

## **II. FRAME OF THEORIES**

### **2.1 Concept of Proficiency**

According to Oxford Dictionary, the meaning of Proficient is doing or being able to do something in a skilled or an expert way because of training and practice. Appropriate with definition above, based on the School-Based Curriculum (KTSP) stated that the second class of SMA students are hoped be able to write two until four paragraphs about description of place, person or event.

Based on the definition above, Proficient in descriptive paragraph writing means that the second class of SMA students are able to write two or four paragraphs about description of place, person or event, because they have been trained and have practiced a lot.

### **2.2 Concept of Writing**

Writing is a process of expressing ideas, thought and feeling of the writer by using a conventional system, so the reader understands the message of information sent. Linderman (1983: 3) says that writing is a process of communication using convention graphic system to convey a message to the reader. Moreover, Papalia (1995: 26) adds that writing is a system of graphic symbol used to convey message and record ideas on paper. This implies that writing is a way of

expressing the writer's ideas, though, and feeling so that he/she can communicate with others through written forms.

Writing reinforces the students to use structure, idioms, and vocabulary which we have studied in the previous lesson. Raimes (1983: 76) says that writing is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hands. Furthermore, she also explains that the other aspects of language skills are involved when the students apply their ideas on paper (Raimes, 1983: 3). Thus, writing basically is the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer ideas as a means of communication.

In addition, Tarigan (1987: 7) says that writing is a language skill that is used for indirect communication. It means that the students can communicate their ideas and their thought to others through written form such as letter, message, or invitation for communication.

There are principles of writing in order to write. They include what to say, how to sequence what to say and how to express what was said (Murcia, 1978; 129). So in writing students must be able to elaborate and describe the ideas in sequence and communicative ways.

In other word, it can be said that writing is an important means of indirect communication. Writing is one of language skills and indirect communication that convey meaning and expressive information from the writer to the reader in form

of written language. By writing, language learners can express their feelings, ideas, thought, emotions, attitudes.

### **2.3 Concept of Paragraph Writing**

A paragraph is a group of related sentence expressing one central idea and is completed in itself and is also a subdivision or part of something larger, for example composition. In addition, Oshima and Hogue (1990; 3) stated that a paragraph is basis unit or organization in writing in which a group of related sentences develop one main idea.

A paragraph can be short as one sentence or as long as ten sentences. Wishon and Burk (1980: 369) state that paragraph is usually series of group closely related sentences that develop one topic. Moreover, Martha T (1974; 61) states that paragraph is a group closely related sentences that are arranged in a way that permits a central idea to be defined, developed and clarified.

Related to the statement above, Hornby (1986; 609) states that paragraph is division of piece of writing, or it is usually a group of several sentences dealing with one main idea. From this statement we can conclude that a paragraph consists of one main idea, which is supported by some sentences (supporting sentences) to clarify the main idea.

Based on the definition above, the researcher assumes that paragraph is the smallest part of composition that contains a group of sentences that is used to express one main idea. A good paragraph has to be arranged logically and systematically. Every sentence has to support the main idea and is related to one

another. The shape of paragraph depends upon what it does and where it does. According to Ruskiewicz (1950:236) “Paragraphs in newspapers frequently run no more than a sentence or two; those in news magazines are usually longer; paragraphs in books may cover half a page or more. Each of these paragraphs will have its proper length determined by the aim, audiences and subject matter of the essay itself.

### **2.3.1 Elements of Paragraph**

According to Oshima and Hogue (1990: 3), a paragraph has three major structural parts; a sentence, supporting sentences and concluding sentences. A good paragraph has two elements; unity and coherence. There are many criteria of good paragraph. A good paragraph should fulfill the criteria above. Paragraph has to stick one topic and the content of paragraph must be relevant to the composition content. Then every sentence flows regularly.

Furthermore topic sentence has to be developed by supporting sentence in various structures so that the reader can catch the idea clearly.

There are five categories that have in a paragraph:

1. Topic sentence

According to Oshima and Hogue (1990: 6) topic sentence is a complete sentence and it is usually found at the first sentence in the paragraph. A topic sentence has two essential parts: the topic and the controlling idea. The topic names the subject or the main idea of the paragraph, and the controlling idea make specific comment about the topic. Kreuzer and Cogan (1961) uttered

about a confusion of the students to develop idea in writing paragraph. They said that “Students-writers are usually acutely-even painfully-aware of the need for answering the question: ‘what shall I say about this topic?’ it is just as important, however, to answer another question: ‘what shall I not say about this topic?’ well formulated guiding purpose is the key to determining what should be included in, and excluded from, a piece of writing. It is also the key to limiting the topic, to focusing the topic so sharply that not only is extraneous material excluded but also adequate, satisfying treatment is given to relevant in the wordage available.

