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CHAPTER II

REVIEW OF RELATED LITERATURE

II.1. The Nature of Writing

Writing is not an instant skill in English. According to Meyers (2005: 2) “Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice”. This skill is going to be better if it is practiced continuously. This talent is possessed by everyone through a process. Pennebaker (p.2B) in Palmer, Hafner, and Sharp (1994: 4) argued “Writing is a powerful tool to organize overwhelming events and make them manageable”. Writing is to show experience in a text and how to organize it. The management of writing is also important. Writing is a process of transferring idea. Giasson (2000: 131) stated writing is a means of learning, a way of „thinking on paper“. By writing, the students can gather and revise their ideas; they can express their responses. Writing is sharing an idea on the story (fiction or non-fiction) through paper. The students completely create and check ideas after writing.

Based on the related theories above, it is assumed that writing is the process of transferring ideas on paper, it is done continuously through practice. Writing is organizable and manageable of events. Writing is an important skill in the context of education. Harmer (2004:3) stated that as a matter of course, writing has to be taught. It is different from speaking a language which is acquired naturally for a child, whereas for writing ability has to be consciously learned. Moreover, according to Meyers (2005:2), writing is partly a talent, but it’s mostly a skill. Talent is a natural ability for people born without being taught before,

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whereas skill is the opposite of it. It is an ability that is mastered by people because they have practiced it before and like any skills, it improves with practice. Writing is a process of discovering and organizing the ideas, putting them on paper, reshaping and revising them.

Writing should be learned early on because of its importance in daily life, whether people are students, official servants, civil servants, or common people because based on Harmer (2004:4), “writing process is the stages a writer goes through in order to produce something in its final written form”. Final written form is the products of writing such as letter, essay, novel, text, paragraph, report, book, etc. According to Sokolik in Linse (2006:98), “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”. Writing is about collecting the data related to the topic, arranging, constructing, and revising them until the writing process is ending, and it produced a writing product such as book, letter, text, etc. Those products play a role in everyday life. Almost every day, we meet them in various conditions, for examples, sending email or letter to communicate with others, creating text or paragraph to be submitted to the teacher, etc. Without mastering writing skill, people will not be able to deal with those kinds of products in their lives.

Harmer (2004:3) talked about the importance of mastering writing skill. “Being able to write is a vital skill for „speakers“ of a foreign language as much as the everyone using their own first language”. So, foreign language speaking

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people are better to be able to write because writing is like when they are speaking using their own first language. Besides learning speaking fluently, people need to learn how to write. Take a look at the following quotation:

In the school setting, writing plays two distinct or aspects but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001 in Graham and Perin 2007:9). Sharples (1999:6), states that by writing, students will learn how to compile between information, ideas, thought and feeling become a unit product that's available for everyone.

For the students in the school, writing is extremely important. It plays roles in both of writing subject itself, especially in creating a text and other subject matter in the term of deepening students' knowledge. That is why writing is very important to be taught to the students at school level. Furthermore, according to Graham and Perin (2007:3), Writing well is not just an opinion for young people. It is a necessary. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. Those all explanations show how important of mastering writing skill is. As one of skill that should be mastered by the students, writing as an active skill cannot come naturally, but it must be learned and practiced continuously until the students are be able to discover, organize the ideas and then

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revise them into good paragraphs as a product of writing. Those products can be a letter, text, notice, etc. By mastering writing skill, generally, students can master other knowledge with the good reading comprehension.

II.1.1 Purpose of Writing

In writing, writers have to know well about their work that will be shared.

Delivering meaning in writing is the relationship between, the writers and readers to understand what the meaning of the text is. Reid (2000: 8) states, three purposes of writing in his book:

- (1) To explain: It means that writers inform and educate for readers about what his or her writing.
 - (2) To entertain: It means that writers amuse the reader through a story he or she writes.
 - (3) To persuade: It means that writers try to convince readers through his or her writing. Writers try to change reader's mind, from close mind to the open mind.
- These purposes of writing are dominant during writing. The writer should pay more attention to the writing before publishing. It will create a good relationship between writer and reader.

II.1.2 Process of Writing

According to Linse (2006:101), the process writing approach involves the process steps necessary to produce a good quality final piece or product of writing such as text, letter, etc. To create a product of writing, the writers need to be creative enough to generate ideas which come to the mind and goal directed enough to organize those ideas into meaningful and readable text. (Lundsteen in

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Palmer et al, 1994:7). There are many versions from the experts about the process of writing. Brozo and Simpson in Palmer et al. (1994:7) stated that the various stages of writing presented by different educators throughout history do have much in common. “While there is considerable diversity in the labeling of these stages, the common motif across them all appears to be a concern for prewriting, writing, postwriting”.

The Art of Teaching Writing by Lucy McCormick Calkins (Heinemann in Palmer, et al., 1994:8) and Writing: Teacher and Children at Work by Donald Graves Calkins (Heinemann in Palmer, et al., 1994:8) presented the stages of the writing process includes Prewriting (rehearsal), Drafting, Sharing, Revising, Editing, and Publishing. Meanwhile, Harmer (2004:4-6) suggested the process of writing has four main elements: Planning, Drafting, Editing, and Final Draft.

Based on Harmer (2004: 4) writing process is the stages to produce something. There are four as the following:

(1) Planning

In this stage, the writer considers three aspects of planning. The first aspect is purpose. The writer gives attention of information that he or she selects. Second, the writer has to know for whom he or she writes. The writing influences for thinking of the audience. Third, the writer pays attention on the content, structure while writing. He or she has to design the organization well, including facts, ideas, or opinions. In this case, the students should have some planning about what they want to say by making an outline. Because a plan is an important one that the students should do before write.

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(2) Drafting

In this stage, the writer should have finally written before it is going to be edited. Correcting is done in the next stages after drafting. It means, the students have to make some lists that will be discussed in their writing.

(3) Editing

In this stage, the writer reflects and revises the final writing after it was edited. This stage is helped by editor (reader) who gives opinions and suggestions of final writing. Editing is checking and correcting for mechanical problems. In this edit step, students check and edit their writing mechanic overall such as organization, punctuation, spelling, grammar, and content.

(4) Final draft

The final draft is the last process of writing. It is the result of writing process through three previous stages. It is a step that takes patience and judgment whether the essay is in it's best form.

Planning, drafting, editing, final draft

The other theory is from Meyer (2005: 10). He divides writing steps into six steps. They are:

(1) Explore ideas

In this step, the writer has to consider the points. There are subject, purpose, and audience. The students begin to explore their ideas and gathering their information to make their writing.

