CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter describes some theories relate to the study. They are writing recount text using *Clustering Technique*.

A. Writing

1. Definition of Writing

Writing is one of four skills in English lesson and one of productive skill besides speaking. Writing is also a kind of accuracy activity. The students must master in writing in order that they can convey their idea from what they write. Writing has to be both coherent and cohesive to make clear and understand about writing. The writer will expalain about the definition from many experts.

Wingersky states that "Writing is a way of again control ever your ideas and getting them down paper"[5] another definition is given by Harmer that "Writing is a process that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities".[6]

Linse and Nunan define that "Writing is multifaceted, it is only logical that it ovokes different images".[7] Writing is indicates clearly how strong and attractive the words that arrange in charming, even structure, style, and the property punctuation so the reader would be not tortured while

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[5] Joy Wingersky, *Writing Paragraph And Essays (Integrating Reading, Writing, And Grammar Skill,* (California: Wadsworth Publishing Company, 1992), p.1

[6] Jeremy Harmer, *How to Teach Writing,* (New York: Pearson Longman, 2004), p.86

[7] Caroline T.Linse and David Nunan, *Practical English Language Teaching Young Learners,* (New York: Mcgraw-Hill Companies Inc, 2005), p.98

enjoying the text. The writer could summarize that writing is a tool to communicate between writer and reader, by writing the writer can tell the reader about information, situation and many others.

2. Writing Process

The writing process in many different ways and requirement all kinds of different situation in which to feel comfortable when writing. When we write, we do more than just put a words together to make sentences. Good writers go through several steps to produce a piece of writing. Harmer mentions the four steps in the writing process, they are: planning, drafting, revising and final draft.[8]

a. Planning

Before starting to write or type, the writer tries and decide what it is she/he going to say. This may involve making detail notes. When planning, she/he has to think about three main issues. First, she/he has to consider the purposes of her/his writing since this will influence not only the type of text she wish produce, but also the language she uses, and the information chooses to include.

The second, experinced the learner of the audience writing for, since this will influence not only the shape of the writing. But also the choice the language. The third, consider the content structure of the piece (how best to sequence the facts, ideas or arguments).

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[8]Ibid, p.102

b. Drafting

First draft are made to be thrown out or at least burried beneath revisions, but they are an important part of the writing process. According to Dietrich and Kaiser, draft purpose: (1) they allow us to put all of our material on paper, and thus to see it all at once as we never could in our heads; (2) but putting all of our thought and our supporting data into words, sentences, and paragraph, and we can see and her it all together for the first time.[9]

c. Editing

Making sure that the words are correctly spelled and that the sentences are correctly constructed and punctuated may seem to be minnor consideration. This may include additions, deletions, or changes in the sentence structure. Editing is often helped by other reader, teacher or friends.

d. Final Version

Once writter edited their draft, making the changes they consider to be necessary, produces version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

3. Teaching Writing

Writing is one of four skiils taught in junior high school, and it is included in syllabus and standard competence. As a teacher, we must master

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[9]Julia Dietrich and Marjorie M. Kaiser, *Writing Self Expression and Communication,* (San Diego: Harcourt Brace Jovanovich Publisher, 1986), p.35

the condition that happens 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.

According to Harmer, there are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more thingking time than they get when they attempt spontaneous conversation. Then, when studying about writing, it is helpful to make a distinction between writing for learning and writing for writing. It means that writing is used as an made memory or practice tool to help students practice and work with language they have been studying.[10]

Writing encourages students to focus on accurate language uses. However, this quite separate from the issues of writing process and genre. In fact, students are not writing to be better writers. Harmer stated that there are some ways to help students learn better.[11] They are as follow:

a. **Get students to plan writing**

Before students start writing, we can encourage them to think what they are going to write by planning the content and sequence of what they are going to write. When students are planning, we can encourage them to think not just about the content of what they want to say but also what the purpose of their writing is.

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[10]Jeremy Harmer, *How to Teach English*, (New York: Pearson Longman, 2007), p.122
[11] Ibid, p.11

b. Encourages students to draft, reflect and revise

In writing, students sometimes find difficulty. As a teacher we may give a new method and some treatment to them. One way of encouraging drafting, reflection, and revision having students involved in collaborative learning. We can also make a pair of group of students working together on a piece of paper. It can response each to others ideas (both in terms of language and content), making suggestion for changes and contributing to the success of the finishing product.

c. Respond to students' writing

To respond a work-in-progress we may involve talking with individual students about a first, second, third of four draft, while others members of the group are working on their own. So, teachers can read through a draft and then make written suggestion about how the text could be recorded. Another possibility, teacher ask students to reformulation their write with their own revision with their teacher. It is not just teachers who can responds to students writing, but their friend also can respond with their own way. It will make their writing well.

