

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers previous studies, definition of clustering technique, the application of clustering technique in writing recount text, the process of teaching writing using clustering technique, advantages of clustering technique, and disadvantages of clustering technique, definition of writing, kinds of writing, the process of writing, writing assessment, teaching writing at senior high school, teaching writing at MA Raudhatul Jannah Palangka Raya, and the purpose of writing, definition of recount text, the structure of recount text, and the example of recount text.

#### **A. Previous Studies**

Related to the study, before conducting the study, the writer review some related previous studies. These previous studies give insight about the issues discussed in this study.

First, Fikri Fauzi Alawi has conducted a study entitle “Improving Students’ Ability in Writing Descriptive Text Using Clustering Technique (An Action Research at eighth grades of MTs. Darul Ma’arif Cipete-Jakarta)”.<sup>8</sup>

<sup>8</sup> In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. The result of this research shows that using clustering technique in teaching descriptive writing can improve their writing’s ability. The students’ responses showed that they were interested to learn writing subject,

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<sup>8</sup> Fikri Fauzi Alawi, *Improving Students’ Ability in Writing Descriptive Text Using Clustering Technique*, Unpublished Thesis. Jakarta : State Islamic University Syarif Hidayatullah Jakarta, 2011.

because they felt easier to write using the technique. Moreover, the students' achievement in pre-test and post-test showed a significant improvement. The students' mean in preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile, the mean score in the second cycle was 74.3%. It means that there was 15.2 points or 30% of mean improvement from the students' score in the Preliminary study to the first cycle and there was 24.7 points or 49.8% of mean score improvement from the students' score in preliminary study to the second cycle. From this result, the researcher concludes that teaching descriptive writing using clustering technique at eighth grades of MTs. Darul Ma'arif Jakarta can improve their writing ability.

The second, Meliya Adriati, had conducted a study entitled "The Use of Clustering Technique in Teaching Writing Narrative Text (A quasi-experimental study of tenth graders in one senior high school in Bandung)".<sup>9</sup> This study investigated the use of clustering technique in teaching writing narrative text. Thus its specific objective was to find out: (1) whether the use of clustering technique is effective in teaching writing narrative text, and (2) the response of the students to this technique. The research method used in this study was quasi-experimental and the sample was sixty ten-graders in one senior high school in Bandung. Based on data from pre-test, post-test and interview, clustering technique was effective in improving students' score in writing narrative text. Also, students' response to the technique was positive as clustering had several strengths though it had several weaknesses too.

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<sup>9</sup> Meliya Adriati, *The Use of Clustering Technique In Teaching Writing Narrative Text*, Bandung: English Education Study Program of Indonesia University of Education, 2013.

The third, Ulya Zakiyyah studied about “The Effectiveness of Using Clustering Technique in Teaching Writing Narrative Text (a Pre Experimental Research at the Tenth Grade Students of MA Datul Falah Cluwak Pati in Academic Year 2013/2014).<sup>10</sup> In this research, the researcher used quantitative experimental. Based on the analyzing data, it was found that the writing ability of narrative text of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014 before being taught by using clustering technique was categorized sufficient. The mean of pre-test is 58.96 and standard deviation is 8.69. while the writing ability of narrative text of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014 after being taught by using clustering technique was categorized good. The mean of post-test is 71.21 and standard deviation is 7.36. The calculation of t-obtained (to) is 10.60 in the level of significance 0.05, t-table (tt) is 2.052. Because t-obtained is higher than t-table ( $t_o > t_t$ ), it is mean that there is significant difference between the ability of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014 in writing narrative text before and after being taught by using clustering technique.

Based on the data above, the researcher concludes that clustering technique is effective to improve the writing ability of the tenth grade students of MA Darul Falah Cluwak Pati in academic year 2013/2014, it can be seen from the data that the ability of the tenth grade students of MA Darul Falah Cluwak Pati in academic year

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<sup>10</sup> Ulya Zakiyyah, *The Effectiveness of Using Clustering Technique in Teaching Writing Narrative Text*, Bandung: English Education Department, Teacher Training and Education Faculty, Muria Kudus University, 2014.

