

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to have a clear description of the discussion, this chapter presents some theories related to the study, consists of writing, descriptive text, and clustering technique.

A. Writing

1. Definition of Writing

Writing is one kinds of component in English that must be learn by students in language learning. Writing is used to inform ideas or peoples feeling to others in written form. As we know that writing is a productive skill that involves the way to generate and organize the ideas in written form.

There are some different definitions about writing given by some experts from many resources. According to Wingersky (1992:3) writing is a process through which you discover, organize, and write your thoughts to communicate with a reader. In addition, Nguyen (2015:54) stated that writing is a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. Another definition is given by Jack C. Richard (2002:303) says that writing is the most difficult skill for second language learners to master.

From the definitions above, it can be concluded that writing is one of the ways to produce language in written form that comes from our mind to make a good sentence or paragraph. There are many factors influencing writing to be good such as grammatical, vocabularies, punctuation, and spelling. By using writing, students can share their ideas, feeling or anything on a paper or the others.

2. The Process of Writing

In teaching writing, there are many processes that must known by teacher. As English teacher, they must understand the process about how students write. Therefore, the teacher should know the process of writing before learned by the students. The most important in teaching writing is a way to create how makes a good paragraph. It is learn about organization, grammar, mechanics, and vocabulary. The general steps in the writing process include prewriting, drafting, revising, and editing.

a. Prewriting

According to Murray (1985) in Vicki & Monette (2005:12) Prewriting, or planning, often is a neglected and underestimated step in the writing process. Prewriting is a first step before write a paragraph. It can help you find a topic, generate ideas, and allows you to see the connections among those ideas. Before starting to write, the writers decide what it is they are going to say. For some writers this may involve making detail notes. According to Julie &

Robert (2007:35) there are five techniques that will help us think about and develop a topic and get words on paper:

1) Brainstorming

As with brainstorming to narrow the topic, the writer should allow as many ideas as possible who come from their mind. The purpose of brainstorming is to think about and write down a lot of ideas without worrying about what they are, how they are ordered, or even whether you will use them (Cynthia & Jia, 2002:12).

2) Freewriting

Freewriting is another way of generating ideas where you focus on the topic and write down everything that comes to mind, no matter how important or unimportant. So, write as much as possible you can here.

3) Listing

Listing is another way to generate ideas. Don't worry about trying to write in sentences; just list words or phrases that come to mind when you focus on your topic. Focus on your topic by visualizing it, and write a list of everything that comes to mind.

4) Clustering

Clustering is a visual representation of ideas. Because you cluster related ideas together, clustering

begins the process of grouping or organizing your ideas. Before writing a paragraph, some of writers begin by freewriting or listing and then cluster those ideas into related groups that generate further ideas.

5) Dividing

Dividing is generates ideas by divide the topic into some components parts. For example use questions like who, what, where, when, why, and how in order to divide a topic.

b. Drafting

Drafting represents the challenging transition from planning, or prewriting, to formulating the words and putting them on paper (Vicki & Monette, 2005:16). Drafting means writing a rough, or scratch, form of your paper (Francine, 2001:49). So, drafting involves taking the information that you have generated and organize and patiently writing a paragraph or an essay in which you consciously start with the main ideas and add supporting ideas. As you draft, you do not need to worry about grammar, spelling, or punctuation.

c. Revising

Revising is the process of examining the content and organization of your writing to see how they could be improved (Julie & Robert, 2007:48). Revising means making changes to

clarifying wording and organization. The revision of paragraph should be done in several times, until you are satisfied that it is the best you can do. Francine (2006:107) stated that revision is the most general re-examination of your essay. Revising is necessary done in order to our writing can understood or read by reader. When our writing does not understand and make confuse to the readers, it means our writing is bad.

d. Editing

Before you consider your paper finished, check for any problems in mechanics. Make sure that the words are correctly spelled, the sentences are correctly constructed and also punctuation is appropriate. To edit your essay effectively, you would need to read each paragraph a number of times, paying careful attention to your sentences and the words that comprise them (Francine, 2006:121). As Vicki & Monette (2005:21) explained that when the planning, drafting, and revising is done, the final stage for authors who intend to share their work is editing. Editing is necessary to be done to avoid misunderstanding between the writer and the readers.

3. Requirement of Good Writing

A paragraph has three structural parts. They are topic sentence, supporting sentences, and concluding sentence. Besides, a good

paragraph also has the elements of unity and coherence (Oshima & Hogue, 1998:18).

