BAB II
THEORITICAL REVIEW

A. Picture Word Inductive Model

1. Definition of Picture Word Inductive Model

In general, according to Calhoun (1999:21), PWIM is an inquiry-oriented arts strategy that uses pictures containing familiar objects and actions to elicit words from children’s listening and speaking vocabularies. Teachers apply the PWIM in classes, small groups, and individuals to lead them into inquiring about words, discovering phonetics and structural principles, and using observation and analysis in their study. Calhoun (1999:25) states that in PWIM strategy, the students are presented with pictures of sequential pictures. Then, they shake out the words from the picture by identifying the objects, actions, and qualities they recognize in the picture. The teacher helps them to draw a line from the object to the surrounding board and writes the words or phrases. Besides, Picture Word Inductive Model also builds on the listening and speaking vocabularies of the students.

The model is designed to capitalize on children’s ability to think inductively. It means that the process of teaching begins with the explanation and then the main idea comes later. Joyce, Weil, and Calhoun (2011: 148) state that PWIM is the strategy in writing and reading by using think inductively to correlate words with pictures. This
strategy will make students easy in adding new vocabulary through reading and writing, so they will add some words or new vocabulary from their sight through the picture by correlating their mind and their sight of the picture.

Based on the definition from the expert above, we can conclude that Picture Word Inductive Model is the strategy which involves inductive process where the students look for the sign and then use it to identify the meaning of the picture more broadly. It can be said that this process is different with deductive process where meanings and roles that is given to the students to apply it in doing the task.

The examples of PWIM can be seen in the pictures below

Figure 1
2. The Purpose of Picture Word Inductive Model

Calhoun (1999:28) states that the purpose of using PWIM is to develop students’ vocabulary, concept about word, sentence, and paragraph, it also to capitalize on children’s ability to think inductively.

For most beginning readers and writers, the PWIM is a satisfying and pleasurable activity: They enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations. The PWIM motivates students because most become successful learners. Learners succeed using the strategy because the PWIM is based on inquiry into how children learn and how to enhance their learning, including their development of language, the process of learning to read and write, and the reading and writing connection.

3. The Advantages and Disadvantages of Picture Word Inductive Model

Collon and Martinez (2013) quoted Calhoun who says that there are five advantages and three disadvantages of using PWIM in teaching learning process.

The advantages are:

a. PWIM provides concrete visuals for the learning of new word, phrases, and sentences.
b. Because students are using pictures related to topic or material and labelling the picture together they will feel that they are as a part of
the classroom community and confidence to participate in class activities.

c. PWIM teaches the students how to inquire into word and sentence structure based on the picture that have been labelling.

d. By using PWIM the students can get the benefit from the teacher modelling of the key words and concept.

e. Students hear and see word spelled correctly and participate in the correct spelling and writing.

However, such strategy still has some disadvantages for teaching writing as follows:

a. The pictures that are used might not interest the students.

b. The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class.

B. Writing

1. Definition of Writing

There are four basic skills of the English language learning, they are listening, speaking, reading, writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items,
then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Meanwhile Brown (2001:335) says that writing is the written products of thinking, drafting, and revising that require specialized skills on how generate ideas, how to organize them coherently, how to use discourse markers and theoretical conventions coherently into writing text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final produce.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

2. The Importance of Writing

Writing is very important for students. Students can get many chances to explore what is in their mind from writing. It also helps them to describe, narrate, and show their ideas in the form of written text. Harmer (2004:31) states that writing can encourage students to focus on accurate language use, because what they think as they write will provoke the students’ language development as they resolve the problem. Writing also develops students’ willingness to create meaningful sentences is how teachers can stimulate students what they should write first.

Most of students who have formal education system will learn to write, at least at least basic a level. Writing is useful for students becuse
it helps students on their future task such as making report, thesis proposal, abstract, and creating novel. If one does not have good mastery in writing, she or he will not able to create good report, thesis proposal, abstract or etc. It is also important in job environment because most of the tasks and activities should be done by writing. Students will be able to express their idea and give information to other people. By writing, they can also suggest someone to do something; for example asking the reader not to smoke. That is why students should have good mastery in writing.

It can be concluded that writing should be mastered by students because it is used by students to increase their language mastery.