2013/2014 in writing narrative text after being taught by using Clustering technique is better before being taught by using Clustering technique.

In addition, the differences between the previous studies with the writer were; (1) related to the approach of the study that is used, and (2) the materials. The previous studies used classroom action research (CAR) and descriptive research. Besides that, the materials were the descriptive text and narrative text. Meanwhile, this study was experimental research; it is conducted in teaching writing by clustering technique, and the material is recount text. The purposed of the study was to measure the effect of teaching writing by using clustering technique in teaching writing recount text for tenth grade students at MA Raudhatul Jannah Palangka Raya.

## **B. Clustering Technique**

### **1. The Definition of Clustering Technique**

In the writing process there is a prewriting step. One of the prewriting steps is clustering. There are a lot of definition about clustering stated by experts, Karen Blanchard, and Christine Root state one of them, they define that clustering is another prewriting technique. It is a visual way of showing how the ideas are connected using cycles and lines. When cluster the ideas, draw a diagram of ideas.<sup>11</sup>

Clustering, diagramming (mapping) is helpful the people that think on a visual way. Put the idea in a circle or block and branch off examples or other ideas pertaining to it. According to Jerry that clustering is using a key word placed in the

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<sup>11</sup> Karen Blanchard, and Christine Root, *Ready to Write; A First Composition Text 3<sup>rd</sup> Edition*, Longman: Pearson Education, Inc., 2003, p.42.

center of a page (or board), a student's (or teacher) jots down all the free associations students give related to the word, clustering similar words.<sup>12</sup>

Another definition stated by Regina L. Smalley, and Mary K. Ruetten, clustering is makes a visual map of the ideas.<sup>13</sup> Santi V. Buscemi said that 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.<sup>14</sup>

According to John Langan,"Clustering also known as diagramming, or mapping, is another strategy that can be used to generate material for a paper."<sup>15</sup> This technique is helpful for people who like to think in a visual way. In clustering, writers can use lines, boxes, arrows, and circle to show relationship among the ideas and details that occur to them. It means that clustering is a technique that can help students to narrow the subject especially for visual learners.

On the other hand, Thomas E. Tyner said that, 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.<sup>16</sup>

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<sup>12</sup> Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, p.227.

<sup>13</sup> Regina L. Smalley, and Mary K. Ruetten, *Refining Composition Skill rhetoric and Grammar*, New York: International Thompson Publishing Company 4<sup>th</sup> Edition, p.10.

<sup>14</sup> Santi V. Buscemi, *A Reader for Developing Writers*, New York: McGraw-Hill Companies, Inc., 2002, p.14.

<sup>15</sup> John Langan, *English Skills with Readings*; 6<sup>th</sup> Edition, New York: McGraw-Hil Companies, Inc., 2006, p.25.

<sup>16</sup> Thomas E. Tyner, *Writing Voyage*, California: Wadsworth, Inc., 1985, p.176-177.

From the definition above, the writer concluded that clustering is a strategy which helps to classify the ideas from general to specific ideas and be more detail by using circles, boxes, lines, or arrows.

## 2. The Application of Clustering Technique in Writing Recount 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 on 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.<sup>17</sup> In clustering 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 the subtopics.<sup>18</sup>

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

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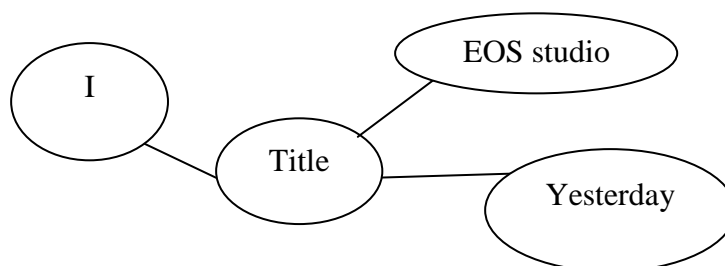
<sup>17</sup> Betty Mattix Dietsch, *Reasoning and Writing Well; A Rhetoric, Research Guide, Reader, and Handbook-3<sup>rd</sup> Edition*, New York: McGraw-Hill Companies, Inc., 2003, p.26-27.

