According to Nurgiantoro (2001: 298-299), there are some problems faced by students in learning writing. Those are as follows:

a. Organizing idea

The students usually face problem in writing process such as how to organize the idea into sentences. In writing composition, students will put their ideas and thoughts to be developed become a good written. It will be better if we start the writing process by choosing theme first before we write the composition. After that we can make an outline to help us in arranging the sentences or paragraphs.

b. Lack of Vocabulary

Vocabularies become complex problem especially in writing. Lack of vocabulary makes students often write uncommunicative sentence. Besides that, they often choose incorrect words in their composition.

c. Grammar Accuracy

Grammar becomes very important aspect in writing. A draft will be said a good draft if grammar which is used is correct.
7. The Paragraph Writing

There are some definitions about writing based on the some experts. There are some definitions about paragraph based on the some experts. Sanggam (2007: 11) states that paragraph is a product of written language skill to express the topic in a piece of writing. Tarigan (2008: 4) states that paragraph is a unit of language forms which is as the result of sentences merging.

Lunsford and Collins (2003: 116) defines that paragraph is a group of sentences or a single sentence that forms a unit. It also defined by Syamsuri, (2009: 61), paragraph is a unity of mind, a unity which is more extensive than the sentence.

From the explanation above it can be concluded that paragraph is a written form which is contain several sentences and related to one main topic.

B. Recount Text

1. The Definition of Recount Text

There are some definitions about writing based on the some experts. According to Purwanti (2013: 59) recount text is a type of text that has the main function or communicative purpose to tell the reader or listeners or viewers about past event or past experience. Recount text is a text which tells about “what happened” and it is focused on a sequence of events, all of which relate to the occasion (Priyatna, 2008:...
50). Wardiman (2008: 61) stated that recount text is a text that tells the reader about one story, action or activity.

From the definition above, the researcher concludes that recount text is a text that tells us about past experience or past event.

2. The Component of Recount Text

a. Generic Structure

According to Mukarto (2007: 62) there are some generic structures of recount text. Those are as follows:

1) Title (optional)
   It is usually summarize the text and informs specific participants. It is possible not to give title in our recount text.

2) Part 1: orientation
   It provides the background information. It answers the question. Who? When? Why? What experience?

3) Part 2: list of events.
   It present event what people do? It tells the event chronologically. It uses conjunction or connective like: first, second, then, next, finally, etc. They show the sequence of events.

4) Parts 3: reorientations
   It shows concluding comments. It expresses the writer’s personal opinion regarding the events described.
b. Language Features

The language features used in recount text are as follows:

1) Using chronological connection: then, first

2) Using linking verb: was, were, saw, heard

3) Using action verb: looked, went

4) Using simple past tense: walked, talked

5) The passive voice may be used: the bottle was filled with ink.

6) Using personal pronouns: I, we

Based on the description above, the researcher concludes that recount text is a text which is used to retell about the experience in the past. The evaluation of recount text focuses on the grammar, vocabulary, mechanics, fluency, and form.

3. The Kind of Recount

Recount is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recount can be personal, factual or imaginative.

Derewianka in depdiknas (2004: 34) listed out three major types of recount text:
a. Personal Recount

Personal recount describe an event where the writer or the author is doing the action by himself. It includes in the story, funny events which is written on the diary.

b. Factual Recount

Factual recount describes the facts of events, such research report, the magazine, and so forth.

c. Imaginative Recount

Imaginative recount describes the unreal story or fiction, for example, the text for teaching language. The imaginative recount is usually written in the first person, and do not need to include personal reaction.

Since there are many types of recount text, but here this research only discusses about imaginative recount.

C. Picture Word Inductive Model (PWIM)

1. The Definition of PWIM

Calhoun (1999:21) states that Picture Word Inductive Model (PWIM) is as a model of teaching that uses picture and words to stimulate students’ thinking inductively, from specific thinking (see the pictures) into general thinking (make the words that available become paragraph).
According to Gordon (2005) states that Picture Word Inductive Model (PWIM) is an approach to teach writing by using picture that contains objects and events that are familiar (familiar) to lure students take the words and their vocabulary.

Based on the description above, PWIM can be concluded as a model of teaching uses picture and words to stimulate the students thinking.