3. **The Purpose of Writing**

Harmer (2004:39) states that there are two purposes of writing:

a. **Real Purpose**

Real purpose of writing tasks are exactly the one that the teacher can predict what the students will probably need to perform at some stages. It means that in the real purpose of writing, students are taught to apply the English practical. For example, writing for such application letter that might be useful for students’ need in the future.

b. **Invented Purpose**

There are several writing activities in classroom which can be done by students, those are: write letter or passages, write text or paragraph (descriptive, narrative, procedure, etc). It means that every kind of writing activity seems not really directly useful for their real
lives, but these activities can be used as the development of genre that they have learned at school.

4. **The Process in Writing**

Before teaching writing to students, teacher should know the process of writing itself. Harmer (2004: 4-6) underline that there are four steps in writing process, as follows:

a. **Planning**

   Teacher encourages students to think about what they are going to write before starting writing by planning the content and the sequence of what they will put on the paper. It means that students should know the purposes of their writing, for example, the language that they use and the information that they choose to include. They also have to know the content. Structure of their writing. They should be considered several aspects of sequence in planning of their writing such as the facts, ideas, or arguments.

b. **Drafting**

   Drafting means students write on a piece of paper. In the writing process, drafting is necessary to help students to write ideas and decide what should come first, second, third, and so on.

c. **Editing**

   Editing means students correct their own writing. They identify and correct the mechanical errors
d. Final Revision

In this last process, students give their writing revision to the teacher to correct their writing. After the students know the correct one, they produce the final revision. This may look considerably different from both original plan and the first draft, because the things have change in the editing process. Finally, students can share their writing.

From the explanation above, it can be conclude that there are four steps in writing process: planning, drafting, editing, and final version. After all of the process have been done, the writing result is ready to be read.

5. Assessing Writing

There are some aspects should be considered in giving score to the students’ writing those are:

a. Content

Content refers to the topic and its expansion, discussion, evaluation, and conclusion. It should be clear, specific, and relevant.

b. Organization

Organization means how the students organize their idea. The students should make good writing from beginning till the end.

c. Vocabulary

Vocabulary is the most important thing in writing. Choosing correct words and arranging the words into a good sentence will be the final destination of writing process
d. Grammar

A good language is depending on the grammar. It means that
good writing is a group of sentences with a correct grammar in every
sentence. It does need a long sentence in writing, but what we need
is an effective sentence with correct grammar.

e. Mechanic

Mechanic refers to the rule how the students write. We have
to make sure that all paragraphs are well developed. All the words
are spelled correctly. They also use the correct punctuations in their
writing.

The rubric of descriptive writing can be seen on the table
below:

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aspect</strong></td>
</tr>
<tr>
<td>Content (C)</td>
</tr>
<tr>
<td>- Topic</td>
</tr>
<tr>
<td>- Details</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Organization (O)</td>
</tr>
<tr>
<td>- Identification</td>
</tr>
<tr>
<td>- Description</td>
</tr>
<tr>
<td>Aspect</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Connectives</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Grammar (G)</td>
</tr>
<tr>
<td>- Use present</td>
</tr>
<tr>
<td>tense</td>
</tr>
<tr>
<td>- Agreement</td>
</tr>
<tr>
<td>Vocabulary (V)</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mechanics (M)</td>
</tr>
<tr>
<td>- Spelling</td>
</tr>
<tr>
<td>- Punctuation</td>
</tr>
<tr>
<td>- Capitalization</td>
</tr>
</tbody>
</table>

Score = Total score x 5

Adapted from Brown (2007)
C. Descriptive Text

1. The Definition of Descriptive Text

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, for example describing your friends, school or something.

2. The Structure of Descriptive Text

a. The generic structures of a description are as follows:
   (1) Identification : consisting of identification phenomenon to be described.
   (2) Description : consisting of the description parts or things (physical appearance), qualities (degree of beauty, excellence, or worth/value), characteristics (unique aspects).