<sup>18</sup> Donald Pharr, and Santi V. Buscemi, *Writing Today Brief Edition*, New York: McGraw-Hill Companies, Inc., 2005, p.34.

to relate 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.<sup>19</sup>

### **The Application of Clustering Technique**

#### **Part I: Setting/Orientation**



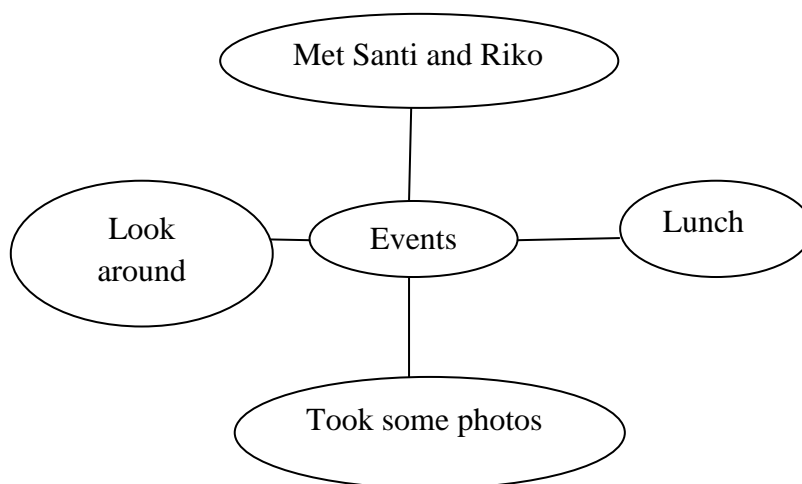
In the setting/orientation includes who, where, and when.

Who : Tell about the actor or person in the story.

Where : Tell about the place of the story happen.

When : Tell about the time of the story happen.

#### **Part II: List of Events**

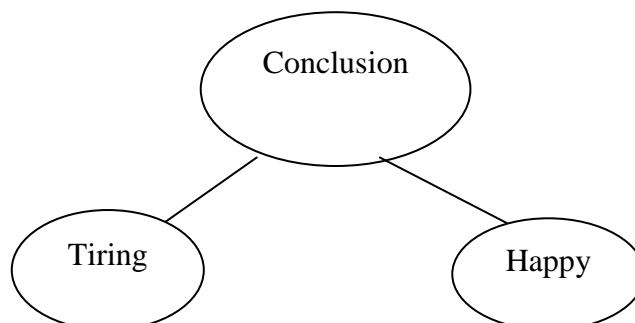


List of events is explains about some of events that happen in the story.

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<sup>19</sup> Marianne C Murcia, *Teaching English as a Second Language or Foreign Language*, Boston: Hainle & Heinhle, 1991, p.253.

### Part III: Reorientation



Conclusion is ending of the story. It can be happy ending or sad ending.

**The example of writing recount text using clustering technique is as follow:**

#### *Setting/Orientation*

This morning my friend and I went to EOS studio. It's not far from our school, so we just rode out by cycles.

#### *List of Events*

First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanti and Riko.

#### *Reorientation*

It was tiring but we were very happy.

### 3. The Process of Teaching Writing Using Clustering Technique

One of the techniques for stimulating ideas and finding a direction for a piece of writing is “clustering”. Clustering is a powerful tool because it taps 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.