B. Recount Text

According to Hornby, recount text is one of kind of story genre, recount tells somebody about something, especially something that you have experienced.[12] Hartono said that "Recount is one kind of genre text, containing

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[12]A. S. Hornby, *Oxford Advanced Learner Dictionary Of Current English,* (London: Oxford University Press, 2000), p.978

about retell events for the purpose of informing or entertaining.[13] Actually recount text is a text tells about the personal experience in the past time. The tense that used in recount text is past tense.

A personal recount usually retells an experience in which the writer was personally involved. It lists and describes past experience by retelling events. It presents the events chronologically (in the order in which they happened). The purpose of a personal recount text are to inform, entertain the audience (listener or reader), or both. There are three generic structure of recount. They are[14]:

a. Orientation it provides the setting and produces participants. It provides information about who, where and when.

b. Record of events tell what happened, present event in temporal sequence. It is usually recounted in chrological order. Personal comments and evaluative remarks, which are interspersed through out the record of events.

c. Re-orientation: optional-closure of events. It is rounds of the sequence of events.

The common grammatical features of recount text are : a) Use of nouns and pronouns to identify people, animals, things involved. b) Use of actions verbs to rever to events. c) Use of past tense to locate events in relation to speaker's or writer's time. d) Use of conjungtions and time connectives to

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[13]Rudi Hartono, S. S., M. Pd, *Genres of Texts*, (Semarang: Indeks press, 2005), p.6
[14] Ken Hyland, *Genre and Second Language Writing*, (Washington: Michigan University Press, 2004), p.29

sequence of events. e) Use of adverb and adverbial phrase to indicate place and time. f) Use of adjective to describe nouns.

There are five types of recount:

1. Personal Recount

    It is retelling of an activity that the writer or speaker has been personally involved in oral anecdote, diary entry. It uses the first pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

    It is recording the particulars of an accident (e.g report of a science experiment, police report, news report, historical account). A factual recount is conserned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using langage that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement.

    This type uses the third person pronouns (he, she, it and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcome of the activity (e. g science experiment).

3. Imaginative Recount

    It is taking on a imaginary role and giving details of events (e.g a day in the life of roman slave; how I invented).

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narraton (I or we), give credibility to the information provided.

5. Biographical Recount

A biographical recount tells the story of persons live using a third person narrator (he, she and they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places and events. a purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject achievements in the final section.

Example of Personal Recount text

ORIENTATION :	• This morning my friends and I went to EOS studio. it's not very far from our school, so we just rode our bicycles.
LIST OF EVENTS :	• First, we met Santi and Ali 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 photograph with Santi and Ali.
REORIENTATION :	• It was tiring but we were very happy

C. Teaching Writing using Clustering Technique

Teaching writing has a purpose to produce intelligent bahavior. Teaching is one of the aspects of education, is an interaction a teacher and the student which have a purpose to transfer some knowledge to the other. Dawson and Essid said that "Clustering is a type of prewriting that allows you to explore many ideas as soon as they occur to you."[15] Prewriting is one of activities that prepare to write the first draft. Clustering is one of prewriting activities that helps students to find a topic.

Langan said that "Clustering also known as diagramming or mapping, is another strategy that can be used to generate material for a paper. This method is helpful for people to think in a visual way. In clustering, you use lines, boxes, arrows, and circle to show relationships among the ideas and details that occurs to you."[16] Diagramming or mapping is same as clustering, it helps the students to generate the ideas before they start to write.

Rico defined that "Clustering is way of tricking the left-brain into silence and using the right-brain to come up with your own unique overview of a subject."[17] Because it uses the right-brain. So it will envolve our creativity and idea.

Axelord and Cooper explained that "Clustering is an invention activity which reveals possible relations among facts and ideas. Unlike listing (the next mapping strategy), clustering requires a brief period of initial planning. You

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[15]Melanie Dawson and Joe Essid,*Pre-Writing*,(http://www.omniglot.com/writing/definition.htm). Accessed on 17th March 2016

[16]John Langan, *English Skills*, (New York: McGraw-Hill Companies, Inc, 2001) 7th Edition, p.22

[17]Gabrielle Lusser Rico, *Pre-Writing: Clustering*, http://exchanges.state.gov/forum/journal. Accessed on 19th March 2016

must first come up with a tentative division of the topic into subpart or main ideas."[18] Based on the definition above, the writer concludes that *Clustering Technique* is kind of prewriting activity which takes place in the classroom. It uses lines, boxes, arrows and circle to show relationship among ideas, it helps students to find ideas and also enrich the ideas.