3. Language Feature of Descriptive Text

There are main language features of descriptive text, as follows:

a. Specific Participant

   Descriptive text describe about specific object, not in general

b. The use of Adjectives to Clarify Noun

   When people want to describe a thing, they may use certain adjectives to clarify the appearance of the thing. They may add the look, perceptions, smell, colors to make the things described clearer.
   For example: wonderful house, handsome boy, cute cat, etc.

c. The Use of Simple Present Tense
Pattern:

<table>
<thead>
<tr>
<th>For Subject</th>
<th>Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, they, we</td>
<td>S + V1 + ....</td>
<td>I like apple very much.</td>
</tr>
<tr>
<td>He, she, it</td>
<td>S + Vs/es + ....</td>
<td>He goes to campus by motorcycle.</td>
</tr>
</tbody>
</table>

D. Teaching Writing of Descriptive Text By Using Picture Word Inductive Model

In applying PWIM (Picture Word Inductive Model), there are some steps that must be followed. (Calhoun, 1999:23). Those steps are modified based on the contexts and students’ need. Those are:

1. 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 students’ age and knowledge. It also should match with the students’ need as stated in the syllabus. Calhoun (1999:78-79) shares tips for selecting the pictures as follows:

   a. The richer the content of the picture, the more opportunities for students to develop and expand the words. So, the teacher must select pictures that he or she thinks the students can relate to.

   b. The larger the picture is better. Later, the pictures will be presented on the board in front of the classroom. The whole of class should see them well.

   c. Give enough space to write down the name of the objects in around the pictures.
d. Place the pictures at eye level for the students to aid their exploration

2. 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). Some tips for labelling the pictures are:
   a. Write the words in large enough size so that students at the furthest distance from the pictures will be able to read them clearly.
   b. If students give more than one accurate labels for the same object, write all labels.

3. 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.

4. 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.

5. Generate all the words collected that available in the word chart into paragraphs.

6. Read and review the paragraphs.

Descriptive is done by applying PWIM strategy.

E. The Previous Relevant Study

There are some previous studies regarding to the use of Picture Word Inductive Model strategy in teaching learning process. The first research has
been proved by Erni Yuliana (2011) from Walisongo State Institute for Islamic Studies Semarang entitled “The Use of Picture Word Inductive Model in Teaching Vocabulary”. She explained in her research that the use of Picture Word Inductive Model strategy in teaching vocabulary was effective in increasing students’ vocabulary in one school in Semarang. The result showed that the students’ vocabulary by using Picture Word Inductive Model was higher than without Picture Word Inductive Model. Since the t-test was higher than t-table, the hypothesis is accepted.

The second research has been proved by Wahyu Meiranti (2016) from Faculty of Teacher Training and Education Lampung University entitled “The Use of Picture Word Inductive Model in Developing Students’ Descriptive Text Reading Ability at the First Grade of SMPN 3 Natar Lampung Selatan”. She explained in her research that the use of Picture Word Inductive Model there was improvement of the students’ descriptive text reading ability from the pretest to the posttest. T-test was higher than t-table, the hypothesis is accepted.

The third research has been proved by, Yuniarsih and Saun (2014) from University of Padang entitled “Using Picture Word Inductive Model to Teach Junior High School in Writing A Descriptive Text”. The result showed that teaching writing a descriptive text by using the picture word inductive model strategy seems more effective, enjoyable, and useful for the students.

In this strategy, they can do several interesting activities to support their teaching and learning process in writing.
The fourth research has been approved by Besral and Ningrum Wisma Indah. (2015) From Faculty of Islamic Education and Teacher Training State Institute For Islamic Studies 'Imam of Padang entitled “The use of Picture Word Inductive Model (PWIM) in the Teaching and Learning Process of Writing”. The result showed that mean scores of students’ writing in experiment class was (76.91) higher than the mean scores of students’ writing in control class (65.05). So, the hypothesis is accepted.

The fifth research has been approved that Siti Apiah Yustiani. (2016) From Faculty of Education Sciences Syarif Hidayatullah State Islamic University Jakarta entitled “The Effectiveness of Picture Word Inductive Model (PWIM) on Students’ ability in Writing Recount Text”. The result showed that t-test result was higher than t-table (2.39>1.67). So, the hypothesis was effective.

F. Basic Assumption

There are many ways that can be used to increase the students’ writing descriptive text. Some strategies that can be used to reach the goal of the teaching learning process. The teacher should have the ability to choose a good strategy and implement it in the teaching learning process. Picture Word Inductive Model is used in teaching writing because it makes the students understand deeper about the text. Moreover, Picture Word Inductive Model leads the students in making a descriptive text well. Therefore, Picture Word Inductive Model can be an effective and interesting way in teaching writing.
G. Hypothesis

The hypothesis of the research that *Picture Word Inductive Model* is effective to teach writing descriptive text at the seventh grade students of SMP Muhammadiyah 1 Purwokerto in academic year 2017/2018.