The teaching and learning process is conducted through the following procedure:

a. Pre-writing

- 1) Write the theme on the whiteboard.
- 2) Draw a sample of cluster. Ask the students to competitively complete the provided cluster.
- 3) Give the example of simply word or short phrase based on cluster.
- 4) Ask the students to make a cluster on their own.

b. Whilst-writing

Ask the students to write recount paragraph individually based on a certain theme.

c. Post-writing

- 1) Ask the students if clustering technique help them in writing paragraph.
- 2) Evaluate the students' writing products.<sup>20</sup>

4. Advantages of Clustering Technique

In general, clustering provides high availability by allowing students 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:

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<sup>20</sup> Mamik Rustika Sari, *The Effectiveness of Clustering Technique on Writing ability and Apprehension of The Eleventh Grade Students of MAN Model Palangka Raya*, Unpublished Thesis , Palangka Raya, 2014, p.20-21.

- a. Reduced single points of failure functionality.
- b. Ability to perform maintenance and upgrades with limited downtime,
- c. Ability to easily scale up your cluster to a maximum of seven active EVSs.<sup>21</sup>

#### 5. Disadvantages of Clustering Technique

This technique had three weaknesses including making the grammatical aspects ignored, taking longer time than students “usual writing routine, and its tendency to occupy students” focus. So, distract them from the task of writing.<sup>22</sup>

### C. Writing

#### 1. The definition of writing

According to Jack C. Richards and Willy A. Renandya, “Writing is the most difficult skill for second language learners to master”. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.<sup>23</sup>

Marianne C. Murcia said, writing is “the ability to express one’s ideas in written form is a second or foreign language”.<sup>24</sup> It means that writing is an activity to express our ideas in written form.

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.

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<sup>21</sup> Erlik Widiyanti Styati, *The Effectiveness of Clustering Technique to Teach Writing Skill Viewed from Students’ Linguistic Intelligence*, Unpublished Thesis, Madiun: IKIP PGRI Madiun, 2009, p.33.

<sup>22</sup> Meliya Adriati, *The Use of Clustering Technique in Teaching Writing Narrative Text*, p.8.

<sup>23</sup> Jack C. Richards, and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, p.30.

<sup>24</sup> Marianne C. Murcia, *Teaching English as a Second or Foreign Language; Second Edition*, Boston: Heinle & Heinle Publisher, 1991, p.233.

## 2. Kinds of Writing

### a. The Essay

An essay is a group of paragraphs that develops one central idea.<sup>25</sup> Writing an essay is no more difficult than writing a paragraph except that an essay is longer. However, the topic of an essay is too long and too complex to discuss in one paragraph. Therefore, you must divide the topic into several paragraphs, one for each major point.<sup>26</sup>

A composition essay is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates the writer's thoughts and ideas on a central topic. On the other hand, essay writing involves far more than the production of grammatically correct sentences; it demands creativity and originality, since it is generally intended not only to inform but also to entertain.<sup>27</sup>

### b. Paragraph

According to Oshima and Hogue paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences, and a concluding sentence.<sup>28</sup>

Paragraphs are the foundation of writing, students need to write paragraphs in order to equip their papers, journals, reports and so forth. If students write some paragraphs

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<sup>25</sup> Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill Rhetoric and Grammar*, p.105.

<sup>26</sup> Furaidah, *Advanced Writing*, Jakarta: Pusat Penerbitan Terbuka, 2002, p.42.

<sup>27</sup> Heaton, *Language Testing*, England: Longman, 1987, p.127.

<sup>28</sup> Oshima and Hogue, *Writing Academic English (3)*, Addison Wesley: Longman, 2007, p.16.

can stand alone and some are parts of larger piece of writing such as an essay. And According to Furaidah that paragraph is a group of related sentences which develops one main idea or one main topic.<sup>29</sup> Paragraph has five major elements. They are:

### 1) The Topic of Paragraph

According Furaidah that the topic of paragraph is what the paragraph is about. It is "thing" which paragraph discusses.<sup>30</sup>

### 2) The Topic Sentence

The topic sentence is the introductory paragraph. It is the most important part of the paragraph. It introduces the main topic of the paragraph. In addition to that, it introduces the controlling idea of the paragraph. The topic sentence is usually at the beginning paragraph.<sup>31</sup>

