

CHAPTER II

THEORITICAL REVIEW

A. THEORITICAL FRAMEWORK

A.1. WRITING

A.1.1. The Defenition of Writing

Teaching is the way to show somebody how to do something so that they will be able to do it themselves, and to give somebody to learn something or to tell or show somebody how to do something that they can already do well, and probably better than oneself. In education, teachers are those who teach students or pupils, often a course of study or a practical skill, including learning and thinking skills. There are many different ways to teach and help students to learn. This way is often referred to as the teacher's pedagogy. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and their learning goals.

According to Quran, the important of teaching is stated as follow:

- **Q. S. Al- Alaq: 1-5**

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Meaning: *“Read! In the Name of thy Lord and cherisher, who created, created man, out of a (mere) clot of congealed blood. Proclaim! And thy lord is most bountiful. He whotaught (the use of) the pen. Taught man that which he knew not.”¹*

¹ Arif Rifhan, *Al-Qur'an Tiga Bahasa*, (Depok: Al-Huda Kelompok Gema Insani, 2009), p. 1240.

• **Q. S. An-Nahl: 125**

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Meaning: *“Invite (all) to the Way of thy Lord with wisdom and beautiful preaching, and argue with them In Ways that are best and most gracious. For thy Lord knoweth best who have strayed from his path, and who receive guidance”.*²

There are four basic competences that must be mastered by the students of High School. They are listening, speaking, reading and writing. In this study the writer will focus on one of them, that is writing. Here there are some of the definition from writing. Writing is a skill that is required in many contexts throughout life. For instance you can write an email to a friend or reflect on what happened during the day in your personal diary.³

Writing is a “natural gift” rather than a learned skill. People with such an attitude think that they are the only ones for whom writing is unbearably difficult. Writing is a skill, like driving or word processing, that you can master with hard work. If you want to write, it is as simple as that. If you believe this, you are ready to learn how to become a competent writer.⁴

Writing can be seen as a media to express ideas, and thoughts, it is also as a useful publication tool. It is very effective to spread out ideas, thoughts, politics, culture through books, magazines, journals, and newspapers. In addition it can be said

² Arif Rifhan, *op. cit.*, p.525.

³ Natilene Bowker, *Academic Writing*, (Palmerston North: Massey University, 2007), p. 2.

⁴ John Langan, *op. cit.*, p. 12.

that writing is an effective tool to overspread ideas massively to ask the readers understand what is written by the writer.

Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than writing itself. For example: learners note down new vocabulary, copy out the grammar rules to written tests.

Writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.⁵ It means that writing is an activity to express our ideas in written form on the other side.

From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

A.1.2. Writing Process

Writing process is the stages a writer produces something in its final written form. This process of course can be affected by the content (subject matter) of the writing. The type of the writing (shopping lists, letter, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). Process writing as a classroom activity incorporates the four basic stages as follows:

⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching*, (Cambridge: University Press, 2002), p. 303.

The first is **pre-writing** (planning). In this stage, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the contents structures of the piece, that is how best to sequence the fact, ideas, or arguments which they have decided to include.⁶

Pre-writing is any activity in the classroom that encourage students write. It stimulates thoughts for getting started about the topic before writing first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Pre-writing become a way of warming up writers' brain before they write.⁷

The second is **drafting (writing)** . Drafting is the actual writing of the paragraph or essay. At the drafting stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.⁸

The third is **revising**. It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you

⁶ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 4.

⁷ Jack C. Richard and Willy A. Renandya, *op. cit.*, 316.

⁸ Jack C. Richard and Willy A. Renandya, *op. cit.*, 317.

must look for ways to improve it. This step is called revising.⁹ When the students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It's done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.¹⁰

The last stage is **editing**. At this stage, the students engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages.¹¹

A.2. DESCRIPTIVE TEXT

A.2.1 Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from reports which describe things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place or thing.¹²

Descriptive writing is either to act as a background for a piece of narrative—an account or story—or it can stand by itself and convey any of the five senses—sight,

⁹ Karen Blanchard and Christine Root, *Ready to Write; A First Composition Text 3ed*, (Longman: Pearson Education, Inc., 2003), p. 44.

¹⁰ Jack C. Richard and Willy A. Renandya, *loc. cit.*

¹¹ Jack C. Richard and Willy A. Renandya, *op. cit.*, p. 318.

¹² M. Mursyid, *Learning Descriptive Text*, Tpn, Tt, p. 4.

hearing, touch, smell and taste. Description writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

A.2.2. The Generic Structures of Descriptive Text

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speakers in academic and particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure.

