

CHAPTER II

REVIEW OF RELATED LITERATURES

This part deals with the literatures related to the present study. It discusses teaching writing, clustering technique, and the implementation of clustering technique in teaching writing.

A. Teaching Writing

Writing is basic language skill that becomes the complex skill to master for the learners. As we know that writing is a productive skill that involves the way to generate and organize the ideas in written form.

1. The Concept of Writing

Generally, writing ability has a role that is essential for human life. In every activities, it is required to support the implementation of the various activities. While at school, the ability to write can support for students in the process of teaching and learning activities. Related to this role, the ability to write has been taught by teachers to students since elementary level. This capability will be developed further to the next level.

Basically, writing is a whole series of activities in order to express one ideas and communicate through written language to others to be easily understood.¹ This means that a good writing is a writing that can be understood by others. The opinion is in line with Nurchasanah and

¹ Nurudin, *Writing English Language Test*, (New York: New York Inc.2007), p.36

Widodo, that writing is a process of pouring or presenting information in the form of thoughts, feelings, or the willingness to use the means for written language by specific setting in accordance with the rules of the language used by the author.² From the definition above it can be concluded that there are four elements (the writer as messenger, the message/content, channels/media in the form of writing, and the reader as recipient of the message) involved in the delivery of messages through the media writing. Writing is a like the talking. One way is middle set of words, expressions and see the effect.

Writing is required to describe the problem, pour a thought that feels important to know. Another opinion was also expressed by Gie, that writing is a whole series of activities of a person who expressed ideas and communications through written language to be understood by the readers.³ This implies that the actual writing is a series of activities that require a process of continuous learning. Through applied learning at school, students experience the process of writing activities in accordance with what is taught by the teacher.

Some definitions above is also in line with the opinions expressed by Akhmadi, that writing is to put or organize graphic symbols that express an understanding of a language in such a way that others can read graphic symbols as part of the presentation of the unit

² Nurchasanah and widodo, "A *Procedural Approach to Process Theory of Writing: Pre writing Technique*, (New York: Mc.Grow.Hill.1993),p.24

³Liang Gie in <http://blog.lifejournal.com/2009/06/2012/gabriele-losser-rico-talks-about-the-benefit-of-journaling/>(oktober,7,2002)

expressions.⁴ Writing is a place where a writer likes pouring all his/her ideas, thoughts, and feelings to others the readers.

According to some opinions that have been stated above, it can be concluded that the writing process is a series of ideas for activities, ideas, and feeling in the form of graphic symbols that express an understanding of the language.

2. Basic Writing Ability

Writing skill is one of the four skills that should be possessed by the student. The four skills are reading, writing, speaking, and listening. They all have a relationship of mutual regard and mutual support between one skill, to others skill. For example, a student to be able to write well is also necessary skills in reading, listening, and speaking. Thus the four skills are interrelated complexity.

Basically, the creative writing has three essential elements, namely (1) creativity, (2) provision of language skills, and (3) provision of literary ability. Creativity is essential to encourage the emergence of new ideas, capture and finalize ideas, optimally utilizing and literature to be able to utilize the stock produced works of literature that new colour.⁵

⁴ Akhmadi, *Pokoknya Menulis: Cara Baru Menulis dengan Metode Kolaborasi*, (Bandung: Adira.1990), p. 24

⁵ Roekhan, *principle of Language Learning and Teaching*, (New York: Harcourt Brace Jovanovic Inc. 1991) p.53

3. Teaching Writing at Senior High School

Writing is one of four skills that taught in senior high school, and it is included in syllabus and standard competence with indicator, the students can writing some narrative text with good structure (Content, organization, vocabulary, mechanic and grammar).As as teacher, we must master the condition that happen in the class. in order that our class will be running well and will not make the students bored, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

B. Narrative Text

The focus of this study is writing narrative text. Narrative text is a kind of story text. The definition of story is an event series that happen in chronological order. In general, story can be fiction (imaginative) or non fiction.⁶ In narrative text , the story is imaginative story. It is a story about figure of event like mysterious story, magic story, daily life story, and adventure story.⁷ The generic structure of narrative text are orientation, complication, and resolution.

Orientation is about opening paragraph where the characters of the story introduced. The orientation will decide whether the story is interesting or

⁶ A. Chaedar Alwasilah, senny suzanna Alwasilah, *Pokoknya menulis*, (Bandung: PT. Kiblat Buku Utama,2007), p.119.

⁷Link Ward Beck, *Language skill and use*, (USA: Foresman and Company, 1984)), p.184

not. So, the writer should make the orientation more interesting and make the reader wants to know more about the story.

Complication is the problem where the story developed. It puts after orientation. In complication, the writer is going to show the conflict of the story. To make the story more life, the writer should make describe the detail of the problem .

Resolution is the problem solving in narative story. It usually puts in the last paragraph. The writer can choose to make happy ending or sad ending based on the situation that she is created in a complication.⁸

Each or written work always have a function, including the narrative text also. The main function of narrative text is to entertain the reader. The writer of narrative text hopes that the reader will get an entertainment after reading narative story.

C. Clustering Technique

Clustering technique to improve writing skill is adapted by Henry to facilitate thinking in classroom setting.⁹ Hogue states that clustering like listing is another way to get ideas to write about something and write them in circle and bubble, around the topic.¹⁰ Clustering technique to develops their ideas (learners) and write the words or phrases in circles or bubbles.

Clustering is a simple yet powerful strategy. Its visual character seems to

⁸Generic Structure of Narative text, *Englishindo*, <http://www.Englishindo.com>, diakses tanggal 15 April 2014).