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(2) Pre-write

The writer makes simple sentence or note words which are going to write.

The writer uses some methods here. They are brainstorming, clustering, or free writing.

(3) Organize

The writer selects the points of the pre-write. Then the writer makes the outline.

(4) Write a first draft

The writer writes sentences into paragraphs. The writer puts ideas in the first sentences as usual. The next sentences are the supporting sentences.

5) Revise the draft

After the writer makes first draft, the writer reads the writing aloud. The writer corrects the error, grammatical, punctuation, or vocabulary.

(6) Produce the final copy

The writer checks the corrections and edits them. After finishing, the final copy is ready to print out or publish.

Five components in writing need to create effective writing, the components are as follows:

a) Content

Hughey, et al. (1983: 141-142) state that the content is one of the writing components that discusses about knowledgeable, substantive, through the development of thesis, and relevant to the assigned topic.

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b) Organization

Organization is one of the components in writing that tell about the systematic ideas or flow of ideas. According to Kathleen (2003: 3), Organization is the logical progression and completeness of ideas in a text. Instruction in organization focuses on two areas: **text structures** specify to the particular genre and the **cohesive elements** that tie clauses, sentences, and paragraphs together into a cohesive whole.

A **text structure** is the framework of a text's beginning, middle, and end. Beside that, Cohesive elements such as transition words are the glue that holds these structural elements together.

c) Vocabulary

Ron (2012) points out that a writer should have a vocabulary that will provide clear communication of a writer's ideas and thoughts. The meaning of vocabulary itself is all the words that a person knows or all the words in a language. It seems that vocabulary is words that have meaning.

d) Grammar

There are many different grammars developed for different purposes. Peter and Megan (2005) said that Traditional-type grammars were developed to describe and analyses the way that words are put together within sentences. These traditional or syntactical-type grammars use different types of terminologies, depending on whether a word is being classified as a type of word – for example, a noun, an adjective, an adverb and so on – or whether it is described by its function or what it is doing; for example, subject, object, predicate and so on.

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Grammar is the rule of language itself. Grammar from this point of view is a name for the resources available to users of a language system for producing texts.

e) Mechanics

In the component of mechanics, there are two common terms used, spelling and punctuation. In writing, spelling is needed in order to get the right meaning of the text. According to Syafi'i et al (2014: 14), punctuation is necessary to make sentence meaning clear. Punctuation is an important part in writing. With punctuation the reader can understand clearly the meaning of a sentence or text.

II.1.3 Paragraph Writing

According to Kane (1988:92), a paragraph is a group of sentences developing a common idea, called the *topic*. Blanchard and Root (2003:8) define a paragraph as a group of sentences that develops one main idea. A paragraph usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences that explain the main idea or give some detailed information called supporting sentences. A concluding sentence, sometimes added at the last paragraphs.

Fowler (2006:32) says the paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, and so has a distinct, independent unity. As a distinct passage, it begins with a new line (often indented: the new line marks a break in sense from the previous paragraph, and consequently a breathing space). In paragraphs, we also can find topic sentence, supporting details, closing sentence, transition signals in some kinds of text such in narrative, recount, persuasive, and expository paragraphs. Combination of some paragraphs usually also define as the texts.

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Patel (2008:131) explains in the paragraph, the lexical and structural items should in proper order. This writing task needs an idea or theme to be expressed in a paragraph. The teacher should give an interesting topic to the students so that he could make paragraph writing very interesting. In writing paragraph, the writer needs background knowledge and thinking better idea about what the paragraph that is written.

II.1.4 Types of Classroom Writing Performance

1. Imitative, or written down

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographies code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well.

2. Intensive, or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph.

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3. Self-writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in the classroom is note-taking, where students take notes during a lecture for the purpose of later recall. Another note-taking may be done in the margins of books and on odd scraps of paper.

4. Display writing

It was not earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5. Real writing

While actually every classroom writing task has an element of display writing in it, some classroom writing is aimed at genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing.

II.1.5 Characteristics of Good Writing

Writing has characteristics to be a reference if writing has good quality. There are five characteristics of good writing according to Harmer (2014: 19) in Maharani (2014). They are:

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1. Organization

This characteristic is about the reasonable topic with the sentences. It contains ideas, and it is supported by supporting sentences. Main sentences and supporting sentences should be organized well to make readers easy understanding text.

2. Content

The sentences are easy for readers. Readers can understand the meaning of writing.

3. Grammar

Grammar is to connect words into good sentences. The writer uses the appropriate tenses to appear meaning clearly.

4. Punctuation

Punctuation is symbol to sign sentences. Placing of punctuation is important for us to read text.

5. Style

Style of writing is the selection of vocabulary before combining sentences into paragraphs. Vocabulary is the foundation that should be used with students while writing process. To have good writing, students have to have enough vocabulary to support their writing.

According to Graham and Perin (2015: 14), “Writing quality served as the sole outcome measure because the authors were interested in identifying treatments that had a broad impact on writing performance. The only exceptions involved studies examining the teaching of summarization, in which completeness

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and accuracy of summaries were assessed, and writing-to-learn studies, in which content learning was the outcome measure.” The author should extend the meaning of text by combining sentences into paragraph to the readers.

II.2 Descriptive Text

Pardiyono (2006:165), states that descriptive text is a text which is contained a description about an object, whether it is living thing or unliving thing including human and animals. Its purpose is to describe a particular person, place or thing by using adjectives. Wardiman (2008, p. 115) defines that descriptive text is a text that describes the features of someone, something, or a certain place.

Descriptive text consists of introduction and description. The introduction is the part of a paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text.

According to Kirana in Qhorimah Asmar (2010:12), there are five characters of descriptive text:

1. Using simple present tense
2. Using has and have
3. Using linking verb (is, are, appears), and consists of
4. Using the adjective (big, beautiful, small, etc.) and compound adjectives
5. And sometimes using degree of comparison

According to Syafi'i (2007:43), there are two kinds of descriptive paragraphs:

- a. Description of a place

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A description of anything in writing should be clear. Therefore, in describing a room, for example, the following should be taken into consideration: 1. The location of the objects in the rooms should be clear, 2. The details should be arranged logically and semantically so that it is easy for the reader to visualize the description in his mind, and 3. Most importantly is that there should be a controlling idea, because a strong controlling idea gives the paragraph a focus.

b. Description of a person

In describing a person, the writer can describe a person's appearance in many ways, such as his/her clothes, manner of speaking. Color and style of hair, facial appearance, body shape, and expression. So, Descriptive paragraph is a paragraph which expresses or describes place, thing, and people in such vivid detail that the readers can easily visualize the descriptive place, thing and person, or can feel that they involve in the experience.