The generic structure of descriptive text is shown in the following:

- **Identification** : Identifies the phenomenon to be described. It is a statement or a short paragraph that identifies the object that is going to be described. It is usually interesting and able to provoke the readers to be eager to read the text.
- **Description** : Describes features in order of importance. It may consist of one or several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. The description of the object can be done according to different angles,

such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

Mark and Kathy have a different picture. They divided the structure into three parts:

- A general opening statement in the first paragraph
 - a) This statement introduces the subject of the description to the audience.
 - b) It can give the audience brief details about the when, where, who, or what of the subject.
- A series of paragraphs about the subject
 - a) Each paragraph usually begins with a topic sentence.
 - b) The topic sentence previews the details that will be contained in the remainder of the paragraph.
 - c) Each paragraph should describe one feature of the subject.
 - d) These paragraphs build the description of the subject.
- A concluding paragraph (optional)
 - a) The concluding paragraph signals the end of the text.¹³

Descriptive text also has grammatical features, namely: a) verbs in the present tense, b) adjectives to describe the feature of the object, and c) topic sentences to begin paragraphs and organize the various aspects of the description.

¹³ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 27.

A.2.3. The Purpose of Descriptive Text

- To entertain : An amusing description of a teenager's bedroom
- To express feelings : A description of your favorite outdoor retreat so your reader understand why you enjoy it so much.
- To relate experience : A description of your childhood home to convey a sense of the poverty you grew up in.
- To inform (for a reader unfamiliar with the subject) : A description of a newborn calf for a reader who has never seen one.
- To inform (to create a fresh appreciation for the familiar) : A description of an apple to help the reader rediscover the joys of this simple fruit.
- To persuade (to convince the reader that some music videos degrade woman) : A description of a degrading music video.¹⁴

A.2.4. Kinds of descriptive text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

A.2.4.1. Description of a people

It is usually people who are interesting to readers. Their appearance is interesting especially as it reflects personality. Character may be portrayed directly or indirectly. In direct description, the writer tells how the person looks and what the

¹⁴ Barbara fine Clouse, *The Student Write* , (McGraw-Hill Companies, Inc., 2004), p. 143.

person is like. In indirect description, the character is revealed through what he or she does, thinks, or says in certain situation.

A.2.4.2. Description of a place

moreover, for describing place; how the places look, smell and sound is important. In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.¹⁵

A.2.4.3. Description of a thing

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs. We might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including

¹⁵ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company, 4th Edition), p. 69.

proper nouns that readers recognize easily can make what we are describing more familiar to them.

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does.¹⁶

Example of descriptive text

My Toy

I have a toy. It is a doll, and I call it Teddy.

Teddy Bear is an American Origin. My dad bought it as a present for my ninth birthday anniversary last year. The doll is small, fluffy, and cute. It has thick brown fur. When i cuddle it, the fur feels soft. Because my Teddy Bear is a doll. I do not neet to feed it. I wash it at the laundry at least once a month. Every night Teddy accompanies me sleeping when I am at school, Teddy stays in my bed. Teddy Bear is really a nice, adorable, and charming toy. I love my Teddy Bear very much.

A.3. CLUSTERING TECHNIQUE

A.3.1. Definition of Clustering Technique

¹⁶ Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), p. 267.

In the writing process there is a prewriting step. One of the prewriting steps is clustering. Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas.¹⁷

Clustering is a good way to turn a broad subject into a limited and more manageable topic for a short essay. Also called *mapping*, and *diagramming*, it is another effective way to gather information for an essay.¹⁸ To cluster ideas, begin with a blank sheet of paper. In the center, write and circle the word that expresses the broad subject which one to write about. Think of ideas and details related to this subject. This technique will help the students to organize their ideas before they develop in paragraph of descriptive writing.

On the other hand, Looping (clustering) is a technique for developing rough outline for a topic by beginning with the most general ideas and moving to more and more specific details. It is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas.

From the definition above, the writer concludes that clustering is making a visual map or new association that allows thinking more creatively and to begin without clear ideas. Clustering can be useful for any kind of writing. Writers use it in the early stages of planning an essay in order to find sub topic in a topic to organize information. Writers can use clustering to plan brief section of an essay as they are drafting.

A.3.2. The Procedures of Cluctering Technique

¹⁷ Karen Blanchard and Christine Root, *op. cit.*, p. 42.

¹⁸ Santi V. Buscemi, *op. cit.*, p. 14.

