CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter covers Previous of study, the Clustering technique (definition of clustering, principles of clustering, related study, benefit of clustering, disadvantages of clustering), nature of writing (definition of writing, types of writing, assessment of writing and scoring rubric), Descriptive text, teaching procedures of clustering. They are:

A. Previous Studies

Analyzingwriting skillsin the mastery oflanguagehave been carried out. However, the selectionand application ofthe procedureasalearning technique must beappropriate andis something that mustbe doneby a teacher.In accordancewiththis study topic, *"The effect of clustering technique toward descriptive writing text produced by the seventh grader of SMP Negeri 3 Palangka Raya"*writtentocomplement thestudiesthat have beendone before. Some studiesusedaliterature reviewin this study, as follows:

The first literature review is conducted byHermansyah, the tittles is "TEACHING DESCRIPTIVE TEXT USING CLUSTERING TECHNIQUE AT THE SECOND GRADE STUDENTS OF MAN CIMAHI. The results of the data analysis showed that: the mean scores of pretest was 48.1, the mean scores of posttest was 80.2, the tobs was 11.46, thettable with degree of freedom (*df*) 19 and level of significance at 0.05 was 1,73. Based on the data analysis, the alternative hypothesis of this research was accepted because tobs was higher than ttable (11,46 > 1,73), It also meant that teaching descriptive writing using clustering

technique was significantly improve the students' ability in writing descriptive text.[1]

The second literature review is conducted byErlikwidiyanistyati, the tittles is "THE EFFECTIVENESS OF CLUSTERING TECHNIQUE TO TEACH WRITING SKILL VIEWED FROM STUDENTS' LINGUISTIC INTELELLIGENCE" (an experimental research on descriptive writing for the second semester of English department of IKIP PGRI Madiun in the academic year of 2009/2010). The result of the study leads to the conclusion. First, the students who taught clustering technique have better writing ability than those who are taught using direct instruction. In other word use clustering technique is more effective than direct instruction. Second, the students who have high linguistic intelligence have better writing ability than those who low linguistic intelligence. Third, there is no interaction between teaching technique and students' linguistic intelligence level for teaching writing. Teaching technique which is used by the teacher in teaching writing for the students' linguistic level in class does not give a big influence for the success of the teaching and learning process The effect of teaching technique on the students' writing ability does not depend on the students' linguistic intelligence level.[2]

---

[1]Hermansyah,*Teaching Descriptive Writing Using Clustering Technique at the Second Grade Students of Man Cimahi,*

[2]ErlikWidiyaniStyati. *The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistics Intelligence (An Experimental Research On Descriptive Writing for the Second Semester of English Department of IKIP PGRI Madiun In The Academic Year of 2009/ 2010).*Unpublished S-2 Thesis. Surakarta: UniversitasSebelasMaret Surakarta. 2010.

Next literature review is conducted by Ikapurnama, the titles is "IMPROVING STUDENT'S ACHIEVEMENT ON WRITING NARRATIVE TEXT BY USING CLUSTERING TECHNIQUE". Based on the students' test, the students' score was improved in every test. In Test I, the mean score was 59.41. In the Test II, the mean score was 69,65. In the test III, the mean score of the students was 78.17. The using clustering technique in every test tends to be more effective. So, the mean of test improves and gets better.[3]

In addition, the differences between the previous studies with this study are related to the approach of the study that is used. The previous studies used ANOVA for the data analysis. Meanwhile, this study is experimental research. The purpose of the study is to measure the significant difference between the students taught by clustering technique and the students taught without clustering technique toward writing score used t test for the data Analysis. Related to the level of sample, this study was Junior High school meanwhile the previous study used Senior High School level and University level and the research time and place the clustering technique used.

B. Clustering

1. Definition of clustering

Clustering technique is one of the prewriting activities that can help her to generate the ideas. According to noel clustering technique is a method of "mapping" your ideas as they come into your mind. It is similar to brainstorming,

---

[3]Ikapurnama " *Improving Student's Achievement on Writing Narrative text by using Clustering Technique*".Purwokerto.2009.

through it is more visual. Clustering is a technique that gives to patterns and associations of design mind which provides essential two things: choice from which to formulate and develop thought, and focus meaningful enough to impel you to write. In other word, we can say that clustering is effective technique in free writing because it seems to be a reflection of the way the design mind naturally works-that is, it clusters for patterns meaningful to it all the times as it scans its universe.