According to Robbert A in Nirwanto states that in understanding the topic sentence, there are three important points to be considered:

- a) A topic sentence is a topic sentence; it contains a subject, a verb and (usually) a complement.
- b) A topic sentence contains both a topic and controlling idea.
- c) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.<sup>32</sup>

### 3) The Supporting Sentences

The supporting sentences of a paragraph develop its topic sentences. They function as the body of the paragraph. Each of them is about the topic sentence. The

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<sup>29</sup> Furaidah, *Advanced Writing*, Jakarta: Pusat Penerbitan Terbuka, 2002, p.1-2.

<sup>30</sup> Ibid, p.117.

<sup>31</sup> Sanggam Siahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008, p.21.

<sup>32</sup> Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, p.9.

supporting sentence which directly develops the topic sentence is called the major supporting sentence. The one which indirectly develops it but directly develops the major supporting sentences is called the minor supporting sentence. All the supporting sentences of a paragraph are about topic sentence.<sup>33</sup>

#### 4) Unity

According to Alice Oshima in Nirwanto states that "uni" is the Latin prefix meaning one. It is meant that in each paragraph only one main idea is discussed. If he or she starts to discuss an idea, he or she may start a new paragraph.<sup>34</sup>

#### 5) Coherence

According to David Yerkes in Nirwanto states that co- is Latin prefix that means "together" or "with". The verb cohere means "stick together" or "unified".<sup>35</sup>

According to Furaidah coherence is achieved by arranging sentences in logical order and providing signals that help the reader understand the relationship between the ideas in the sentence in the paragraph. In addition, the sentences are now connected by several linking devices: repetition of keywords, transition signal and sentence combining.<sup>36</sup>

According to Carino still in Nirwanto states that Coherency usually refers to logic and ideas. In order to have coherency in a paragraph, the movement from one sentence into the next sentence (and in longer essays, from one paragraph to the next)

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<sup>33</sup> Sanggam Siahaan, *The English Paragraph*, p.33.

<sup>34</sup> Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, p.11.

<sup>35</sup> Ibid, p.12.

<sup>36</sup> Furaidah, *Advanced Writing*, p.116.

must logical and smooth. There must be sudden jumps. For a paragraph to be coherent, first it must have unity.<sup>37</sup>

In this study, based on the syllabus of Senior High School at MA Raudhatul Jannah the writer will be measure the students' score in writing recount paragraph.

### 3. The Process of Writing

Writers of any experience level can benefit from the writing process. It guides students from the topic to the finished product. Teaching the writing process is fairly straight forward, so it's the way students interact with the writing process that proves most beneficial.

Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students.<sup>38</sup>

Process writing approaches tend to be framed in three stages of writing they are prewriting, drafting, revising, and editing<sup>39</sup>:

#### a. pre-writing

The first stage of the writing process is called pre-writing and the point at which we discover and explore our initial ideas about a subject. The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this stage, the most important things is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas.

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<sup>37</sup> Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, p.12.

<sup>38</sup> Sabarun, *The Effectiveness of Using an outline in Writing Expository Essay*, p.36.

<sup>39</sup> Jerry G Gebhard, *Teaching English as a Foreign or Second Language: A Teacher Self Development and Methodology Guide*, p.226.

According to Alice that pre-writing is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic.<sup>40</sup> According to Regina, in the pre-writing stage, writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing.<sup>41</sup> There are several activities we can choose from in the prewriting stage. During pre-writing we are creating or generating a lot of ideas about our topic. The most important part of Pre-writing is to generate as many ideas as possible. These pre-writing activities include brainstorming, free writing, WH-Question, clustering.<sup>42</sup>

In this study, the writer chose the clustering technique to generate ideas. Writer want to prove that clustering technique can be an effective technique to generate ideas in recount text.