## 2. Supporting Sentence

The supporting sentence develops the topic sentence. Oshima and Hogue (1990: 13) state that one paragraph is finished if the topic sentence has been developed, hence the content of the paragraph is clear, the message can be comprehended and receive by reader. This can be developed by giving reason, for example facts and quotations.

## 3. Concluding Sentence

Oshima and Hogue (1990: 13) state that the concluding sentence consists of three points, they are:

- (1) It signals the end of the paragraph,
- (2) It concludes the main point of the paragraph,
- (3) It gives the final comments of the topic and leaves the most important ideas to thing about.

Conclusion can be equally startling and memorable if a short sentence is highlighted by longer ones. Unusually long sentences can be intimidating at the beginning of a paragraph, especially when they try to convey a great deal of information all at once.

#### 4. Unity

Unity means that the paragraph discussed one main idea. The main idea stated in the topic sentence and every supporting sentence must directly explain or prove the main stated in the topic sentence. For example, if the paragraph in the topic sentence stated that about two important characteristics of cigarette, it must discuss only those and may not discuss anything else of cigarette such as the history of cigarette and price of cigarette. Unity in writing, as in all the arts, results, not in monotony, but in harmony. The pointer does not achieve unity by using a single color or a single shape: the colors, the shapes, the lines, the masses all work together to produce a unity of effect which is a major source of the viewer's pleasure.

#### 5. Coherence

Oshima and Hogue (1990: 44) have stated that paragraph is very easy to read and to understand, because:

- (1) The supporting sentences are in some kinds of logical order, and
- (2) The ideas are connected by the use of appropriate transition signals.

In order to have coherence in writing the movement from one sentence should flow smoothly to the next one. The sentences have to be arranged in some kinds of logical order.

Thus, a writer makes sure a paragraph will be coherent by planning how to build the paragraph before writing. A paragraph, moreover, may be developed in these six ways: from the most important example or reason to the least important one, in order of time, in order of space, from a general statement to supporting facts, and from supporting facts to a general statement.

Below is the example of a paragraph with coherence:

*Fast-food restaurants, especially ones with take-out food, have become very popular all over the United States. This is partly because of the rush of the workday. Many offices depend on employees being able to eat on the run or even at work, so take-out pizzas and burgers, salads and sandwiches of all types have become standard lunch fare from New York to San Francisco. It is also because of the increase in working women who simply have no time to work and prepare meals. Instead of coming home at 5 p.m and then slaving over a hot stove, they prefer to send-out for Chinese or Indian take out, po-boy or submarine sandwiches, boxes of spicy chicken or shrimp, or even gourmet meals specially prepared at local restaurant for those who want good fast-food and do not worry about the cost.*

(Andrew Macdonald and Gina Macdonald;1996)

The paragraph above is a coherent paragraph, because the idea is connected by the use of appropriate transition signal from one sentence to other sentence. For example, the words; this, it is also, and instead of are used to make the reader enjoy to read this paragraph. And also, the paragraph presents some important examples conclusively.

### 2.3.2 Components of Writing

Linderman (1983: 120) said that writing is a process of communication which uses conventional graphics system to the readers. Furthermore, Linderman also said that the form of communication use written language as words, sentences, punctuations, and good structure, so that, the readers can understand the information easily.

In writing process, the writer can be said successful if their writing contains some components of writing. According to Jacob et al (1981: 90) there are five components of writing, namely:

1. Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.
3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases,

clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

In addition, according to Harris (1979:68-69) there are five general components in writing, they are:

1. Content. The substance f the writing, the ideas expresses (unity).
2. Grammar. The employment of grammatical forms and syntactic patterns.
3. Form. The organization of content. (Coherence)
4. Vocabulary. The selection of word that suitable with the content.
5. Mechanic. The conventional devices used to clarify the meaning.

In this research, the concepts proposed by Jacob et al will be applied accordingly because these concepts are fairer in scoring each aspect of writing as they are elaborated in the next parts.

#### **2.4 Concept of Descriptive Writing**

When someone writes a descriptive writing, he/she expresses everything in his mind about certain object or event into words and sentences. According to Parera

(1984 :4) descriptive is one of writing that can be live and related to the experience of ones such as seeing, hearing, touching, smelling, and feeling.