Clustering can be useful for many kind of writing. Writers use it in the early stages of planning an essay in order to find subtopics in a topic or to organize information. They may try and discard several clusters before finding one that is promising. Clustering works as follows:

- 1) Begin by stating your subject in a few words in the center of blank sheet or paper.
- 2) As ideas and details occur to you, put them in boxes or circles around the subject and draw lines to connect tem to each other and to the subject.
- 3) Put minor ideas or details in smaller boxes or circles, and use connecting lines to show how they relate as well. Keep in mind that there is no right or wrong way of clustering. It is a way to think on paper about how various ideas and details relate to one another.¹⁹

Moreover, clustering technique helps the writer or learners to start the writing activity from the new expectation words and develop them in a circles or squares form. Clustering involves writing down a word or phrase and engaging in free association. Each association is written down and connected to the original stimulus by an arrow or line. The sudents start to write down the ideas and then connected the ideas by using an arrow or line. It is used to overcome the difficulty in developing ideas. It is effective in developing writing skill and the learners are rich in vocabulary.

¹⁹ John Langan, *op. cit.*, p. 23.

A.3.3. The Application of Clustering Technique in Writing Descriptive Text

From the concept stated previously, it can be known that clustering is a strategy that can be used to generate material for a paper. This technique is helpful for the writers who like to do their thinking in a visual way. In clustering, the writers can use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to them.

To begin, take a fresh sheet of paper and write a general subject in the center. Then circle the word.²⁰ Keep in mind that there is no right or wrong way of clustering or diagramming. It is a way to think on paper about how various ideas and details relate to one another.

In clustering you write a topic in the center of a piece of paper, then write ideas suggested by the topic around it, connecting these to the topic with lines, follow the same procedure with your subtopics.²¹

Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using students-generated suggestion) jots down in a few minutes all of the free associations triggered by the subject matter-using simply words or short phrases. Unlike listing, the word or phrases generated are put on the page or board in a pattern which takes shape from the connection the writer sees as each new thought emerges.

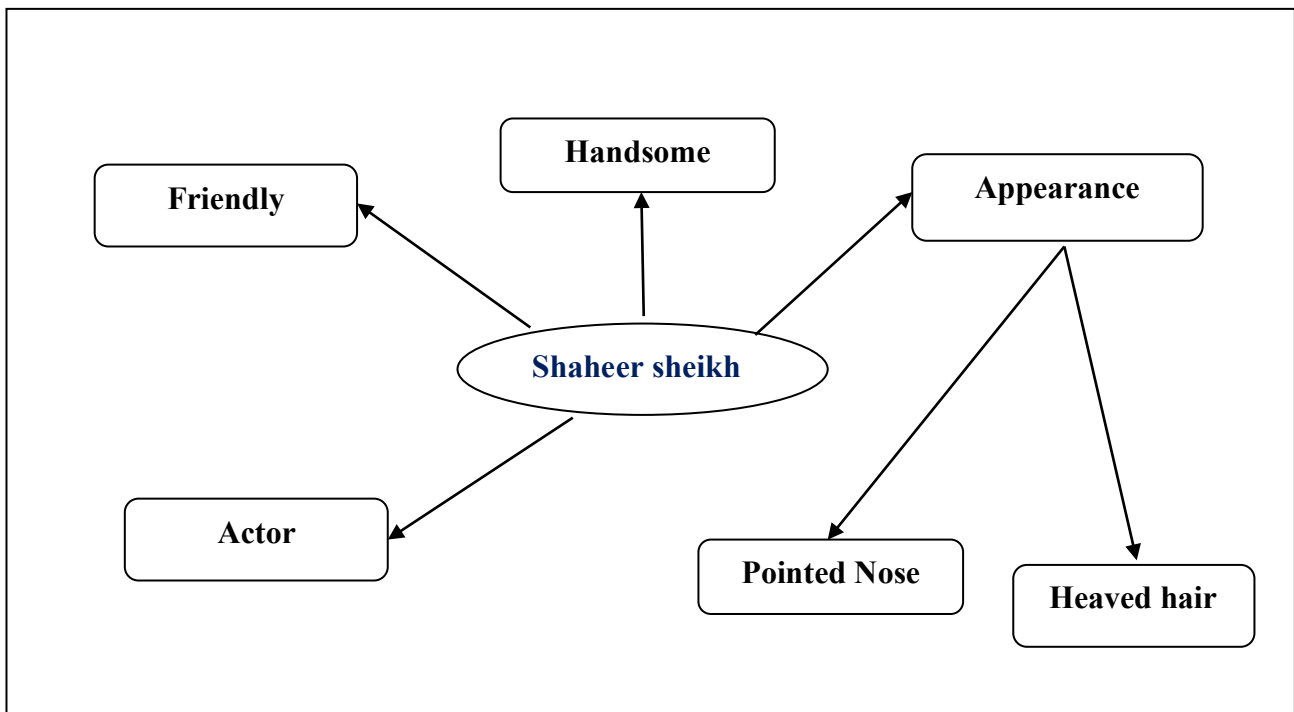
Complete cluster can look like spokes on a wheel or any other pattern of connected lines, depending on how the individual associations are drawn to relate

²⁰ Betty Mattix , *Reasoning and Writing Well; A Rhetoric, Research Guide, Reader, and Handbook-3rd ed*, (New York: McGraw-Hill Companies, Inc., 2003), p. 26-27.