#### b. Drafting

The next step is to write drafts, using the outline as a guide. Write the rough draft as quickly as can without stopping to think about grammar spelling or punctuation. Just get the ideas down on paper. It will probably see many errors in the rough draft. This is perfectly usual and acceptable-after all; this is just a rough draft. It will fix the errors later.<sup>43</sup> According to Regina drafting is the actual writing of the paragraph.<sup>44</sup>

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<sup>40</sup> Oshima and Hague, *Writing Academic English (3th)*, p.16.

<sup>41</sup> Regina L.Smalley and Mary K. Ruetten, *Refising Composition Skill Rhetoric and Grammar*, p.3.

<sup>42</sup> Ibid, p.4

<sup>43</sup> Jerry G Gebhard, *Teaching English as a Foreign or Second Language*, p.18.

<sup>44</sup> Regina Smalley and Mary K. Ruetten, *Refising Composition Skill rhetoric and Grammar*, p.8.

### c. Revising/Editing

In this stage students look at their papers with fresh eyes and focus on how well their paper reflects what they were thinking.

#### 1) Revising

Writing is a process. It is never perfect after the first attempt. The best part about writing is that there is time to go back and revise and edit the writing before it is submitted. Revising is the first step to improving a first draft. It is best to allow some time to pass between finishing the first draft and beginning the revising process. This allows the author to look at the draft with fresh eyes and, hopefully, more objectively. In revising the writer focus on the organization of ideas. According to Regina Revising is really rethinking or reseeding your paper. During prewriting and drafting, you were mostly concerned with finding ideas and getting them down.<sup>45</sup>

#### 2) Editing

Editing is the last stages in the process writing. Here students are looking at the language itself and how well it reflects their ideas. When there are no mistakes in grammar, punctuation or spelling the reader will not think twice about the language of the paper. But if there are excessive mistakes in grammar, punctuation or spelling, the reader will notice and not want to finish reading, no matter how well organized or well supported the paper is. According to Regina at this stage, the writer may need to rephrase or edit some of their sentences. Rephrase sentences that are not clear or not

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<sup>45</sup> Ibid.



precise. Then check the sentences to make sure they are grammatically and mechanically correct.<sup>46</sup>

#### 4. Assessment of Writing

Sabarun stated in Herlina, Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.<sup>47</sup>

##### a. Process Assessment

Process assessment in the assessment that is done while the teaching and learning process. It is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case, Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use.

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurement for process assessment. Writing process checklist is kind of format that can be used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

In conferences, the teacher meets with the students individually and discusses with them about the students' writing. The discussion is focused on any aspects of the writing process, which cover topic selection, prewriting activities, word choices,

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<sup>46</sup> Ibid, p.9.

<sup>47</sup> Herlina, *The Effectiveness of Using Concept Mapping in Recount Paragraph Toward The Students' Writing Ability at The Tenth Year of SMA Muhammadiyah 1 Tumbang Samba Katingan Tengah*, Unpublished Thesis, Palangka Raya : State Islamic College of Palangka Raya, 2012.

types of revision, and so on. In addition, self-assessment encourages students to think about their purpose in writing and to reflect on what and how they are learning.

#### b. Product Assessment

Product assessment is defined as giving score to the students' final composition; it focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring; teachers read the compositions for general impression and, according to this impression, awards a numerical score or letter grade. All aspects of the composition-content and conventions-affect the teacher's response, but none of them is specifically identified or directly addressed using checklist. This approach is rapid and efficient in judging overall performance. It may, however, be inappropriate for judging how well students applied a specific criterion or develop a particular form.<sup>48</sup>

The second type is primary trait scoring. The primary trait scoring is a way of scoring piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency.