Clustering is brainstorming activity that can be used to generate the ideas.[4] Clustering is powerful tool in free writing to generate the ideas from mind. The purpose of clustering is to find out the ideas as many possible. Clustering can stimulate the ideas to connect right and left brain hemispheres.[5]

The similar of clustering is mind mapping. As Tony Buzan (2002) on Riswantoresearch mind mapping is a graphic representation of ideas (usually generated via a brainstorming session). It shows the ideas which are generated around a central theme and how they are interlinked. It is a tool primarily used for stimulating thought. He realized that the education system primarily focused on the left and brain strength, which include the use of "language, logic, numbers, sequence, looks at detail, linier, symbolic representation and judgmental characteristics. Mind Mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative problem solving.

---

[4]Hogue, Alice Oshima, A.2007.*Introduction to AcademicWriting Third Edition.* White Plains, New York.

[5]Hermansyah,*Teaching Descriptive Writing Using Clustering Technique at the Second Grade Students of Man Cimahi,* P.2.

2. Principles of using Clustering

The clustering process represents a way to involve the talent of the mute right brain in the complex symbolic activity that we call writing. In making clustering, we begin with a nucleus word in the middle of paper and then write the other words and circle around the nucleus words.
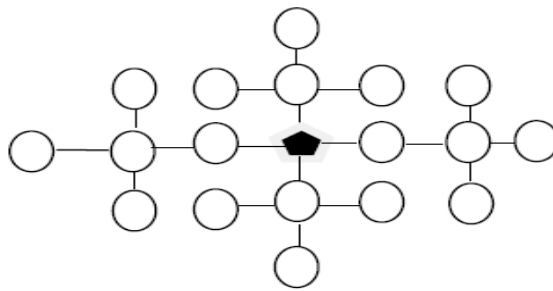

Figure1. Clustering diagram:

= nucleus word (Mind)

= associations words (Minds)

Nucleus word becomes the center of the ideas that becomes the core to make the connection with association words. The way to make clustering:

a. Write a word in the middle of a sheet of paper!

b. Circle it!

c. Write down the first word or phrase that comes to mind and circle it!

d. Draw a line connecting the second circle to the first!

e. Repeat! As you write and circle new words and phrases, draw lines back to the last word, the central word, or other words that seem connected.

3. The benefit using clustering In writing

In general, clustering provides high availability by allowing your writing-critical applications to keep running in the event of a failure. Although clustering

adds additional complexity to your messaging in writing, it provides a number of advantages over using stand-alone (non-clustered) technique. Clustering provides: (1) Reduced single points of failure functionality; (2) Ability to perform maintenance and upgrades with limited downtime; and (3) Ability to easily scale up your cluster to a maximum of seven active EVSs.

4. Disadvantages of clustering

Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually, so it does not a good technique when it is used to write an essay writing which has long paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way.

C. The Nature of Writing

1. Definition of Writing

Just like speaking, writing is a way of communicating a message. It is a means of expressing our thoughts, ideas, and feelings in written form. By writing people may share their knowledge and experiences, or ideas and concepts to others. Dulay stated that writing is the only mode in which both linguistics manipulation tasks and communications tasks have been given.[6] Fuziati also gives statement that writing as a process is orientated towards work in progress and the

---

[6]Heidi Dulay, et al, *Language Two*, New York: Oxford University Press, 1982, p.211.

development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.[7]

As stated above that writing is a way of expressing our thoughts in order to the reader can understand what we have in mind in the written form, it is in line with Sheridan Baker said in her book , *The Practical Stylist*:

In writing, you clarify your own thoughts, and strengthen and your conviction. Indeed, you probably grasp your thougths for the first time. Writing is a way of thinking. Writing actually creates thought, and generates your ability to think: you discover thoughts you hardly knew you had, and come to know what you know. You learn as you write. In the end, after you have rewritten and rearrange for your best rhetorical effectiveness, your words will carry your readers with you to see as you see, to believe as you believe, to understand your subject as you know understand it.[8]

Another expert, Sherman Kent stated that, "Writing is expression, and that successful expression is dependent upon the continuity and clarity of the thought".[9] It means, when someone wants to write something, he/she must to know what he/she intend to write about based on their thought.

