

CHAPTER II

REVIEW RELATED LITERATURE

1.1. Writing in Descriptive Paragraph

1.1.1. Writing

Suriamiharja (1996: 1) said that writing is an activity gives birth to the thoughts and feelings. It can also mean that writing is communicated reveals the thoughts, feelings, and desire of others in writing. Meanwhile, Owens (in Soenardji and Hartono, 1998: 102) gives the notion of writing is combining a number of words into a sentence that is good and right according to grammar, and copies it into the discourse which is composed according to the proper reasoning.

About the nature of writing, Hyland (2003) said the writing is a way of expressing feelings, convey, and share the experience of the author to the reader by using written language. In line with that, Reid (1987) said of writing is a process to express ideas, thoughts, and feeling or experiences of the author by using the accounting system, so that the readers understand the message sent. While the valuation (assessment) refers to the variety of ways that are used to gather information about the capabilities and the learning outcomes have been achieved.

In relation to the assessment methods, Brown (2007) outlines there are three main ways in writing assessment, namely:

1. By holistic (holistic scoring)
2. Analytic scoring method, and

3. Triat based scoring method.

But the proposed on the fact that there are two main methods in the assessment of his writing commonly used by assessment by analytical method and assessors holistic.

Glass (2005) outlines of five components that should be judged in his writing, the five components are:

1. Idea or contents,
2. Organization,
3. Word choice,
4. Sentence fluency, and
5. Conventions.

In addition, each weighting have gradations and quality assessment or categories such as excellent to very good, good to average, fair to poor, and inadequate.

Heaton (1989) assessing the five components written with the term.

1. Contents,
2. Organizations,
3. Vocabulary,
4. Grammar, and
5. Mechanics.

The fifth components of the rated maximum of 30 each for the content, 20 to organization, 20 to vocabulary, 25 to grammar, and 55 to mechanics. Maximum score differences for each component or aspect of

writing depends on the weights, role, and its contribution in writing as a whole.

1.1.2. Paragraph

Paragraph is the unity of higher sentence. Paragraph consists only of one theme. Paragraph instead of one sentence, but some of the sentences have a subject's mind. Unifier in the paragraph is supported by existence of a unified meaning which is sourced from a few sentences. So the paragraph is not a collection of a few sentences that have no meaning of unity (Hasnun, 2006: 25).

A paragraph is a group of related sentences that expand the statement by explaining things, describe or prove it. It is not easy to make a paragraph which is good because we have to apply a lot of components into a paragraph that we make.

Barnet & Stubb's in their book entitled Practical Guide to Writing stated that it is commonly said that a paragraph has components itself.

1.1.2.1. Unity

Unity makes one point or it indicates where one unit of a topic begins and ends. The idea developed in each paragraph often appears, briefly stated a topic sentence. Topic sentences are most useful and are therefore especially common in essays that offer arguments. There are much less common because they are less useful in narrative and descriptive essays.

1.1.2.2. Organization

Organization means that the point or unit is developed according to some patterns. A paragraph needs more than a unified point. It needs a reasonable organization or sequence. Exactly how the parts of paragraph will fit together depends on what the paragraph is doing. If it is describing a place, it may move from general view to significant details or from some immediately striking details to some less obvious but perhaps more important one. If a paragraph is classifying (dividing a subject into its parts) it may begin by enumerating the parts and go on to study each in climactic order.

Among the common methods of organizing a paragraph are:

- General to particular (topic sentence usually at the beginning)
- Particular to general (topic sentence usually at the end)
- Enumeration of parts or details (in climactic order)
- Question and answer
- Cause and effect
- chronology

1.1.2.3. Coherence

It is not enough to write unified and organized paragraph. The unity and organization must be coherent. That is sufficiently clear, so that the reader can follow the train of thought. Coherence is achieved largely by means of transition and repetition.

1.1.3. Descriptive Paragraph

1.1.3.1. Definition of Descriptive Paragraph

According to Sulandra (2011) paragraph description is a paragraph that expresses or describes the places, objects, and people with clear detail so that the readers can easily imagine or visualize about what is being written or they may feel that are involved in the experience.

1.1.3.2. Generic Structure of Descriptive Paragraph

According to Sulandra (2011) there are several structures of paragraph description such as the identification, description, and conclusion.

a. Identification

Identification is the part where you identify or write a confession. In addition, it can be a general statement about places, people or objects that you want to describe.

b. Description

A detail description of the places, people, or objects that you want to draw so that the reader can easily imagine the picture description or they can feel that they are involved in the experience.

c. Conclusion

Conclusion is summary paragraph or paraphrase. In addition, the conclusion may be included or not. This can be a restatement or the conclusion of the paragraph.