Unity means that you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. The concluding sentence should end the paragraph with the same idea. Rika (2013) says that in a united paragraph, we expect all the sentences to be about the main idea of the paragraph. A paragraph has unity when all the sentences support the topic sentences, the main idea of the paragraph. Without unity, the paragraph loses focus.

Coherence means that your paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate transition signals. Coherence in a paragraph is the technique of making words, phrases, and sentences move smoothly and logically from one to other (Rhea, 2011). In a coherence paragraph, the relationship between ideas is clear, and one idea connects logically to the next.

B. Descriptive Text

1. The Definition of Descriptive

Descriptive text is the text that is always in around us when we want to describe something or someone. Descriptive text is texts which say what a person or a thing is like.

According to Cynthia & Jia (2002:6) this kind of paragraph is used to describe what something looks like. Its purpose is to tell about the subject by describing its features without including personal opinions.

Referring those explanations above, it can be concluded that descriptive text is a text that has function to describe something or somebody in daily life with the purpose to identify the features of some objects clearly. And it relies on adjective to explain how something feels, looks, tastes, smells, or sound. As the others text, the descriptive text has characteristic in the form of generic structure and language feature which make the text has certain characteristics that will different from another text.

2. Kinds of Descriptive Text

Virginia (1998) divided kinds of descriptive text into four types:

a. Describing People

Describing a person should consist of some composition. *Firstly*, an **introduction** giving brief information about who the person is, where/how you met him/her, how you heard about him/her, etc. *Secondly*, a **main body** which includes description of such things as physical appearance, personality/behavior, and details of the person's life and lifestyle (hobbies, interests, everyday activities, etc). *Thirdly*, a **conclusion** in which express your feeling/opinion concerning the person.

b. Describing Place/building

There are three parts of description paragraph. A composition describing a place should consist of: an **introduction** giving brief information about the name and location of the place/building and stating the reason for choosing to write about it. A **main body** is giving both general and specific details about the place/building usually moving from general features to specific. A **conclusion** is in which you express your feelings or opinion concerning the subject.

c. Describing Objects

When you describe objects you should give accurate information concerning the size and weight, shape, color, and material. This kind of text can be found in catalogues, reports, advertisements, etc.

d. Describing festivals/events/ceremonies

A descriptive composition about an event should consist of: an **introduction** in which you mention the name/type, time/date, place and reason for celebrating the event. A **main body** is in which you describe the preparations for the event and the event itself. A **conclusion** is in which you describe people's feeling or comments on the event.

3. The Structure of Descriptive Text

Generic structure is general form of genre. Each of genres has its own generic structure. The generic structures of a description are as follow (Mark & Kathy, 1988:26):

- a. Identification : to identifying the phenomenon to be described. It is may include who or what / when / where.
- b. Description : to describe the phenomenon in parts, qualities, or and characteristics. From the most important to the least important, from the most general to the most specific and detailed.

The generic features of description are:

- ❖ Verbs in the present tense
- ❖ Adjective to describe the features of the subject
- ❖ Topic sentences to begin paragraphs and organize the various aspects of the description.

C. Clustering Technique

1. The Definition of Clustering Technique

In the writing process there are prewriting step. One of the prewriting steps is clustering. There are several definitions of clustering stated by experts:

John Langan (2005:23) said that *Clustering*, also known as *diagramming* or *mapping*, is another strategy that can be used to generate material for a paragraph. This method is helpful for people to

think in a visual way. In clustering you use lines, boxes, arrows, and circles to show relationship among the ideas and details that occurs to you. Diagramming or mapping is same as clustering, its helps the students to generate the ideas before they start to write.

According to Julie & Robert (2007:38) clustering is a visual representation of ideas. Because you cluster related ideas together, clustering begins the process of grouping or organizing your ideas. So, clustering is suitable technique for prewriting. It can help students to brainstorm their ideas before start to write a paragraph.

In other hand, Jeannie & Patty (1991:44) said that clustering gives students a way to organize thinking for writing. With practice, they also grow more confident and comfortable expressing their own thoughts in writing.

From the definition above, it can be concluded that clustering is one kinds of technique that write a word which what the students have in their mind using circles and the word is connecting by a central key words or main idea. Clustering is use in early stages of planning an essay in order to find sub topic in a topic to organize information.

2. Teaching Writing Using Clustering

Teaching writing using clustering technique can be used in Junior High School, because it can make the students more interesting and creative. 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 (John Langan, 2005:24). Before the students make clustering, they get the material about descriptive text from the teacher. Then the teacher gives the topic to the students to make a paragraph. Before they make a paragraph they should make a clustering design with the topic which is given by teacher.