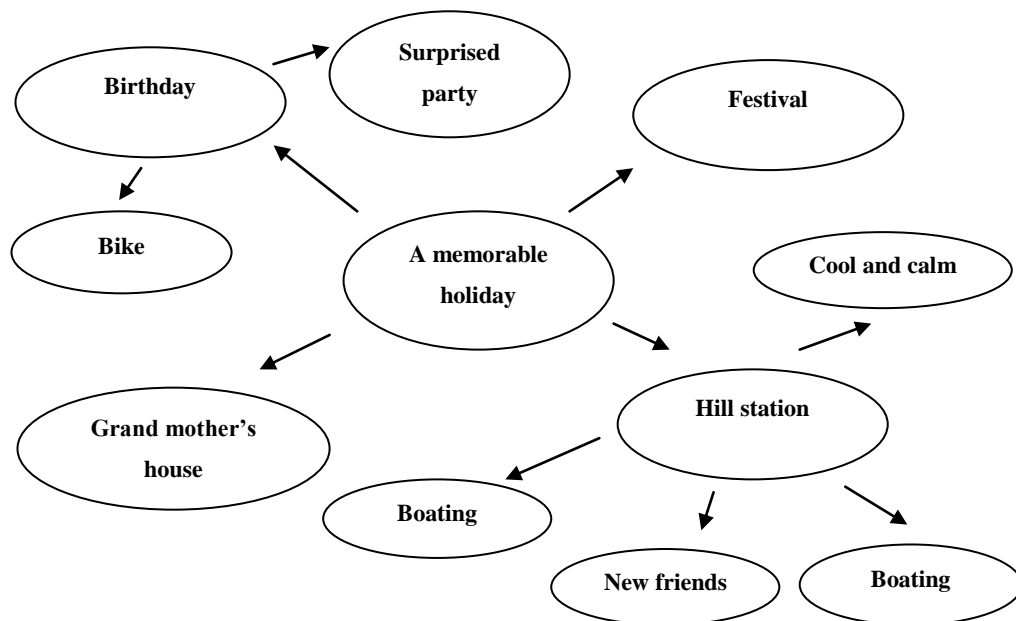
⁹Henry, *The Practice of English Language Teaching*, (New York: Prentice Hall.1986)

¹⁰Oshima, Alice, Ann Hogue. 1996. *Writing Academic English*, (New York: Addison Wesley Longman.91)

simulate the flow of association and particularly good for students who know what they want to say but just can not say it.

Clustering is strategy to simulate the learner to develop their idea that difficult to say. In otherwords, clustering means a group of activities. It is the writing technique in grouping the idea by using pictures. Clustering is kind of teaching writing technique by using a group or pictures. Dawson and Essid state that clustering is a type of prewriting that allows the learner to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating clustering allows the learners to begin without clear ideas.¹¹ So, it can be concluded that clustering can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The learners can do it on their own or with friends or classmate to try to find inspiration or ideas. Clustering is a non linear activity that generates ideas, images and feelings around stimulus word as follows:

¹¹ Dawson and Essid in [http: www.writing 2.richmond.edu/writing/wweb/cluster.html-4k](http://www.writing2.richmond.edu/writing/wweb/cluster.html-4k) accessed on June 27 2014.



Based on the picture above, clustering is an activity that generate idea by using circles, and it starts from stimulus word or the words expectation, then develop them into several groups. Reidmentions that the invention of clustering helps the writers to generate, develop and arrange their ideas.¹² It can be said that clustering helps the learners in developing their idea. The goal of clustering is to determine the intrinsic grouping a set of unlabeled data. It can be showthat there is no absolute “best” criterion which would be independent of the final aim of the clustering. Consequently, it is to supply this criterion. In such way that the result of the clustering will suit their needs.

A cluster is a collection of objects wich are “similar” between them and are “dissimilar” to the object belonging to the other clusters. It means

¹² Reid, Joy M., 1993. *Teaching ESL Writing*. Newyork: Prenrtice Hall Regents.

that clustering is collecting the similar words or phrases related to the topic and losing the dissimilar words or phrases that are not related to the topic. Dawson and Essid state that to begin to cluster, choose a word that is central to your assignment. For example, if you “expectation” and write that word in the middle of your sheet of paper. Circle “expectation”, then write words all around it words that occur to you as you think of “expectations”. Write down all words that you associate with “expectations”, words that at first may seem to be random. Write quickly, circling each word, grouping words around you is the central word. Connect your new words to previous ones with lines, when you feel you have exhausted a particular avenue of associations, go back to your central word and begin again.

Based on the statement, it can be concluded that in clustering technique, there are some steps: (1) Choosing a word or phrase; (2) putting the word or phrase in central; (3) circling the word or phrases, (4) writing words all around the word or phrase that associate with the word in central; and (5) connecting the new word or phrase to previous ones with lines. Moreover clustering technique helps the writers or learners to start the writing activity from the new expectation words and develop them in a bubbles or circles form. Clustering involves writing down a word or phrase and engaging in free association. Each association written down and connected to the original stimulus by an arrow or line. If association generates further associations, chains of associated words are produced.

Furthermore clustering is related two words or phrases. The learners start to write down the ideas and then the ideas are connected by using an arrow or line. It is used to overcome the difficulty in developing ideas. It is effective in reading activity and developing writing skill. It is also effective in reading activity and developing writing skill. It is also effective if the learners are rich in vocabulary.

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 functional; (2) ability to perform maintenance and upgrades with limited downtime; (3) ability to easily scale up your cluster to a maximum of seven active EVSs.