The third type is analytic scoring. 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. In addition, analytic scoring identifies the specific needs in a

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<sup>48</sup> Mamik Rustika Sari, *The Effectiveness of Clustering Technique on Writing ability and Apprehension of The Eleventh Grade Students of MAN Model Palangka Raya*, 2014, p. 31.

piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater give score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspect of their writing and gives teachers diagnostic information for planning instruction.<sup>49</sup>

In this study, the writer only uses product assessment with analytic scoring method in evaluating the students' final composition. The analytic scoring method applies in the study covers four components (content, organization, vocabulary, grammar, and spelling). The scoring of those components is as follow:

**Table 2.1 The Scoring Rubric for The Measurement of Writing Test.<sup>50</sup>**

Components	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledge substantive thorough development of thesis. Relevant to assigned topic
	26-22	Good to average	Some knowledge of subject. Adequate range. Limited development of thesis most relevant to topic, but lacks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development of topic.

<sup>49</sup> Sabarun, *The Effectiveness of Using Outline in Writing Expository Essay*, P. 32.

<sup>50</sup> Sara Cusing Weigl, *Assessing Writing*, US Cambridge University Press, 2001, p. 116

	16-13	Very Poor	Does not show knowledge of subject. Non substantive. Not pertinent. Or not enough to evaluate.
Organization	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct, Sequencing, Cohesive.
	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out limited support. Logical but incomplete sequencing
	13-10	Fair to Poor	Limited range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	9-7	Very Poor	Does not communicative, no organized, main ideas are enough material to evaluate.
Vocabulary	18-20	Excellent to very good	Does not communicative, no organized, main ideas are enough material to evaluate.
	17-14	Good to average	Adequate range. Occasional of word/idiom for, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very Poor	Essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough evaluate.
Grammar	20-18	Excellent to very good	Effective complex construction few errors of agreement, tense, number word order/ punctuation, article preposition.
	17-14	Good to average	Effective but simple construction. Minor problem in complex construction. Several error of agreement, tense, number word order/ punctuation, article preposition, article pronoun, preposition, but meaning seldom of obscured.
	13-10	Fair To Poor	Major problem in simple/ complex construction. Frequency error negotiation, agreement,

			tense, number word order/ punctuation, article preposition, article pronoun, preposition, and/ or fragments, run-ons, deletion. Meaning confuse or obscured
	9-7	Very Poor	Virtually no mastery of sentence construction rules. Dominate by error. Does not communicate. Or not enough to evaluate.
Spelling	5	Excellent to very good	Demonstrates mastery of completion few errors of spelling punctuation capitalize paragraphing.
	4	Good to average	Occasional errors of spelling punctuation capitalize paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors spelling punctuation capitalize paragraphing but meaning not obscured. Few hen writing meaning processed or obscured
	2	Very Poor	No mastery of convention dominate by errors of spelling punctuation capitalize paragraphing. Hen writing illegible. Or not enough to evaluate

To measure the standard score of the tenth grade students at MA Raudhatul Jannah Palangka Raya in Writing recount text, the writer would like to use the Evaluation Standard of English Subject which used by the English teacher at MA Raudhatul Jannah Palangka Raya. The Minimal Completeness Standard of English subject at MA Raudhatul Jannah is 75. It means that the students pass the test if they

get 75 or more. But if they get under 75, it means they did not pass the test.<sup>51</sup> We can see the standard in the following table:

**Table 2.2 Evaluation Standard of English Subject**

Interval	Interpretation
75 – 100	Master
0 – 74	Not master

## 5. Teaching Writing at Senior High School

Fauziati states there are classroom techniques in teaching writing such as:<sup>52</sup> Instruction should be focused on the writing process. This means that students can initiate into the process, and the teacher should prepare to intervene in the students writing processes with suggestions, and correction to help the students overcome difficulties encountered in each of the stages.

The assigned writing tasks should encourage students to write a variety of modes besides expository writing. This is based on the understanding that people do use different modes of writing, and they do required different modes.

Conferencing is an important part of the classroom activity, such as activity provides students with immediate, meaningful responses to their writing. This will develop students' ability to reflect upon their own writing and the writing of others in a critical and constructive way.

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<sup>51</sup> MA Raudhatul Jannah Palangka Raya academic year 2014/2015.

<sup>52</sup> Endang Fauziati, *Teaching of English as a Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, p.151.