²¹ Donald Pharr and Santi V. Buscemi, *Writing Today Brief Edition*, (New York: McGraw-Hill Companies, Inc., 2005), p. 34.

each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing.²²

The Application of Clustering Technique



My Faforite Actor

I have a favorite actor. His name is Shaheer Sheikh. His true name is Sheikh Shaheer Nawaz. He is an India actor. Shaheer has heaved hair. He looks handsome with his pointed nose. He is very popular actor. He has many fans in other countries most of them are Indonesia people. He is also friendly with others especially children. I like him very much.

²² Marianne C. Murcia, *op. cit.*, p. 253.

B. RELATED STUDIES

1. Adb. Salam. 106014000361. *“Using Clustering Technique to Improve The Students’ Writing of Recount Text”* (A Classroom Action Research At SMPN 2 Tarumajaya, Bekasi). The purpose of this research is to find out whether or not there is an improvement in learning recount text through clustering technique toward students’ writing skill.

The method which was used in this research was Classroom Action Research. It was conducted on March until April 2011 at SMPN 2 Tarumajaya and it involved thirty students at the second grade as the respondents. This research was also conducted in three cycles and each of them consisted planning, acting, observing, and reflecting.

Based on the results of this research, the implementation of clustering technique in teaching recuon text has shown an improvement. In the result of post-test 3, the writer gained 22 students or 73.3 % who passed KKM. On the other hand, the students’ responses towards clustering technique were positive, the mean of pre questionnaire was 38.33% and the mean of post questionnaire was 88.00%, the gained improvement was 49.67%. in shorts, students’ responses to learn were generally positive. Based on these findings, it could be concluded that the implementation of clustering technique could improve students’ writing ability of grade VIII-2 of SMPN 2 Tarumajaya Bekasi.

2. Fajriyani, Tita Nurul, 2011. *Improving Students' Writing Ability through Clustering Technique (A Classroom Action Research in the Second Year of SMP Al-Hasra Bojongsari-Depok)*. This study was carried out to improve the students' writing ability through Clustering Technique in the second year of SMP Al-Hasra academic year 2010- 2011. The subjects of this study were consisted of 31 students. The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of SMP Al-Hasra as an observer and collaborator. This study was conducted following Kurt Lewin model with the following procedures of the action research: planning, acting, observing, and reflecting. The study was carried out in two cycles. Each cycle consisted of two meetings. The data were gathered in this study through interview, field notes, questionnaire, and test. The result of the study showed that there was improvement of students' writing ability. Most of the students gradually gained good scores at the end of each cycle. The score of Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* of English lesson was 70 (seventy). The students' mean score in preliminary study was 55.85. The mean score in the first cycle was 66.13. The mean score in the second cycle was 73.19. In addition, there was a positive response from the English teacher about implementing the action. In conclusion Clustering Technique could improve students' writing ability.

3. Maulana, Ismatul, 2010. *The Effectiveness of Clustering Technique in Teaching Writing of Narrative Text at the Tenth Grade of Sma PGRI 56 Ciputat*. This study is aimed at finding out the implementation of the Clustering Technique in teaching writing narrative text. It consists of (1) teaching preparation made by the English teacher, (2) the implementation of Clustering Technique in teaching narrative text, (3) the instructional material used at SMA PGRI 56 Ciputat, and (4) students' achievement in writing narrative text.

The findings of this study are (1) the teaching preparation made by the English teacher was good, (2) the implementation of Clustering Technique in writing narrative text has applied well, (3) the instructional materials used at SMA PGRI 56 Ciputat was poor, and (4) the students' score after learning writing of narrative text through Clustering Technique was higher than the students' score who learned without it.

All of the research above revealed that Clustering Technique is useful to help the students' ability in writing descriptive text be improved. Even using the same variable 'X', Clustering Technique, the writer will conduct a research with the differences of objectives of study, variable 'Y', object of study and setting of study. This objective of this study is describing the use of Clustering Technique to improve the students ability in writing descriptive text. It is different with the research above which concern to find out the effect of the Clustering Technique.

C. HYPOTHESIS

The hypothesis of this research is "The students' ability in writing descriptive text can be improved by implementing Clustering Technique".