1.1.3.3. The Step to write a descriptive Paragraph

The step in writing a paragraph description according to Akhadiah (1988: 2-5) and Surana (1995: 8) are:

1. Determine the theme;
2. Specify the purpose of the research;
3. Collect material;
4. Make a skeleton garlands;
5. Develop a framework;
6. Revise the essay.

1.2. Picture Media

1.2.1. Definition of Picture media

Among the learning media, picture media are the most commonly used media. This is because the students prefer picture than paper, especially if the picture is created and presented in accordance with the requirements of good, it certainly will add to the spirit of the students in following the process if learning.

Picture media are everything that is manifested visually in the form of 2-dimensional as the mind or drink such as paintings, portraits, slides, an opaque projector (Hamalik, 1994: 95). Picture media are the most commonly used media, which is a common language that can be used be understood and enjoyed anywhere (Sadiman, 1996: 29). Picture media is impersonation from the object and scenery in terms of shape,

appearance, as well as the relative size of the environment (Soelarko, 1980: 3).

1.2.2. Function of Picture Media

Outline the main functions of the media use of the picture is:

- a. An educational function; it means to educate and provide a positive influence on education.
- b. Social function; it provides information that is authentic and the experience of the various areas of life and gives the same concept to every man.
- c. Economic function; it means giving the production through fostering maximum employment achievements.
- d. Political function; effect on political development.
- e. Function of art culture and telecommunication, the encourage and elicited new creations, including the pattern of effort the creator of technology of modern media (Hamalik, 1994: 12).

The functions above are still conceptual impressed. Practical functions that are run by teaching media are as follows:

- a. Overcoming differences in personal experience of learners, e.g. video cassette recording of the life outside is very needed by children who live in the mountains.
- b. Overcoming limits on spaces and classes, for example the picture of a hero that was installed in the classroom.
- c. Addressing the limitation of the ability of the sense.

- d. Overcoming the natural events, such as volcanic eruption event recordings to explain natural phenomena.
- e. Simplify to complexity of the matter.
- f. Allow the students holding a direct contact with the public or natural surrounding (Rohani, 1997: 6-7)

1.2.3. Characteristic of the Picture Media

According to Rahadi (2003: 27-28) there are several characteristics of picture media:

- a. Must be authentic, meaning it can describe an object or event as if the students see firsthand.
- b. Simple, compositionally quite clearly shows the subject in the picture.
- c. Proportional picture size, so that the students are easy to imagine the actual size of the object or object to be rendered.
- d. Combining beauty with conformity to achieve learning objective.
- e. The picture must contain a message. Not every good picture is a good media. As well, picture media and let the good stuff from the art and according to the learning objective to be achieved.

1.2.4. The Advantages of Picture Media

- a. Concrete and more realistic in bring up the subject matter, if compared to the verbal language.
- b. Can overcome the limitations of time and space.
- c. Can overcome the limitation of our observations.
- d. Clarify the issue in whatever field.
- e. It's cheap and easy to come by as well as used (Sadiman, 1996: 31).

1.2.5. The Disadvantages of Picture Media

- a. Sensory perception showing only the eyes, the limited size can only be viewed by a group of the students.
- b. The picture is interpreted as a personal and subjective.
- c. The picture presented in a very small size, making it less effective in learning (Rahadi, 2003: 27).

Sudjana (2001) says about how the students are taught through picture media is as follows:

- a. Illustrate the picture is abstract level device which can be interpreted to be based on the experience in the past, through the interpretation of words
- b. Illustrate the picture is a teaching that can interest students can study effectively
- c. Illustrate the picture help students read textbooks especially in interpretation and accompanying text matter relived
- d. In the booklet, children generally prefer a half or a full page picture accompanied some of the instructions are clear.
- e. Illustrate the picture content should be attributed to real life, to an interest in students to be effective
- f. Illustrate the picture contents should be laid out in such a way that it does not conflict with the observer's eye movements and parts of the most important parts of the illustrations were to be concentrated on the left portion of the picture field.

Thus, the picture media is one of the techniques of effective learning media because it combines facts and ideas in a clear, powerful, and integrated through the disclosure of words and pictures.

1.3. The Relevant Research Result

Research result through the picture media not optimal it can be seen from the result of the initial observations result of the students learning and outcomes research Mashul Hadi that use picture media writing descriptive paragraph in a series of learning and analyzing the result of the evaluation of the students learning has not been optimal. Based on the result of the research finding of the writer with picture media in writing descriptive paragraph for 7th grade at SMP Islam, MTS Miftahul Jannah, and MTS Al-Mubarak Duduksampeyan.