Another definition was given by James A.W. Heffernan and John E. Lincoln who defined, "Writing is a means of communication you must consciously learn.

---

[7]Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah UniversityPress,2002, p.151.
[8]Sheridan Baker, *The Prctical Stylist,* p. 2-3.
[9]Sherman Kent, *Writing History*, New York: Appleton Century Crofts, 1941, Second edition, p. 56.

And part of what makes it hard to learn is that written words usually have to express your meaning in your absence, have to "speak" all by themselves".[10]

According to *Oxford Advanced Learner's dictionary* that writing is the activity or occupation of writing e.g. books, stories or articles.[11] Writing is the representation of language in a textual medium through the use of sign of symbols. Writing began as a consequence of the burgeoning needs of accounting.

Based on the statement above, it can be concluded that writing is expressing ideas, facts, feeling, experience, and thought in written form. Writing is an act or process to produce some information from arranging and combining the words or sentences in order to expressing the idea in right grammatical, so the message can be received by the reader from our mind in the form of words or writing.

In writing, the aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing. The writing ability is the main activity of composition. The writing should be systematic and detail.

2. The Types of Writing

An article states that writing can divided into four main categories; they are description, exposition, argumentation and narration. It will explained in the following ways:[12]

---

[10]James A.W. Heffernan and John E. Lincoln, *Writing A College Handbook*, New York: W. W. Norton and Company, Inc, 1986, Second Edition, p.3.

[11]Jonathan Crowther, *Oxford Learner's Dictionary of Current English,* New York: Oxford University Press, 1995, p. 1385.

[12]Rahmadi Nirwanto, *Paragraph and Essays,* Yogyakarta: Kanwa Publisher, 2013, p. 40-48.

a. Narrative is a writing form is used to tell a story, to give meaning an event or series of related event.

b. Descriptive is kind of writing form which is used to evoke the impression produced by some aspect of person, place, scene or the like.

c. Expository is a writing form in which it includes most of people, read and write magazine or article and so forth.

Argumentative is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.

3. The Writing Process

Writing is never a one-step action, it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise again until you are satisfied that your writing expresses exactly what you want to say.

According to Oshima, "There are four main stages in the writitng process: prewriting, organizing, writing, and polishing.[13]The opinion contains similar ideas meaning that when students produce a piece of writing, they will go through between the stages in which they make revision for the improvement of their writing until finishing final draft.

The deep description of writing process is discussed as follows:

a. The first step is called *prewriting*. Prewriting is a way to get ideas. In this step you choose a topic and collect ideas to explain the topic. There are several

---

[13]Alice Oshima and Hogue, *Introduction to Academic Writing (Third Edition)*, New York: Longman, 2007, p. 15.

techniques you can use to get ideas. One of the technique is *listing*. Listing is prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into you mind. Another way to get ideas down on paper quickly is through brainstorming.Brainstorming is one way to capture thoughts.[14] Free writing is also one of the technique, In freewriting you write non-stop about a subject for a certain amount oftime. You just write down sentences as you think of them without worrying about whether your sentences are correct or not.[15]

b. ***The second step*** in the writing process is to organize the ideas into a simple outline. An outline is a formal plan for a paragraph. In an outline, you write down the main points and subpoints in the order in which you plan to write about them.

c. ***The next step***is to write a rough draft, using your outlines as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling or punctuation.

d. ***The final step***, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attact the big issues of content and organization (**revising**). Then work on the smaller issues og grammar, punctuation, and mechanics (**editing**).