The steps of clustering technique as follow: *Firstly*, write the topic in the center of a piece of paper, circle it. *Secondly*, write arrows or lines around the topic in the center. *Thirdly*, write down the main parts or central ideas of the topic, circle these. *Fourthly*, generate facts, details, examples, or ideas related to the main part of the topic, connect these around the main parts.

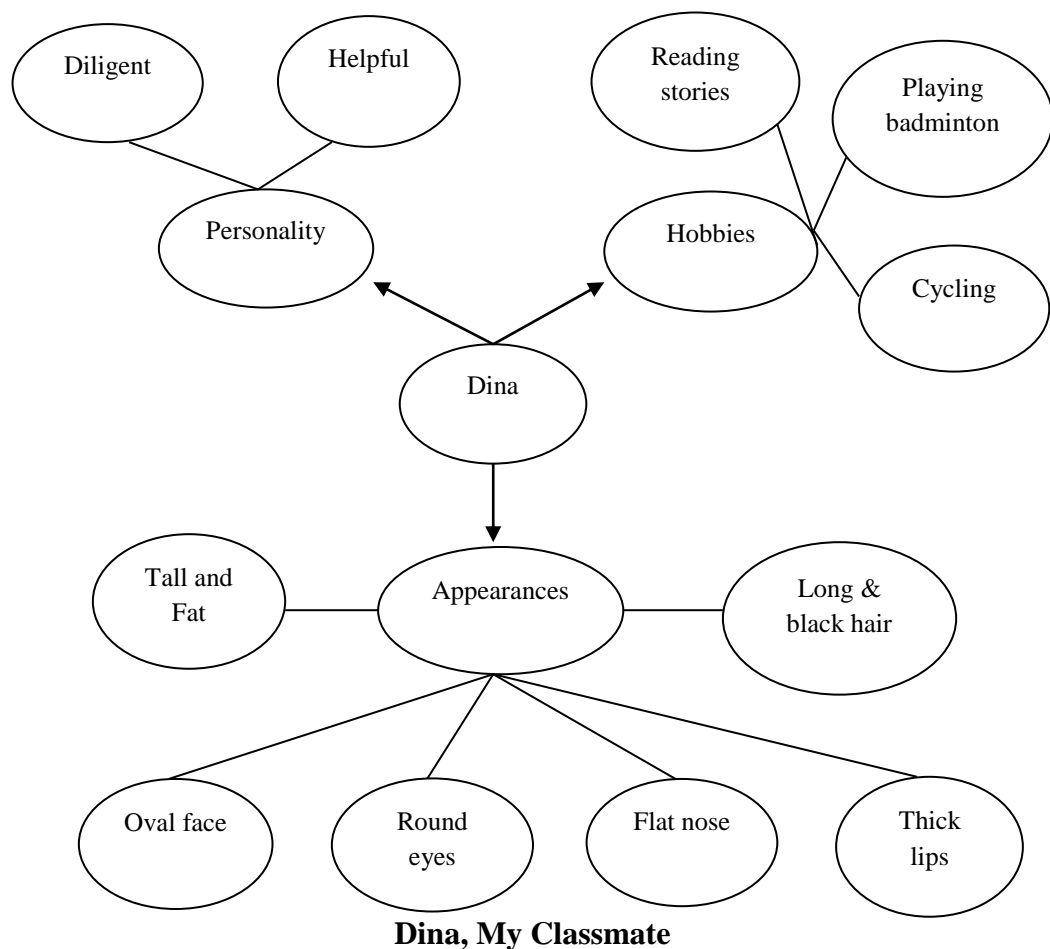
Jeannie & Patty (1991:43) stated that first, once you begin clustering, do not stop or put the pencil down until you feel you have got all your ideas out. Second, make no judgments about the ideas as they come to you; just write them down. Third, do not worry about how to spell a word. Just let the ideas flow freely.

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 line, boxes, arrows, and circles to show relationship among the ideas and details that occur to

them. Furthermore, the application of clustering in teaching begins with a key word or central idea placed in the center of a paper.

Figure 2.1
The Application of Clustering Technique



Dina is one of my classmates in Junior High School. She is thirteen years old. Her appearances are good looking. Dina is tall and fat like an athlete. Her hair is long and black. She has oval face like me. She has round eyes. She has flat nose and also thick lips.

She is very diligent person in my class. She is helpful to her friends. Her friends often ask for her help to solve math problems. All her friends and teacher like her. She has some hobbies likes reading stories, cycling, and playing badminton. I am very proud of her cleverness.