Keraft (1982: 93) state that descriptive writing is drawing important part of thing in detail and clearly. It is also support by Smalley and Reutter (1986: 58) who said that when you are describing the something looks-it is physical description – it is not time but space that important and in a descriptive paragraph, you must make the location of the object being descriptive very clear. So it is clear that when one writes, he/she must describe an object clearly in order to make the readers able to see an object in his minds as clear as possible.

Ruszkiewicz (1950; 10) explained that description took a person, place, event, r idea and sketches it in words as if it were frozen in time. The thing being described may, of course, be moving, but the concern of description is to examine what the motion is, not what it does. When you depict the whir of a propeller, you are describing. When you describe the character and features of your uncle John, you are describing. But when propeller tangles your uncle's fishing line and he respond with a modest obscenity of the event is likely to move into the narrative mode.

He continued to emphasize about the accurate description. ‘Whatever its aim, description should be accurate, systematic, selective, and (sometimes) comparative. The accuracy of any description relies on an agreement between a writer and reader on the meaning of terms. But such agreement is not always sure. An inch may be an inch and a meter, but exactly what shade of red is vermillion. How big is huge, what degree of poverty is wretched? Because words and

meaning do not always same and the idea sometimes fail. But author and audiences can be brought closer together by nouns, verbs modifiers, details, and qualifications accurate enough to satisfy the careful writer, yet clear enough to serve the impatient reader". It can be seen from the example of descriptive writing paragraph, as follow;

*My dormitory room, on the second floor of Bienville Hall, is small and crowded. The dark green walls and dirty white ceiling make the room seems dark, and thus even smaller than it is. As you walk into the room, you are stopped short by my bed, which fills half of the room. The two large windows over the bed are hidden by heavy dark gold drapes. Against the wall on your left, pushed into a corner behind the head of the bed, is a large bookcase which is crammed with papers, books and knick-knacks. Wedge in between the bookcase and the wall opposite the bed is a small grave metal desk. It has a brown wooden chair, which seems to fill the left end of the room. Stuffed under the desk is a woven wastepaper basket, overflowing with papers. The wall above the bookcase and desk is completely taken up with two small posters, shoes, hats, tennis racquets, and boxes bulging out of its sliding doors. Every time I walk out of the door, I think, "Now I know what it is like to live in a closet".*

Smalley and Reutten (1986:59)

The descriptive paragraph above is good. The writer has succeeded to introduce the room. We can see from the sentence, which gives information about the position of room. And then, in the next sentences, he has drawn about his room from front of the room until the backside of the room. Moreover he illustrated about the room condition by telling what he watched, what he smelled, and how he felt.

## 2.5 Concept of Writing Proficiency

There are some criteria that must be fulfilled in making paragraph. According to Oshima and Hogue (1990; 3), a paragraph has three major structural parts; a sentence, supporting sentences, and concluding sentences. A good paragraph has two elements; (1) Unity .It means that there is only one main idea in a paragraph. The main idea states in the topic sentences, and then each and every supporting sentence develop that idea.(2). Coherence. It means that the paragraph is easy to read and understand because:

- a. The supporting sentences are in some kinds of logical orders.
- b. The idea are connected by the use of appropriate transition signals.

Furthermore, usually students will be able to make paragraphs better if they have their own knowledge and experience. In related to the statement above, in Ohio Department of Education, High school proficiency testing stated in their reporting that all ninth-grade students will take proficiency test if four areas : reading, writing, mathematics, and citizenship. For the need, Ohio Department of Education Service informed about the ninth-grade proficiency test in writing to the school. It purposed that the schools could use the information to prepare their students for important statewide testing program.

In doing the test, the students will produce a piece of writing based on Ohio Department of Education, High school proficiency testing as follows;

1. Conveying a message related to the prompt (topic or description).
2. Including supporting ideas or examples.
3. Following a logical order.

4. Conveying a sense or completeness.
5. Exhibiting word choice appropriate to the audiences, the purpose, and the subject.
6. Including clear language.
7. Containing complete sentences and may contain purposeful fragments.
8. Exhibiting subject/verb agreement.
9. Containing Standard Forms of verb and nouns.
10. Exhibiting appropriate punctuation.
11. Exhibition appropriate capitalization.
12. Containing correct spelling.
13. Be legible.

Those outcomes would be analyzed the students' proficiency in writing paragraph. The analytic scoring would address the following five general components of Jacob et al (1981: 90):

1. Content : outcomes 1-2
2. Form : outcomes 3-4
3. Vocabulary : outcomes 5-6
4. Grammar : outcomes 7-9
5. Mechanic : outcomes 10-13