II.3 Descriptive Writing

Wishon and Burks (1980: 379) stated that "descriptive writing reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear." Callaghan (1988:138) also said that "a descriptive writer creates a clear and vivid impression of a person, place, or thing." According to the statements above, descriptive writing should be concrete and detailed, so the readers know and understand what the writer is telling about.

Abilene (2004; 7) describes some principles in descriptive writing. First, a descriptive writing has one, clear dominant impression. If someone is describing snowfall, for example, it is important for him/her to decide and to let his/her

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readers know if it is threatening or lovely; in order to have one dominant impression it cannot be both. The dominant impression guides the author's selection of detail and is thereby made clear to the reader in the thesis sentences. The second one, a descriptive writing can be objective or subjective, giving the author a wide choice of tone, diction, and attitude. For instance, an objective description of one's dog would mention such facts as height, weight, color, and so forth. A subjective description would include the above details, but also stress the author's feeling toward the dog, as well as its personality, and habits. Then the last, the purpose of a purely descriptive writing is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.

To guide the students in a descriptive writing, Gerot and Wignell (1994:208) gave the generic structure of descriptive writing, they are:

- (1) Identification: identifies a phenomenon to be described.
- (2) Description : describes parts, qualities, characteristics.

Then, the significant lexicogrammatical features of descriptive writing are focused on specific Participants, use of attributive and identifying processes, frequent use of Epithets and classifiers in nominal groups, and use of the simple present tense. (Gerot and Wignell, 1994:128)

From the statement above, it is clear that descriptive writing uses simple present tense to describe an object. There are so many rules in simple present tense in arranging words into meaningful utterances or sentences.

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Basically, most of the words in descriptive writing are determiners, adjectives, and adverbials. In short, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose. Then, Guth (1961:20-23) gave these three elements below that we should be aware of choosing the right words in writing a descriptive paragraph :

(1) Specific words

The words we use in descriptive writing should be specified because they will make the writer's idea definitely concern with their shape and function for the reader; therefore, it will be more accurate and economical. They will also be easier for the reader to communicate and understand the main point of the story.

(2) Technical terminology

People should use technical terminology when they write. First, we should consider our readers, because they could be from any level of social status, level of education, and so on. They might also have a different way of thinking in perceiving something they do not know before nor even see it.

(3) Figurative language

Figurative expressions make use of the similarities or associations between different things or ideas. There are three kinds of figurative language that are frequently used in writing descriptively. First of all is a *simile* which is defined as "a compressed but explicit comparison that commonly uses the word *as* or *like*." Another comparison is a *metaphor* which is "implicit or implied comparison that uses one thing or quality as the equivalent of another". The third one is *the personification*, it gives human qualities to object and ideas; therefore, the object

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acts like a human being. Figurative languages or figures of speech also make writing more concrete and colorful that the readers will be more interested in reading it. Moreover, a creative and skillful writer who is fresh enough in using figures of speech makes his/her reader more easily memorize his idea.

II.4 Teaching Writing Strategy

According to Reid (2000:28), “strategies are steps that we take to achieve a goal more quickly, more easily, more effectively”. In other word, strategy is an alternative, ways in gaining a goal quickly. It is equal to technique. According to Antony in Faridi (2012:11), “a technique is defined as a particular trick or strategy used to achieve an immediate objective”.

Teaching writing is a process to help students able to express their ideas into a piece of paper. It means that the writing is process, it is not a product point out. The ideas should be developed and the teacher has to know or have knowledge about the subject that will be discussed. Whereas, Jozsef (2001:5) explains that writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation, knowledge, and experience with the subject.

In teaching writing, the teacher can see a difference of students’ view. It is supported by Nunan (1999:89) mentions there are two different views of students’ writing that can be seen by the teacher, the first is the product approach, it means writing focused on the result of the writing. The second one is the process approach, the students do their writing from prewriting, plan, draft, write, edit, revise, and the last one is publishing. In the process of writing, the teacher has to

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such kinds of manners or strategies. Then, Raimes in Hyland (2009:9) stated that “the teacher’s role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas”. Those kinds of strategies can be achieved through setting pre-writing activities. For examples; brainstorming, mapping, etc.

Because there is not a certain composing process, Celce-Murcia (2001:224) proposes the goal of the teacher is to expose students to a variety of strategies for getting started with a writing task and text composing and to encourage each student to try to discover which strategies work best for him or her. Those strategies are :

1. Brainstorming

Brainstorming is usually a group work which all students in the classroom give participation by sharing their knowledge and ideas about a particular subject. Then, students can take any or all of the information submitted when turning to the preparation of their first drafts.

In Palmer et al (1994:54), it is stated “brainstorming is a technique used to generate and collect ideas for writing”. It is a way to produce many ideas from a group of students for the purpose of problem solving in the term of discovering ideas. Brainstorming encourages a free flow of ideas, opinions, knowledge, imagination, creativity, and flexibility in rehearsing ideas. Bram (1995:64) states that in the brainstorming process, the students simply write down every single thing that exists or comes into mind without worrying about the quality of the ideas, sentences structure, grammar, diction, and spelling. When brainstorming,

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the students just write down the ideas in phrases or in single words, not in complete sentences.

Doing brainstorming aims at keeping and guiding the ideas when the writing begins until the end of the writing process. The ideas that are poured in brainstorming will guide the students to write as well as their ideas and even they can correct and revise it. They will expand every single idea into good sentences or paragraphs. Brainstorming helps them not to lose their ideas.

2. Listing

Unlike brainstorming, listing can be an individual activity for each student in the classroom. As a first step in finding an approach to a particular subject, the student is encouraged to produce the lists as much as possible of all the main ideas and subcategories that come to mind as he or she thinks about the topic. The students should list all of the main ideas and opinions that come to mind before they truly create a text. It helps students guide their writing in order to form a good sequenced text based on the lists of ideas. The steps of listing provided by Oshima and Hogue (2007:16) are:

First, write the topic at the top of the paper and then make a list of the words or phrases that come into mind quickly. The writers do not wonder if the ideas are good quality or not, have the right structure or not and should keep writing until the ideas in the mind stop.

Second, the writers start a new list to write the chosen topic. Like the step before, they write the topic at the top of a new piece of paper and start writing

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words and phrases that come into mind about the topic without considering the quality of the ideas.