4. The Purpose of Writing

---

[14]Karen Blanchard and Cristine Root, *Ready to Work,* New York: Pearson Education. Inc., 2003, p. 4.
[15]Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, p.34.

For the most students, writing in English needs great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required.

When a person writes something, he or she has purposes for writing. The writer may have motivations of which he or she is unaware. The writer may also has mixed, and even contradictory, motivations for writing.

Required writing happens on the job and in school. Self-chosen writing happens in many circumstances. Both required and self-chosen writing can be of many kinds. In either case, reflection on different purposes for writing can help one produce the most effective piece of writing.

Roman *Jakobson's* model of the communication situation provides a good framework for classifying the varied purposes of writing.

Adapted to written communication, *Jakobson's* model has these parts:

a. Writer

b. Reader

c. Context

d. Message

e. Contact

f. Code[16]

Writing can be seen as having six general types of purpose, each type of purpose focusing on one of the parts of the communication model.

---

[16]http://web.mst.edu. (Acessed on October 10, 2014).

a. Writer: **Expressive** purposes. One may write simply to express one's feelings, attitudes, ideas, and so on. This type of writing doesnot take the reader into consideration; instead, it focuses on the writer's feelings, experience, andneeds. Expressive writing may take the form of poetry, journals, letters, and, especially, *free writing*.

b. Reader: **Convince** purposes. Convince writing seeks to affect the reader. Persuasive writing is convincing, so writing intended to entertain the reader. Writing intended to arouse the reader's feelings is convince. Convince writing may take about any form, so as long as its intention to persuade the reader or affect the reader emotionally.

c. Context: **Informative** purposes. Informative writing refers to something external to the writing itself, with the purpose of informing the reader. For instance, this page is informative, as are the other components of this Map. In our times, informative writing is usually prose, although in earlier periods poetry was used for informative purposes.

d. Message: **Poetic** purposes. Poetic (or literary or stylistic) purposes focus on the message itself—on its language, on the way the elements of language are used, on structure and pattern both on the level of phrase and of the overall composition. Poetic writing can be in prose as well as in verse. Fiction has poetic purposes.

e. Contact: **Phatic** purposes. Phatic language (and nonverbal communication) establishes and maintains contacts between speakers or between writer and reader. In speaking, for instance, we may greet someone by saying, "Howya

doin?" or Hozit goin?" These questions are **not** requests for information. They are intended to establish and maintain friendly contact. Phatic purposes are not significant in most writing. The use of greetings and closings in letters is one example of phatic purpose in writing.

f. Code: **Metalinguistic** purposes. Comments **on** a piece of writing are metalinguistic. If a student attaches a note to an essay to explain why the essay is late, the note is metalinguistic in relation to the essay. An author's preface to a book is another example of metalinguistic purpose in writing.

In conclusion discussion above, written language is used to get things done, to provide information and to entertain. In the case of information, written language is used to communicate with others who are removed in time and space.

5. Writing Assessment

Assessment plays an important role in the instructional program in the school. It provides information that can be used in a variety educational decisions. The main emphasis in clasroom assessment, however, is on decision concerning student learning and development.

Asssessment is a general term that includes the full range of procedures used to gain information about student learning and the information of value judgements concerning learning progress. In addition, assessment answers the question about how well the individual performs.[17]

The interrelated nature of teaching, learning, and assessment can be seen in the following sequential steps in the instructional process. They are as follows:

---

[17]http://www.readingrockets.org .(Acessed on October 15, 2014)

a. Identifying instructional goals.

b. Preassessing the learner's need.

c. Providing relevant instruction.

d. Assessing the intended learning outcomes.

e. Using the assessment result to improve learning and instruction.[18]

Writing assessment is not easy task. When assessing students' writing ability, the objectives and criterions must be clear. The teacher gives a writing task after considering the objectives and the criterions to achieve the writing process.

To assess the Students' writing product, there are three methods of scoring for judging the students' writing. Those are holistic, primary trait, and analytic scoring. In the present study, the writer uses analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria use in the process writing. The scoring method applied in the study is developed by Behram.

The scoring rubric for the measurement as follow:[19]

Table 2.1
The Scoring Rubric for The Measurement of Writing Test.