Teaching writing using *Clustering Technique* can be used in junior high school because it can make the class and the students more interesting and creative. By using *Clustering Technique*, it can drill students to build a creativity on their self. The students will try to write about the topic that they want into a cluster, it will make them more creative to produce a paragraph than they get material with conventional method.

Firstly, the students get the material about the lesson form the researcher. Then the researcher give the topic to the students to make a paragraph. Before they make a paragraph they should make a *Clustering Technique* with the topic that has been given by the researcher.

Secondly, in making *Clustering Technique* they must write the tittle. Then they can write the characteristic about the material. After finish making *Clustering Technique*, the students make a paragraph with they write in cluster before.

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[18]Rise B. Axelord and Charles R. Cooper, *The ST. Martin's Guide to Write*, (New York: ST. Martin's Press, 1985), p.461

D. Writing Assessment

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

- Language use : the ability to write correct and appropriate sentences.

- Mechanical skills : the ability to use correctly those conventions peculiar to the written language, e.g punctuation, spelling.

- Treatment of content : the ability to think creatively and develop thought, excluding all irrelevant information.

- Stylistic skills : the ability to manipulate sentences and paragraph, and use language effctively.

- Judgement skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.[19]

Research is always dependent upon measurement. There are important characteristics that every measuring instrument should process: *validity* and *reability*. Validity refers to the extent to which an instrument measure. Reliability, on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures. An educational researcher must

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[19] J.B.Heaton, *Writing English Language Testing*, (London: Longman Inc, 1988), p.135

inquire into the validity and reliability of the instrument used in a study and must include this information in the research report. If a researchers data are not obtained or in the conclusions based on the results.

Evidence of validity and reliability is especially important in educational research must of the measurements in this area are obtained indirectly. One needs to assess to what extent an educational or a psycological measuring instrument measures precisely and dependably what it is intended to measure.

1. Validity

The validity question is concerned with the extent to which an instrument measures what one thinks it is measuring. It is absolutely essential that the reseracher asks this question. Educational and psychological testing instruments are designed for the purpose of appraising constructs such as achievement, intelligence, cretivity, aptitude, attitudes, motivation, and the like. However, there are no direct means of measuring these constructs such as exist in the physical sciences for the measurement of characteristics like length, volume, and weight. Researchers must develop indirect means to measure complex attributes. These indirect means involve tests and scales consisting of a number of tasks that are selected to serve as indicators of the complex constructs. One is never sure that these indirect procedures measure what they are supposed to be measuring. Researchers must ask the following kinds of questions: does this test really measure achievement motivation? Does this

test measure other qualities as well? Can this creativity test really separate the highly creative persons from the less creative persons? Could one make useful predictions base done scores on this aptitude test? Is it an appropriate instrument for use with all pupils, or should it be used only with certain groups? These all questions concern aspects of a test validity. This commite distinguished three types of validity : *content validity, criterion-related validity, and construct validity*. These three types of validity cover the basic purpose for which tests are used.

a. Content validity

Content validity refers to the extent to which the instrument represents the content of interest. In assessing the content validity of a measuring instrument, one is concerned with question : how well does the content of the instrument represent the entire universe of content which might be measured? In order to have content validity, a measure must adequately sample both the topics and the cognitive processes included in the content universe under consideration. Furthermore, the topics and cognitive processes must be sampled in proportion to their emphasis in the entire universe.

b. Criterion-related validity

Criterion-related validity refers to the relationship between the scores on a measuring instrument and an independent external variable (criterion) believed to measure directly the behavior or characteristics in question. Criterion-related validity uses empirical

techniques to study the relationship between scores on the instrument in question and the external criterion. Thus, the identification of the criterion or criteria is crucial to e investigation of this type of validity. There are several characteristics that a criterion measure should possess.

The most important is *relevance*. One must judge whether the criterion chosen really represents successful performance on the behavior in question. If the criterion does not reflect the attribute under study, it would be meaningless to use it as a basis for validating another instrument.

A second characteristic is that a criterion must be *reliable*. This means that criterion must be a consistent measure of the attribute over time of from situation to situation. If the criterion itself is not consistent, one would not expect it to relate consistenly to any predictors.