Third, the writers look at in the second list and decide to write about the instruction given by circling the related ideas. Also, they cross out anything that do not belong to the instruction.

3. Clustering

Clustering is another technique for getting many ideas quickly. Clustering begins with a key word or central idea placed in the center of a paper or whiteboard, then the student (or the teacher, using student-generated suggestions) quickly write down all of the free opinions and ideas about the subject matter using words or short phrases. Unlike listing, the words or phrases generated are put on the paper or board in a pattern which takes shape from their connections. Completed cluster looks like spokes on a wheel or any other pattern depending on how the writer relate an idea to each other. By sharing their cluster patterns with others in the class, the students can be exposed to a wide ideas about the subject matter, which might generate further material for writing later.

4. Freewriting

Elbow in Celce-Murcia (2001:224) states that freewriting is also named as “wet ink” writing, “quick writing,” and “speed writing”. The main idea of this technique is for students to write for a specified period of time without taking their pen from the page until the ideas stop (about three minutes for a first attempt and then typically for about five to eight minutes). It often works best if the

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teacher provides an opening clause or sentence for the students to start freewriting. In freewriting, the students generate words, sentences, and paragraphs to express their thought and ideas. According to Palmer et al (1994:55), freewriting helps students begin to write easily and with pleasure; it is a technique to help them feel comfortable in their writing.

All those activities can be said as prewriting activities. Successful prewriting activities bring students into an awareness that writing is thought and speech written down (Palmer et al, 1994:53). The most difficult thing for students in writing is generating ideas. A good method to generate ideas is associating of one word with other words. This word association technique may be presented in various forms, such as four activities described above. Webbing and mapping support students' planning for writing. Both of them are used to organize ideas. Acrostics are words arrangement which all of first or last letters are the word or term. It is like a crossword puzzle. They are fun and allow the students to expand variety and creativity.

II.5 Picture Word Inductive Model (PWIM)

II.5.1 General Concept of PWIM

According to Hornby in *Oxford Advanced Learners' Dictionary* (1995:871), picture is a painting, drawing, sketch, etc especially as a work of art. Picture is very good for students to elicit ideas. Harmer (2004:67) proposes that as music can provoke creativity in students, picture works really well as spurs to written production. It can stimuli them to get creative in producing writing ideas.

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McBurney and Paetsch (2012:2), state that Picture Word Induction Model (PWIM) is an inquiry oriented strategy that includes explicit instruction and Structured inductive activities. It is focused to develop reading and writing skill. In other words, Picture Word Induction Model (PWIM) supports the students' learning of sight words which include expanding their speaking vocabulary into a reading and writing vocabulary. As

Final process, this strategy leads the students into the writing of titles, factual sentences, and paragraph building.

Jiang and Perkins (2013:9) explain that the intent of the PWIM strategy is to capitalize on students' ability to think inductively and generalize the basis structural and phonetic analysis. They also add that the purpose of this strategy is to develop vocabulary word concepts and paragraph and sentence structures. Because of that, this strategy can help the students in writing process. Through this strategy, students can compose their writing from the basic aspect such as vocabulary. Calhoun (1999:4) states that the Picture Word Inductive Model is designed to teach reading, writing, and the language system. 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.

In general, according to Calhoun (1999:21), "The 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

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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 sequenced 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. So, the students will dive in the words from pictures first before they get the writing section. Besides, Picture Word Inductive Model also builds on the listening and speaking vocabularies of the students. The aim of this strategy is to unlock unfamiliar words.

According to Joyce (2001:125), the beginning readers and writers 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 strategy motivates students in writing a descriptive text. 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. The Picture Word Inductive Model contains familiar object, actions and scenes, the students can hear and see the words spelled correctly and directly, then they will analyze word by word, for example: phonetic, synonym, antonym, or how to

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spell it. The students also can read the vocabulary, so it can make the students understand and it's easier to memorize the vocabulary.

There are several advantages of using Picture Word Inductive Model (PWIM) :

1. The Picture Word Inductive Model provides concrete visuals for the learning of new words, phrases, and sentences. This Picture Word Inductive Model also gives the interesting visual in order to make it easier for the students to learn new words, phrases, and sentences.

2. Because the students are using pictures related to the topic or material and labeling the picture together, they will feel that they are as a part of the classroom community and confidence to participate in class activities. The students as a part the community can have confidence and will be happy to participate in the classroom.

3. The Picture Word Inductive Model teaches the students how to inquire into word and sentence structure based on the picture that have been labelled. So, the students can classify the words into a variety of groups of words.

4. Students are assisted in seeing the patterns and the relationship of the English Language, enabling them to apply this learning to newly encounter words. By using PWIM strategy can help the students to make the sentences using the new words in the pictures and also try to create and understanding of the reading or writing connection.

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5. By using Picture Word Inductive Model strategy the students can get the benefits from the teacher modeling of the key words and concepts. With practice, they can learn how to create sentences and paragraphs related to the subject.

6. The Picture Word Inductive Model can help the teacher to provide a better curricular and instructional balance by focusing lessons on composing and comprehending the subject.

In Calhoun (1999:23), there are many strengths of applying PWIM to guide students' writing. Those strengths are:

1. Students will listen to the words pronounced correctly many times by the teacher.
2. Students listen and see the letters identified and labelled correctly on the board.
3. Students listen to the words spelled correctly many times and follow the teacher to spell them together.

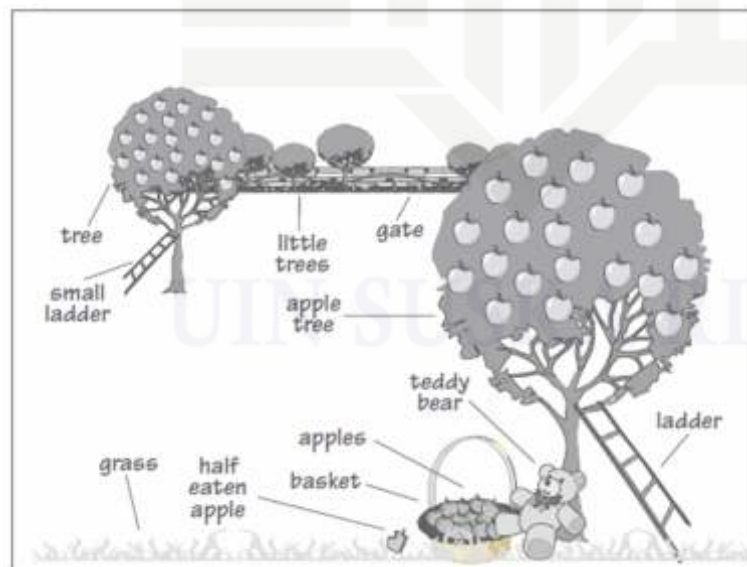


Figure. Labelled Picture in PWIM Strategy

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By using PWIM, the teacher is not only teaching writing, but also teaching, speaking, pronunciation, and listening. Those benefits are directed to the vocabulary improvement in which when the students know all of the objects in the pictures, they will generate the ideas and tell about the pictures easily.

