

CHAPTER II

REVIEW OF THE RELATED TO LITERATURE

This chapter describes some theories relate to study. They are writing, descriptive text and teaching writing 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 explain about the definition from many experts.

Wingersky states that “writing is a way of gaining control over your ideas and getting them down on paper”.⁷ 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”.⁸

⁷ Joy Wingersky and friends, *Writing Paragraph and Essays (Integrating Reading, Writing, and Grammar Skills)*. (1992, California: Wadsworth Publishing Company).1

⁸ Jeremy Harmer, *How To Teach Writing*, (England: Pearson Education Ltd, 2004).86

Next, Linse and Nunan state that “writing is multifaceted, it is only logical that it evokes different images”.⁹ Besides, Simon Ager states that “writing is a method of representing language in visual or tactile form”.¹⁰ Writing is indicates clearly how strong and attractive the words that arrange in charming sentence charming, even structure, and style, and the property punctuation so the reader would be not tortured while 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 situations 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.¹¹

⁹ Caroline T.Linse and David Nunan, *Practical English Language teaching Young Learners*, (New York: McGraw-Hill Companies, Inc, 2005).98

¹⁰ Simon Ager, *What Is Writing*, (<http://www.omniglot.com/writing/definition.htm>, accessed on 16th March 2015)

¹¹ Harmer, *How To Teach Writing*, (England: Pearson Education Ltd, 2004)

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. In first. She/he has to consider the purposes of her/his writing since this will influence (among other things) not only the type of text she/he wish to produce, but also the language she/he uses, and the /he information she/he chooses to include.

Secondly, experienced the learner of the audience she/he writing for, since this will influence not only the shape of the writing (it is laid out, how paragraph are structured, etc.) but also the choice the language. Thirdly, she/he has to consider the content structure of the piece (how best to sequence the facts, ideas, or arguments) which they have decided to include.

b. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing.¹² The writer develops a topic on the paper, then focus in the content of writing, not the mechanics.

c. Editing

The writer is making over the draft to improve the writing and make it clear. This may include additions, deletions, or changes in the sentence structure. Editing is often helped by other reader, teacher or friends.

¹² Mc. Crimmon, *Writing With a Purpose*, (U.S.A: Houghton Mifflin Company, 1984).10

d. Final Version

Once writer edited their draft, making the changes they consider to be necessary, she/he produces her/his 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 skills taught in senior high school, and it is included in syllabus and standard competence. As a teacher, we must master 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.

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more thinking time than they get when they attempt spontaneous conversation. Then, when thinking 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 aide memoire or

practice tool to help students practice and work with language they have been studying.¹³

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:¹⁴

a. Get students to plan writing

Before students start to write, 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.

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 is to have 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 other's ideas (both in terms of language and content), making suggestion for changes and so contributing to the success of the finishes product.

¹³ Jeremy, Harmer. *How to Teach English*, (England: Longman, 2007).112

¹⁴ Jeremy, Harmer. *How To Teach Writing*, (England: Pearson Education Ltd,2004).11

c. Respond to students' writing

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

B. Descriptive Text

Descriptive is verbal picture of person, place or object. To make readers see or hear, taste, smell, or feel. Thus, a descriptive essay is the one that describes person, place, or object. In descriptive essay, a writer uses words to build images for the readers.¹⁵

The descriptive text should be vivid, detail since something described is particular and the writer should be able to make the readers draw in mind exactly about the thing. The generic structures of descriptive text are identification, description, and conclusion. In identification we tell about the things that we want to describe, on the description, we give the

¹⁵ Ary Setya Budhi Ningrum. *writing 3*, (Stain Kediri: English Departement STAIN Kediri, 2010).2

description about the thing and on conclusion, we give conclusion about our description.

Example of descriptive text



I really love small and cute animal. I believe rabbit is one of the cutest animals. So, last month I decided to adopt a rabbit from animal shelter. His name is Faliando. I named him after my favourite movie star, Aliando Syarief. Faliando is incredibly cute rabbit. His age is at least four months. He has long ears, yellow eyes and white fur. Faliando love eating carrots and cabbages. I never forget to give him every day. Beside vegetables, he also want to drinks milk. Faliando also love running and playing at the garden. After he came to my life, my daily has changed. Every day I spend a lot of time to play with him. He also gave me a lesson about how to take care of someone. He has become my best friend. I really love Faliando.¹⁶

¹⁶ <http://www.carabelajarbahasainggrisoke.com/2015/04/contoh-descriptive-text-about-rabbit.html>. Accessed on 25th April 2015

C. Teaching Writing Using Clustering Technique

Teaching writing has a purpose to produce intelligent behavior. 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.

Teaching writing using clustering technique can be used in senior 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 title. Then they can write the characteristic about the material. After finish make clustering technique, the students make a paragraph with they write in cluster before.