A creterion should be *free from bias*. That is, scoring of a criterion measure should not be influenced by any factors other than actual performance in the criterion. Assume that a supervisor's rating is the criterion used to validate a test to select applicants for a certain job. If the supervisor's lets a general opinion of the individual or any factor other than actual performance influence the rating, than the criterion score will be biased.

c. Construct validity

When researchers ask the question, what does this test really measure? They are inquiring into the construct validity of the test. Construct validity is concerned with the extent to which a test measures a specific trair or construct. It is a type of validity that is essential for tests that are used to assess individuals on certain psychological traits and abilities. Some common examples of construct are anxiety, intelligence, motivation, reasoning ability, attitudes, critical thinking, aptitude in various areas, reading comprehension, and self-concept. The construct validity of a test refers to the extent to which performance on the test can be interpreted in   terms of constructs such as these.

2. Reliability

Reliability is concerned with how consistenly we are measuring whatever we are measuring. It is not conserned with whether we are measuring what we intend to measure: that is the validity question. It is possible for a measuring instrument to be reliable without being valid. However, it cannot be valid unless it is first reliable. For example, someone could decide to measure intelligence by determining the circumference of the head. The measures might be very consistent from time to time (reliable), but this method would not be considered a valid measure of intelligence since circumference of the head does not correlate

with any other criteria of intelligence nor is it predicted by any theory intelligence.[20]

a. Rater reliability

Rater reliability is spesifically intended to be applied in specific areas. Including the fields of language, the kind of details of the test objectives ability does not match to be realized in the form of test items. Clearly, this type of test; does not certain or consist of test items. In the field of language that is primarily concerned with test speech and writing ability test, which forms of participants' work produce spoken or written discourse continuously. It is not separate in the form of answers to the test items. Level of the test reliability in those areas is not taken into account from the test item scores - because there is not point testing - rather that the performance of the overall test participants. In this case, the two rows of the score required for the calculation of the level of reliability cannot be done by repeating the test administration - such as the aplication of test-retest reliability - or by using an equivalent test, such as the application of equivalent test reliability. The attempts to see the level of consistency are done through the implementation of scoring by test organizer (in a speaking test), or the examiner (rater) of work (on writing test), to generate the rater reliability on reliability calculation (rater reliability).

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[20] Donald Ary, *Introduction To Research In Education*, (New York: Cambridge University Press, 1979), p.206

Two rows of score required for the reliability calculation of this type can be used for the computation of (1) intra-rater reliability by scoring twice by the same person and (2) inter-rater reliability with scoring by two examiners.

b. Intra-rater reliability

The calculation of the level of reliability is based on the work of test takers by one rater who performed twice. This can be done on the work of test takers in the form of a written test that must be read twice. Similarly, oral test that must be listened two times, certainly in the form of record in advanced technology today can be done easily, if necessary. Calculation of reliability is done by two rows of scores obtained from scoring twice, to calculate by using the *Pearson product moment correlation coefficient* formula.

In order to obtain a reliable score, it is necessary to score in a straight for word, precise and trustworthy. Some of prevention and control that can be done, especially in the implementation of writing test, including (1) elimination of the name and identity of the person taking the test to improve scoring objectivity, (2) implementation of the scoring on the basis of the guidelines, including the criteria if needed, (3) provisions so that examiners do not write any notes on participants who have completed the work to prevent the negative effects. The final score determined by summing the scores obtained

for the two halved the extent not found a significant different between the two scores.

c. Inter-rater reliability

It is different with the intra-rater reliability that is using score of one corrector or testers who do twice scoring on the work, of all participants of the test the inter-rater reliability is obtained by the two rows of the correctors or examiners, who each examiners, who each examiner does scoring at the same test takers. Another difference lies in the time of scoring. Inter-rater reliability can be performed simultaneously, as happened in the speaking test, where the performance of the participants can be tested by more than one examiner.

Because it is done by two different people, the result of the calculation of the level of reliability can be more reliable than complementation of intra-rater reliability by one examiner in general, of course, if a number requirements and implementation procedures fulfilled. First of all the testers or the correctors should have equivalent qualification and competence in the areas tested. Second, they do scoring on the criteria and details that had been prepared before. Third, the final score is determined by calculating the average of the score given by each examiner. Then, the calculation of the level

of inter-rater reliability is calculated by using *Pearson product moment* formula.[21]

d. Pearson product-moment correlation coefficient formula

$$r\text{-}xy = \frac{\Sigma(X - \bar{X})\,(Y - \bar{Y})}{N\,Sx\,Sy}$$

r - xy : correlation coefficient Pearson product-moment

Σ : total number

$\bar{X}$: score each students of X test

Y   : score each students of Y test

$\bar{X}$: mean of X test

$\bar{Y}$: mean of Y test

Sx   : standard deviation of X test

Sy   : standard deviation of Y test

N   : total number of the tests

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[21] Soenardi Djiwandono, *TES BAHASA Pegangan bagi Pengajar Bahasa*, (Jakarta: Universitas Negeri Jakarta, 2011), p.186-188