II.5.2 Teaching Descriptive Text Writing Using PWIM

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 class should see them well.
- c. Give enough space to write down the name of the objects 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

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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 label 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 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 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 teacher's guidance. The aim of this activity is to know all of the 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.

II.6 Definition of Think-Talk-Write Strategy

Think-Talk-Write is a group work for discussion in the classroom. Based on Zulkarnaeni (2011: 149) *Think-Talk-Write* is one of teaching strategies consist of some members in one group. The members are responsible for the mastery of learning material and can teach to other members in a group. Hunker and Laughlin (2015: 82) state that they think-talk-write strategy develops the organization of ideas and for the testing those ideas before the students are expected to write. Think-Talk-Write is the teaching strategy to develop, organize and create ideas by thinking, talking, and writing.

II.6.1 Steps of Think-Talk-Write

Think-Talk-Write is an innovative strategy that should be applied in teaching and learning process. Based on Gazden in Huinker and Laughlin (2015: 82): The Think-talk-write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. When assigned a writing task, students are often expected to begin writing immediately. The talk phase of the think-talk-write strategy allows for exploratory talk-“the process of learning without the answers fully intact”. The flow of communication progresses of students engaging in thought or reflective dialogue with themselves, to talk, and sharing ideas with one another, to writing.

This strategy seems to be particularly effective when students, working in heterogeneous groups of two to six students, are asked to explain, summarize, or

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reflect. From the definition above, there are three steps of Think-Talk-Write as follows:

1) Think

The first step of this strategy is thinking. In Think, students are given the topics related with the basic competence in the lesson plan. Students are asked to think their ideas about the topics given.

2) Talk

In the Talk, students are divided into groups. After they join in a group, they share their ideas based on what they think before. Other students listen and respond the ideas. After finished, students conclude the result of the discussion in the group.

3) Write

After the students get the conclusion, they come back in their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

Based on Silver and Smith (in Yamin and Ansari 2009:90), states that teacher's positions in Think-Talk-Write strategy are:

- a. Ask questions and give assignment which is engaging and challenge the students to think.
- b. Listen carefully students' ideas.
- c. Ask students to express their ideas in the form of written text.

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d. As monitor and give scores to the students' participation in discussion, and decided how to motivate the students to be active.

According to Lutfiyah, 2011:31, there are four advantages of Think-Talk-

Write Strategy:

1. The students participate actively in exploring a problem.
2. This method develops thinking, talking, and writing process which allow stimulus for students to study hard and find information from various sources.
3. The heterogeneous group increases the student's social relationship.
4. The students can construct their own knowledge from the result of the discussion.

II.7 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research. Besides, the related studies have to analyze what the point that focuses on, informs the design, finding the conclusion of the previous researches, as follows:

- a. Herizal (2013) carried out a research entitled: Improving Students' Descriptive Writing Text Through Picture Word Inductive Model (PWIM) Strategy For Seventh Grade of SMP Inaba Palembang. The objectives of this study were to find out (1) whether or not there is a significant difference in students' descriptive writing through Picture Word Inductive Model (PWIM) Strategy for seventh grade of SMP Inaba Palembang. The investigation of the population of this study was the seventh grade students

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of SMP Inaba Palembang in the academic year 2013/2014, which consist of 98 students coming from three classes. The sample of the study was class 7.1 consisting of 33 students that was treated as an experimental group and class 7.3 consisting of 31 students was treated as a control group, which was using convenience sampling. The obtained data were analyzed by using regression analysis in SPSS (Statistical Package for Social Science) program. The result showed that there was a significant difference on students' descriptive writing achievement taught using the Picture Word Inductive Model (PWIM) and Teacher Method (GTM) since $t_{\text{value}} 19.484$ was higher than $t_{\text{table}} (t_{0.05, 62} = 1.99897)$, it could be stated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

The similarity with this research was writing as variable Y. The Variable X was also PWIM Strategy. Herizal used two variables on his research, which were PWIM strategy as Variable X and Writing ability as variable Y. While, this research has three variable which were Writing ability as variable Y and PWIM Strategy as variable X1 and TTW Strategy as variable X2. The differences were about the location, population.

- b. Marsika Sepyanda. (2013) carried out a research entitled : 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 IX Koto Sungai Lasi. The results of this research showed Students' who were taught by using the Picture Word Inductive Model

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(PWIM) strategy have better writing skill of descriptive texts than students who were taught by using listing strategy. It was approved by the result of hypothesis testing showed that $t_{value}=1,900$ and $t_{table}=1,684$ with $df=46$ and $\alpha=0,050$. Since t_{value} was higher than t_{table} ($t_{value}>t_{table}$), it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In other words, it showed that the students' writing skills of descriptive text that was taught through Picture Word Inductive Model (PWIM) strategy was better than the students who were taught through listing strategy. The implementing Picture Word Inductive Model (PWIM) strategy was better than Listing strategy on students' writing skills of descriptive text. It also gave effect to students who had high self-efficacy, but it would not happen to students with low self-efficacy. Then, there is no interaction between teaching strategies (Picture Word Inductive Model and Listing strategy) toward the students' writing skill.

The similarity with this research was writing as variable Y. The Variable X was also PWIM Strategy. Marsyika used three variables on her research, which were PWIM strategy as Variable X and students' self efficacy X and Writing skill as Variable Y. The differences were about the location, population, research design.