2. **The advantages of Picture Word Inductive Model (PWIM)**

Calhoun (1999:21) states that there are some advantages of PWIM; those advantages are as follows:

a. This strategy can help students learn grammar, mechanics.

b. The picture are used to display visual imagination that will provide for students to learn about vocabulary, phrases, and sentences that are new to them.

c. Students are guided to discover patterns and relationships in learning English, so that they can apply it to other new words that they would earn outside the learning activities.

d. Students can hear and spell words correctly, and then can participate by writing and pronounce the words correctly.

e. Students gain other advantages through modeling by the teacher on key words and new concepts. Furthermore, through training and more extensive learning, students can learn to make sentences or paragraphs related to the vocabulary used.
3. **The Procedure of using PWIM**

Calhoun (1999: 21) states that there are some steps of using PWIM.

There are as follows:

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 area, say the word, write the word; ask students to spell the word aloud and then to pronounce it.)

4) Add words, if desired, to the picture word chart and to the word banks.

5) 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.

6) Ask students to generate a sentence, sentences, or a paragraph about the picture and word. Ask students to make sentences into a good paragraph.

7) Read and review the sentences and paragraphs.

4. **The implementation of PWIM in Teaching Recount Text**

   There are some steps teaching writing by using PWIM. These following stepshave already modified from Calhoun (1999: 21). These are as follows:

   a. Select picture
Before teacher teaches writing recount text to the students, teacher decides what kind of picture that he/she wants to distribute to the students. Teacher selects the pictures that are related to students’ knowledge or interest.

b. Identify some words based on the picture.

   Teacher asks students to identify things based on what they see in the picture. The students could develop their idea in identifying the picture. Next, the teacher guide students to write the words based on the picture.

c. Create the title

   After identifying the activities or thing what they see in the picture, the students draw a line from the identified object or area, then say the word, write the word, after that teacher asks students to spell the word aloud and then to pronounce it. Next, leads students into create the appropriate title by observing the information based on the picture.

d. Generate words into sentence

   Ask students to generate all the words that available in the word chart into sentences.

e. Review Paragraph

   After teacher asks students to generate a sentence about the picture and word. Ask students to classify sentences, in this case each students have to make some sentences based on the
word and next we read. After students make a sentence, then the teacher asks the students to make a paragraph based on the sentence that they had wrote. Finally, the teacher checks and reviews the paragraphs.

D. The Previous Relevant Studies

There are some previous studies explained that PWIM technique is appropriate technique for teaching writing. The previous study was conducted by Erniwati Silitonga (2010), with the title “Improving Students’ Writing Recount Achievement through Picture Word Inductive Model (PWIM)”. The result of the research was that the application of PWIM technique could improve student’s ability in writing recount text.

Another research was done by Ermi Yuliana (2011), with the title “The Use of Picture Word Inductive Model (Pwim) in Teaching Vocabulary”. She found that PWIM has a significant effect for students’ ability in writing. It showed that the PWIM was significantly effective for teaching writing recount text. Based on previous research, PWIM gave much positive impact for the students. PWIM strategy can help the students to write a recount text.

E. Basic Assumption

Writing is complex skill because the learners need a good content, organization, vocabulary, grammar, and mechanic when they are writing. Many students have no interest in writing because they have lack of
vocabulary, so they are difficult to share their ideas in written form. Therefore, it is better for the teacher to make the learners have good ability in writing.

Moreover, there are techniques that help the students in writing and developed their vocabulary. Calhoun (1999) developed the Picture Word Inductive Model (PWIM), which uses pictures containing familiar objects, actions and scenes. Picture Word Inductive Model (PWIM) is used to make students interested in following teaching-learning process, guide the students to develop their imagination and idea to make paragraph. There are two basic material in Picture Word Inductive Model (PWIM), picture and word chart. The using of picture is very useful to attract and stimulate students’ thinking in learning process. The using of word is very useful as reference to enable students to write paragraph easily. By applying Picture Word Inductive Model (PWIM) in writing recount, students will get the great and interested experience in following the learning process.

From the explanation above, it is assumed that PWIM is an effective to teach writing recount text.

F. Hypothesis

Based on the basic assumption above, the hypothesis of using PWIM will be effective for teaching writing recount text.