The main role of the teacher is a facilitator. The teacher no longer focuses just on error in the product, but is true to respond to a number of facts of students' writing. This may include understanding and giving nice responses to what the students in writing.

Since the teacher's role is as facilitator, and students would work and help each other, rather than work alone or just with the teacher, the classroom would be arranged in the manner of a workshop, where the students can work in pairs, or groups. The students, therefore, eventually realize that writing generally requires many drafts and revisions to get ideas into a form of writing.

A bond which ties all members of the class into one community, whose member feels responsible for each other's growth, can be created in such classroom. This sense of community of oneness, in turn, can provide a risk-taking environment which is very important for learners to be able to grow to their maximum potency.

#### 6. Teaching Writing at MA Raudhatul Jannah Palangka Raya

Most of students tenth grade of Raudhatul Jannah have problem related to writing ability. This is because in teaching writing the teacher still used the old method. The teacher only explained the materials without strategy or method. So, when the students would like to make the text, they were confused how to begin their writing, and develop their ideas into text.

In this study clustering technique was a choice as an alternative to help senior high school in constructing their understanding, and increase students' ability in writing. The teacher helped the students to finding the ideas and makes them to be a good text

## 7. The Purpose of Writing

According to Penny Ur “the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing”.<sup>53</sup>

Meanwhile according to Adam U Kempler said that “ We write for many reason; To inform, to argue, to complain, to correct, to solve problem, to organize, to make money, to remember, to entertain, to mourn, to articulate emotion, to express imagination, to pass test, to fulfill assignment, to explore the world and ourselves, and enjoy life”<sup>54</sup>

From the explanations above the writer conclude “The purpose of writing is the writer’s effort to express their idea with specific purpose to convey the message to the reader”.

## D. RECOUNT TEXT

### 1. Definition of Recount text

A recount text telling ‘what happened’. The purpose of the story is to tell a series/sequence of events and evaluate their significance in some way. It has expressions of attitude and feeling, usually made by the writer about the events.

### 2. The Structure of Recount Text

#### a. Generic Structure

The text is organized to include:

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<sup>53</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, London: Cambridge University Press, 1996, p.163.

<sup>54</sup> Adam U. Kempler, *Adventures in Writing, An Introduction to the Writing Process with Reading*, Upper Saddle River: Prentice Hall, 2003, p.6.



- 1) An information about 'who', 'where' and 'when';
- 2) A record of events usually in chronological order;
- 3) Personal comments or evaluative remarks, which are arranged over throughout the record of events; and
- 4) A reorientation which 'rounds off' the sequence of events.<sup>55</sup>

b. Sentence Connector of Recount Text

There are some connectors of recount text, they are:

- 1) First, second, third, etc.
- 2) Next
- 3) After that
- 4) Finally

c. Language Features

- 1) Focus on individual people (*I* or *we*).
- 2) Use words which indicate when (*after lunch*) and where the events took place (*in the shed*)
- 3) Write in the past tense (*had, visited*).
- 4) Use action words (*helped, crutched*).<sup>56</sup>

3. Example of Recount Text

The following shows an example of recount text and its generic structure analysis:

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<sup>55</sup> Joko Priyana, Riandi, Anita Prasetyo Mumpuni, *INTERLANGUAGE: English for Senior High School Students X: SMA/MA*, Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008, p.10-11.

<sup>56</sup> Achmad Doddy, Ahmad Sugeng, Effendi, *Developing English Competencies 1 For Senior High School (SMA/MA) grade X*, Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008, p.14.

**Part I: Setting/ Orientation**

This morning my friend and I went to EOS studio. It's not far from our school, so we just rode our bicycles.

**Part II: List of Events**

First, we met Shanti and Riko outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at EOS canteen. The food was delicious. Before we went home, we took some photographs with Shanti and Riko.

**Part III: Reorientation**

It was tiring but we were very happy.<sup>57</sup>

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<sup>57</sup>Abd Salam, *Using Clustering Technique to Improve Students' Writing of Recount Text*, p.15-16.