- c. Erni Yuliana (2011) carried out a research entitled: The Use of Picture Word Inductive Model in Teaching Vocabulary. The design of this research was a quasi-Experimental Research at The Seventh Grade of MTs

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Sunan Kalijaga Bawanag Batang In The Academic Year of 2010/2011)The researcher used Picture Word Inductive Model in teaching vocabulary at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011. In this research, the population was the seventh grade of MTs Sunan Kalijaga Bawang Batang in academic year of 2010/2011.The number of the population was 182 students and the sample was 76 students which consisted of two classes. In taking the sample, the writer used cluster random sampling technique. Class VII B was chosen as a try out class, VII E as an experimental class taught by Picture Word Inductive Model and class VII C as the control class who were taught by conventional strategy. The research design used experimental quantitative research. The instrument used to collect the data was writing test or essay test. The technique to analyze the data was t-test formula. It used to determine whether or not there was a significant difference between the average scores of the experimental and the control class. The average of post- test of experiment class was 77.6 which were higher than the average of post test of the control class was 72.6. The t-test result (2.5) was higher than the t- table (1.98). Since the t-test was higher than t- table, the hypothesis was accepted. It means that there was a significant difference in student's vocabulary achievement between students who were taught by using Picture Word Inductive Model and those who were taught by using explanation only.

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The similarity with this research was writing as variable X. The Variable X was also PWIM Strategy. Erni used two variables on his research, which were PWIM strategy as Variable X and Teaching vocabulary as variable Y. While, this research consisted of three variables; Writing ability as variable Y and PWIM Strategy as variable X1 and TTW Strategy as variable X2 The differences were about the location, population, and research design.

- d. Wahyuni Elia Putri (2016) carried out a research entitled : The Use of Picture Word Inductive Model (PWIM) to Improve Students' Vocabulary Achievement at MTs Assyafi'iyah *Gondang*. English Education Program. State Islamic Institute (IAIN) of Tulungagung. The purpose of the research was to describe How Picture Word Inductive Model (PWIM) improved students' vocabulary achievement of the second grade students at MTs Assyafi'iyah Gondang in the academic year of 2015/2016. The research design was Classroom Action Research (CAR). The first step of this research was preliminary observation. Meanwhile the result of the test was classified as quantitative data. The researcher also prepared the criteria of success action acting and observing to get the needed information for vocabulary achievement, the students were taught by using the Picture Word Inductive Model. It could be seen through the increasing mean score from preliminary test (58.5), a test score of cycle 1 (68.2) and test score from cycle 2 (84.8). While the percentage of the students who were passing the criteria of success also increased from preliminary studies

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(09.67 %), cycle 1 (32.25 %), then in cycle 2 (90.32 %). So, it can be concluded that PWIM strategy could improve students' vocabulary achievement by attracting students in attending the lesson.

The similarity with this research was writing as variable X. The Variable X was also PWIM Strategy. Wahyuni used two variables on his research, which were PWIM strategy as Variable X and vocabulary achievement as variable Y. While, this research consisted of three variables which were writing ability as variable Y and PWIM Strategy as variable X1 and TTW Strategy as variable X2 The differences were about the location, population, research design.

- e. Lina Sofia (2015) carried out a research entitled: The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Student's writing skills of Recount Text (An Action Research of the Eighth Graders of Junior High School 2 Semarang in the Academic Year of 2014/2015. The aim of this study was to find out how PWIM strategy was implemented in improving student's writing skills of recount text. In order to reach the objective, a classroom action research was designed and conducted in this study. The participants of this study were 30 students of class VIII B of State Junior High School 2 Semarang in the Academic year of 2014/2015. Tests, observation sheets, and questionnaire were used as the instruments for collecting the data. The results of this research showed an improvement of the student's writing recount text tests. The students' average score in pre-test was 64.40, in cycle 1 test was 75.63, and in post-test was 82.37. Each

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aspects (organization, content, grammar, punctuation, and style and quality of expression) of student's writing skills improved. The result of the observation sheet showed that after teaching and learning by using PWIM strategy, the students became more attentive, active, happier, and attracted in joining the classroom than before they got the treatment. The analysis of the questionnaire showed that the students gave positive responses towards the use of PWIM strategy in teaching and learning English. Based on the overall results of the analysis, it can be concluded that the used of PWIM strategy in teaching writing recount text gave a contribution to the improvement of the students' writing skill of recount text in the terms of learning behaviors and mastery.

The similarity with this research was writing as variable X. The Variable X was also PWIM Strategy. Lina used two variables in his research, which were PWIM strategy as Variable X and writing skills as variable Y. While, this research has three variables which were writing ability as variable Y and PWIM Strategy as variable X1 and TTW Strategy as variable X2. The differences were about the location, population, research design.

- f. Ratna Prasasti (2015) carried out a research entitled: The Effectiveness of Think-Talk-Write (TTW) Strategy in Teaching Writing Descriptive Text . This research aimed to find out the effectiveness Think-Talk-Write Strategy in teaching writing descriptive text. Based on the research the result of teaching writing descriptive text by using Think-Talk-Write

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strategy was effective because the result in the research score pre-test, post test control and experimental class differences. Score pre-test, post test in experimental class > score of pre-test, posttest in control class, so the result shown that this research had a positive influence. So, the hypothesis alternative H_a in this research was accepted. The data of pretest and post-test were analyzed by using statistical analysis.

The similarity with this research was writing as variable Y. The Variable X was also TTW Strategy. Ratna used two variables in his research, which were TTW strategy as Variable X and Writing ability as variable Y. While, this research consisted of three variables which were writing ability as variable Y and PWIM Strategy as variable X1 and TTW Strategy as variable X2. The differences were about the location, population.

- g. Indah Pratiwi (2014) carried out a research entitled: The Effect of Applying Think-Talk-Write Strategy on Students' Achievement In Writing Descriptive Text. The objective of this study was to find out whether applying Think-Talk-Write strategy affects the students' achievement in writing descriptive text. This study was an experimental research. In conducting the research, the writer used 60 students of Al-Fattah Senior High School Medan as the sample. The 60 students were taken from two classes and they were divided into two groups, namely the experimental group who was taught by using Think-Talk-Write strategy and the control group who was taught without Think-Talk-Write strategy. The data of the

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test were collected by administering the written test. The data were analyzed by using t-test formula. The result of the analysis shows that the value of t-observed was higher than the value of t-table ($2,3 > 2,00$ ($\alpha = 0.05$)) with the degree of freedom ($df = N-2 = 58$). It means that there was a significant effect of applying Think-Talk-Write strategy on students' achievement in writing descriptive text. So the alternative hypothesis (H_a) was accepted. The conclusion was that applying Think-Talk-Write strategy encouraged and increased the students' achievement in writing descriptive text. Therefore, it was suggested that English teacher should try to apply this strategy.

The similarity with this research was writing as variable Y. The Variable X was also TTW Strategy and students' achievement. Marsyika used three variables on her research, which were PWIM strategy as Variable X and students' self efficacy X and writing skills as Variable Y. The differences were about the location, population.