No	Scoring Aspect	Criteria	Score
1	The content suitable with title	100% the content is relevant to the topic.	5
		80% the content is relevant to the topic.	4
		60% the content is relevant to the topic.	3
		40% the content is relevant to the topic.	2

[18]*Ibid.,*
[19]KementrianpendidikandankebudayaanBahasaInggris, *when English rings the bell*:buku.guru:Jakarta.2013

		20% the content is relevant to the topic.	1
2	Structure text	100% arranged well and respectively.	5
		80% arranged well and respectively.	4
		60% arranged well and respectively.	3
		40% arranged well and respectively.	2
		20% arranged well and respectively.	1
3	Diction	100% accurate diction.	5
		80% accurate diction.	4
		60% accurate diction.	3
		40% accurate diction.	2
		20% accurate diction.	1
4	Sentence integrity	100% the text is arranged precisely.	5
		80% the text is arranged precisely.	4
		60% the text is arranged precisely.	3
		40% the text is arranged precisely.	2
		20% the text is arranged precisely.	1
5	Paragraph integrity	100% the text is arranged precisely.	5
		80% the text is arranged precisely.	4
		60% the text is arranged precisely.	3
		40% the text is arranged precisely.	2
		20% the text is arranged precisely.	1
6	utilizing grammar accurate	100% utilizing grammar accurate	5
		80% utilizing grammar accurate	4
		60% utilizing grammar accurate	3
		40% utilizing grammar accurate	2
		20% utilizing grammar accurate	1
7	Process of writing Vocabulary	100% Process of writing Vocabulary accurate	5
		80% Process of writing Vocabulary accurate	4
		60% Process of writing Vocabulary accurate	3
		40% Process of writing Vocabulary accurate	2
		20% Process of writing Vocabulary accurate	1
8	Original writing	100% article result ideas by self	5
		80% article result ideas by self	4
		60% article result ideas by self	3
		40% article result ideas by self	2
		20% article result ideas by self	1
9.	Orderliness of writing	Orderly and be read	5
		Less orderly and less read	3

D. Descriptive text

A descriptive text is a text which describes a particular person, place or item.

A descriptive text is consists of: Identification for identifies the person, place, or

item described and description for describes parts, qualities and characteristics of

the person, place, or item. The language features of a descriptive text are using mostly the simple present tense and many adjectives to make an interesting, lively description.[20]

E. Teaching Procedures of Clustering Technique

One of the best techniques for stimulating ideas and finding a direction for a piece of writing is "clustering." Clustering is a powerful tool because it Steps into the right brain, which drives creativity. The right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if the left brain is too dominant when starting writing, it inhibits the free flow of thought.[21] Meade: mentions that there are some procedures to do clustering technique:

1). Write a word or phrase on a clean piece of paper;

2). Circle the word and let connections flow, writing down each new word or phrase that comes to mind, circling it, and connecting it with a line;

3). Keep the hand moving all the time;

4). Cluster for a while;

5). Continue adding to the cluster;

---

[20]Bachtiarbima M, CicikKurniawati, BahasaInggris SMP/MTS, PT.Intanpariwara, Klaten: 2013,P,8.

[21]ErlikWidiyaniStyati. *The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students' Linguistics Intelligence (An Experimental Research On Descriptive Writing for the Second Semester of English Department of IKIP PGRI Madiun In The Academic Year of 2009/ 2010).*Unpublished S-2 Thesis. Surakarta: UniversitasSebelasMaret Surakarta. 2010.

6).Write a piece without worrying about perfection. According Cahyono states that the teaching and learning process is conducted through the following procedures:

1. Pre-writing:

   a. Write the theme on the whiteboard;

   b. Draw a sample of cluster. Ask the students to competitively complete the provided cluster;

   c. Give the example of descriptive phrase based on cluster;

2. Whilst-Writing

   Ask the students to write individually a descriptive text based on a certain theme.

3. Post-Writing

   a. Ask the students if clustering technique helps them in writing text;

   b. Evaluate the students' writing products.