- h. Lailiyah Khusnatul (2014) carried out a research entitled "The Effectiveness of Think-Talk-Write (TTW) Strategy in Teaching Analytical Exposition Writing of the Second Grade Students at MAN Trenggalek". The purposes of this research were: 1) to know the students' ability in writing analytical exposition before being taught by Think-Talk-Write (TTW) strategy, 2) to know the students' ability in writing analytical exposition after being taught by Think-Talk-Write (TTW) strategy, 3) to know there is a significant difference of the students' ability in writing

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analytical exposition before and after being taught by Think-Talk-Write (TTW) strategy. The research design in this research was pre-experimental research that used one group pretest and posttest design in quantitative approach. The population of this research was all of second graders, students of MAN Trenggalek. The sample was XI IPS 1 class that consisted of 30 students. The sample was taken by using non probability sampling that was purposive sampling. The research instrument was used a writing, analytical exposition test. A treatment was used by Think-TalkWrite (TTW) strategy. The data of this research were students' scores in the pretest and posttest, and to analysis the data the researcher's used paired sample t-test at SPSS program. The result of this research showed that the students scores in writing analytical exposition before being taught by Think-Talk-Write (TTW) strategy was fair with the mean scores of 68.93. While the students' score in writing analytical exposition after being taught by Think-Talk-Write (TTW) strategy was good with the mean scores of 80.00. So, there was any significant difference in the students' ability in writing analytical exposition before and after being taught by ThinkTalk-Write (TTW) strategy. The score after being taught by Think-Talk-Write (TTW) strategy was higher than the score before being taught by Think-Talk-Write (TTW) strategy. This research also showed the result of T was 5.189, whereas T table with significant level 5% was 2.045. So, it can be concluded that H which stated that there was a significant difference by using Think-Talk-Write (TTW) strategy to teach

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analytical exposition writing of the second graders students at MAN Trenggalek. Ha was accepted. Whereas, Ho stated that there was no significant difference by using Think-Talk-Write (TTW) strategy to teach analytical exposition writing of the second grade students at MAN Trenggalek was rejected. In other words, Think-Talk-Write (TTW) strategy can be used as an alternative for teaching writing.

The similarity with this research was writing as variable Y. The Variable X was also TTW Strategy and analytical exposition. Lailiyah used three variables on her research, which were TTW strategy as Variable X and analytical exposition X and Writing skills as Variable Y. The differences were about the location, population.

- i. Puji Lestari (2015) carried out a research entitled: The Use of Think Talk Write Technique to Improve Students' Creative Writing Skills in Narrative Text. The purpose of this research were: (1) To know the implementation of Think Talk Write Technique to improve students' creative writing skills in narrative. (2) To know the improvement of students' creative writing skills in narrative after being taught by using Think Talk Write Technique. This classroom action research was done in two cycles. The subject of this study was the Eighth Grade Students (Class A) of MTs ABADIYAH Gabus Pati. This class consisted of 27 students. This research was using the tests and observation as the data collection technique. In the pre-cycle, the students taught by the teacher using another technique. The students' scores in pre-cycle was 55.18 or 55.18%. In cycle 1 the students got 57.37

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or 57.37%. In cycle 2 the students got 76.96 or 76.96%. The result of the research showed that there was a significantly difference on students' achievement in every cycle. The learning activity showed that the students paid better attention to the teacher. It can be seen in the cycle 1, the students paid attention well.

Attention but difficult in writing narrative text. In the cycle 2 the students pay better attention and they can write narrative text to enjoy. Based on the result of the research showed that the student achievement in writing the narrative text was improved through teaching narrative text by using Think Talk Write Technique. It can be recommended that the students' creative writing skills in narrative text could be improved by using Think Talk Write Technique.

The similarity with this research was writing as variable Y. The Variable X was also TTW Strategy and creative Thinking skills. Puji used three variables on her research, which were TTW strategy as Variable X and creative thinking skills X and Writing skills as Variable Y. The differences were about the location, population.

- j. Ingrid Laurensia (2015) carried out a research entitled: The effect of applying Think Talk Write strategy on students' achievement in writing a spoof. This study dealt with the effect of applying Think Talk Write strategy on students' achievement in writing spoof text. It was an experimental research. The subject was social students of Grade XI, SMA Negeri 17 Medan, which consisted of 113 students. The research was

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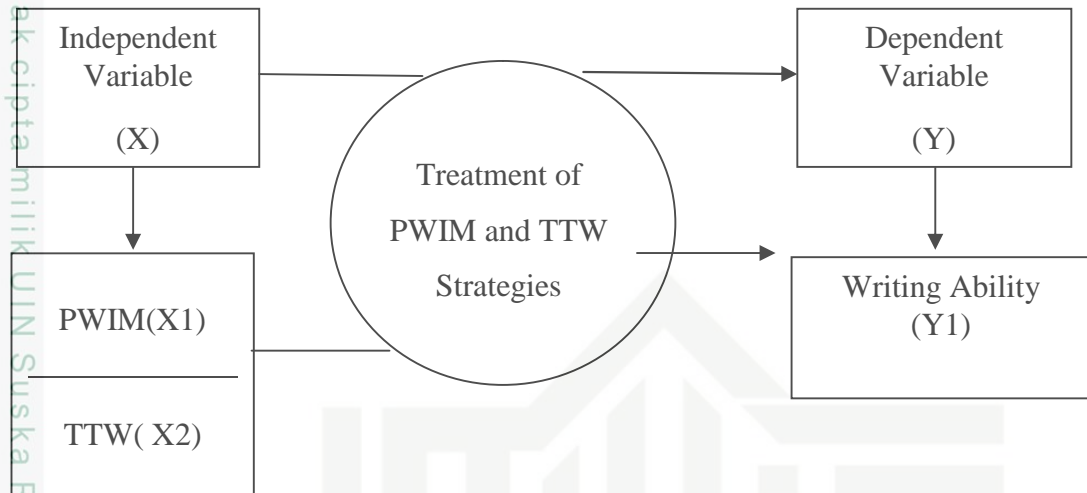
divided into two groups: experimental and control groups. The instrument to collect the data was writing test. The result of the reliability was 0.70, and the test was reliable. The data were analyzed by using t test formula. The analysis showed the scores of the students in the experimental group were higher than in the control group at the level of significant=0.05 with the degree of freedom (df) 72, $t\text{-observed } 4.871 > t\text{-table } 1.994$. The findings indicated that applying Think Talk Write strategy significantly affected the students' achievement in writing spoof text. English teachers were suggested using Think Talk Write strategy in order to improve students' achievement in writing.

The similarity with this research was writing as variable Y. The Variable X was also TTW Strategy and students' achievement. Ingrid used three variables on her research, which were TTW strategy as Variable X and students' achievement X and Writing spoof as Variable Y. The differences were about the location, population.

II.7 The Operational Concept

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operating in an abstract of the research, planning which should be interpreted into particularly words in order to be easy to measure.

The operational concept in this research can be seen on following the table:



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1. The indicators of Variable X1 Picture Word Inductive Model (PWIM) strategy .

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:

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

- b. The teacher asks 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. The teacher asks students to read and review the picture word chart. The students can add words and develop their ideas. The teacher spells aloud

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the words correctly and let the students hear the words pronounced correctly many times.

- d. The teacher leads 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. Asks students to generate all the words collected that available in the word chart into paragraphs.
- e. The teacher asks students to read and review the paragraphs.

2. The indicators of Variable X2 Think Talk Write (TTW) Strategy

a) Think

The first step of this strategy is thinking. The teacher asks the students to Think, then the students are given the topics related to the basic competence in the lesson plan. Students asked to think their ideas about the topics given.

b) Talk

In the Talk, the teacher divides the into groups. After they join in a group, they share their ideas based on what they think before. Other students listen and respond the ideas. After finishing, the students conclude the result of the discussion in the group.

c) Write

After the students get the conclusion, the teacher asks the students to come back to their own seats. They continue to the last step, Write. In the Write, the students are asked to write by using their own words. The ideas and the conclusion from the previous steps just help them to complete sentences into text.

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- 2 The Indicator of variable Y Students' Writing Ability
 - a Students develop their writing ability which is relevant to the assigned topic
 - b Students develop their writing ability knowledgeably
 - c Students arrange the sentences logically and systematically
 - d Students write the topic ineffective, complex contraction, little error agreement, tense, number, word order / function, article, pronounce and preposition.
 - e Students write the topic based on a component of the paragraph they are content organization, vocabulary, language use and mechanic.

In measuring writing, Hughes (1989:100-102) says that there are some aspects or components that should be considered, the writing aspects or components are:

The aspects of writing	Score	Description
Grammar	1	Errors of grammar or word order as severe as to make comprehension virtually impossible
	2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
	3	Errors of grammar or word order frequently; effort of interpretation sometimes required on the reader's part.
	4	Errors of grammar or word order fairly frequently; occasional re-writing necessary for full comprehension.

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	5	Some errors of grammar or word order which do not, however, interfere with comprehension.
	6	Few (if any) noticeable errors of grammar or word order
Vocabulary	1	Vocabulary so extreme as to make writing virtually impossible.
	2	Vocabulary so limited and frequently misused that the reader must often rely on own interpretation
	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	4	Using wrong and appropriate word fairly frequent; the expression of ideas may be limited because of ideas inadequate vocabulary.
	5	Occasionally uses an inappropriate term relies circumlocutions, expression of ideas hardly impaired.
	6	Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer.
Mechanic	1	Error in spelling or punctuation so severe to make comprehension virtually impossible.
	2	Errors in spelling or punctuation so frequent that the reader must often rarely on own interpretation.
	3	Frequent errors in spelling or

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		punctuation, lead sometimes to obscurity.
	4	Errors in punctuation or spelling fairly frequency; occasional re-writing necessary for full comprehension.
	5	Occasional lapses in punctuation or spelling which do not, however, infer with comprehension.
	6	Natural English, minimal errors, few (if any) noticeable lapses in punctuation or spelling.
Form/ organization	1	Lack of communication so serve that communication is seriously impaired.
	2	Individual ideal may be clear, but very difficult to deduce the connection between them.
	3	Little or attempt at connectivity through writer can deduce some organization.
	4	Some lack of organization; re-writing required for classification ideas.
	5	Material well organized; links could occasionally be clearer, but communication not impaired.
	6	Highly organized; clear progression of ideas of liked; like to educate the native writer.
Fluency style	1	A “Hotch-patch” of half learned misused structure and vocabulary item rendering communication almost.
	2	Communication of impaired by

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		completely inappropriate of misused structure and vocabulary.
	3	Structure and vocabulary items sometimes not only appropriate but also misused; little sense of ease communication.
	4	“Patch”, with some structure and vocabulary items noticeable inappropriate to general style.
	5	Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair ease of communication.
	6	Choice of structure and vocabulary consistently appropriate; like that educate native writer.

To measure the student’s ability in writing descriptive text, the writer adapted the standard scoring of persuasive writing from Hughes (1974) as seen in table below:

No	Score	Level Ability
1.	80-100	Very Good
2.	66-79	Good
3.	56-65	Fair
4.	40-55	Poor
5.	0-39	Very Poor

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II.8 Assumptions and Hypotheses

II.8.1 The Assumption

In the research, there are many strategies that can be used by the teacher in teaching learning process. It was assumed that using the Picture Word Inductive Model (PWIW) Strategy, and Think Talk Write (TTW) Strategy are suitable strategies to teach writing ability, especially writing descriptive text. Using both of this strategies, students can increase their capability in writing ability.

II.8.2 Hypotheses

- Ho1 : There is no a significant difference of students' writing ability pretest mean scores between the experimental group 1 and the experimental group 2 at Junior High School 1 Kampar Timur.
- Ho2 : There is no a significant difference of students' writing ability pretest mean scores between the experimental group 1 and the control group at Junior High School 1 Kampar Timur.
- Ho3 : There is no a significant difference of students' writing ability of pretest mean scores between the experimental group 2 and the control group at Junior High School 1 Kampar Timur.
- Ha4 : There is a significant difference of students' writing ability post-test mean scores between the experimental group 1 and the experimental group 2 at Junior High School 1 Kampar Timur.
- Ha5 : There is a significant difference of students' writing ability posttest mean scores between the experimental group 1 and the control group at Junior High School 1 Kampar Timur.

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- Ha6 : There is a significant difference of students' writing ability of posttest mean scores between the experimental group 2 and the control group at Junior High School 1 Kampar Timur.
- Ho7 : There is a significant difference of students' writing ability mean scores of pretest and posttest mean scores between the experimental 1 at Junior High School 1 Kampar Timur
- Ha8 : There is a significant difference of students' writing ability mean scores between pretest and posttest mean scores of the experimental 2 at Junior High School 1 Kampar Timur
- Ha9 : There is a significant difference of students' writing ability mean scores between pretest and posttest mean scores of the control group at Junior High School 1 Kampar Timur.